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**FEMALE PERSPECTIVES
OF PROFESSIONAL IDENTITY AND SUCCESS
IN THE COUNSELING FIELD**

by

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B.S. December 2002, East Tennessee State University
M.A. May 2006, East Tennessee State University

A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirement for the Degree of

DOCTOR OF PHILOSOPHY

COUNSELING

OLD DOMINION UNIVERSITY
December 2009

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ABSTRACT

FEMALE PERSPECTIVES OF PROFESSIONAL IDENTITY AND SUCCESS IN THE COUNSELING FIELD

Amanda C. Healey
Old Dominion University, 2009
Director: Dr. Danica G. Hays

The purpose of this study was to investigate the contextual and definitional qualities of professional identity as well as the perceptions of success as defined by female counseling professionals. The ideals and beliefs related to professional identity were examined in order to determine if they are upheld by females who practice as professional counselors, counseling doctoral students, and tenure-track counselor educators. Findings indicated 16 themes that addressed issues related to personal and professional congruence and the counseling philosophy; particularly with regard to a conflict with the professional success model as it intersected with personal and professional roles. The information gathered through a grounded theory approach was subsequently used to create an inventory to assess professional identity and success based on the perspectives of women in the field. This inventory was reviewed by experts and consensus coding team members prior to distribution. A quantitative analysis of the inventory was then conducted with male and female participants from the same professional demographic pool as the qualitative portion of the study. Discriminant, correlational, and regression analyses were performed in order to determine if the new

inventory was compatible with the values and perspectives of female professionals and with a previously developed inventory developed to assess the counseling professional identity. Male professionals were included in quantitative procedures and analyses. Males were included in the analysis to determine if the data related to the responses of female counseling professionals were significantly different than those of their male counterparts. Significant statistical and practical differences for gender, status of development (student, faculty, and practitioner roles), family composition, and amount of income participants allocated to professional activities were found. Gender differences indicated significantly higher subscale scores for male professionals with regard to engagement and development and lower subscale scores for professional beliefs and orientation. Those who spent between 6-20% of their annual net income on professional activities were found to have significantly higher subscale scores across all dimensions of both instruments used. Implications for training and the counseling field are presented with the findings.

Dissertation Committee Members: Dr. Theodore P. Remley, Jr.
Dr. Jennifer N. Fish

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TABLE OF CONTENTS

	Page
List of Tables	vii
Chapter One: Introduction	1
Background	2
Constructs and Concepts	3
Significance	3
Purpose of the Study	5
Research Questions	6
Limitations	6
Delimitations	9
Assumptions	10
Conceptual Framework	11
Definition of Terms	12
Overview of Methodology	15
Summary	16
Chapter Two: Literature Review	17
Introduction	17
Development of the Counseling Profession	21
Counseling Philosophy and Engagement	24
Patriarchy and the Culture of Success	29
Success and Gender	32
Gender and Career Choice	34
Societal Gender-Role Expectations	36

Women in the Counseling Field	.....	37
Success in the Counseling Profession	.....	38
Success and Professional Identity	.....	39
Summary	.....	40
Chapter Three: Methodology	.....	42
Mixed-Methodological Research Design	.....	45
Phase I: Qualitative	.....	49
Research Questions	.....	49
Participants	.....	50
Gaining Entry	.....	54
Role of the Researcher	.....	52
Researcher Assumptions	.....	56
Method	.....	59
Data Collection and Analysis	.....	63
Subjectivity	.....	65
Measures to Ensure Confidentiality	.....	66
Discussion of IRB Application	.....	66
Phase II: Instrument Development	.....	67
Validity	.....	74
Reliability	.....	77
Phase III: Quantitative	.....	82
Research Questions and Hypotheses	.....	82
Participants	.....	84
Variables	.....	87
Instrumentation	.....	87

Data Collection Methods	91
Validity Threats	92
Potential Contributions	95
Chapter Four: Results	96
Phase I: Qualitative	96
Coding Team Profiles	99
Participant Profiles	101
Review of Analysis Procedures	103
Conceptualization	105
Major Themes	105
Professional Development	106
Counseling Philosophy	107
Practice of Counseling	108
Mental Health and Counseling	110
Success Expectations Educators	111
Personal Values and Success	113
Success Conflict	114
Gender Issues in Counseling	116
Gender Issues in Counselor Ed	118
Gender and Success	121
Belonging and Mentorship	126
Blending of Roles	126
Success Expectations for Counseling Practitioners	128
Relationships	129

Perceptions of Men and Women	130
Values	131
Member Checking	132
Verification Procedures	134
Summary	138
Phase II: Instrument Development	140
Instrument Development	141
Reviewer Profiles	142
Inter-Rater Reliability	142
Exploratory Factor Analysis	146
Description of Scales	152
Phase III: Quantitative	155
Gender Different in Professional Identity and Engagement	155
Gender and Success Beliefs	159
Convergent Validity Using a Comparison of the PIES and PIVS	161
Family Composition and Engagement	162
Income Allocation and Engagement	169
Engagement and Identity	169
Faculty Content Analysis	172
ACA Leadership	174
Conclusions	178
Summary	178
Chapter Five: Discussion	180
Phase I: Qualitative	180

Conceptualization of Profession	181
Conceptualization of Development	184
Gender and the Practitioner	186
Limitations	187
Delimitations	190
Implications for Future Research	191
Phase II: Instrument Development	192
Implications	193
Future Research and Development	194
Phase III: Quantitative	195
Relationship to Prior Studies	196
Gender and Professional Identity	197
Limitations	200
Response Rate	201
Delimitations	201
Implications for Training	202
Future Research	203
Conclusion	204
Chapter Six: Manuscript for Publication	206
References	224
Appendix A	
IRB Application and Approval	237

Appendix B		
Interview and Focus Group Informed Consent		239
Appendix C		
Interview Recruitment Letters		240
Appendix D		
Survey Recruitment Letters		244
Appendix E		
Interview Protocol		248
Appendix F		
Focus Group Protocol		250
Appendix G		
Demographic Sheet		252
Appendix H		
Professional Identity Engagement Scale		253
Appendix I		
Professional Identity and Values Scale		257
Appendix J		
PIVS Expert Reviewer Packet		265
Appendix K		
Survey Informed Consent		272
Appendix L		
Qualitative Codebook		273
Appendix M		
Professional Identity and Values Scale - R		281
Vita		283

TABLES

Table	Page
1. Item Statistics for Initial Review of Professional Identity and Values Scale.....	78
2. Second Round Inter-Rater Item Statistics for the Professional Identity and Values Scale.....	143
3. PIVS Item Means and Standard Deviations	148
4. Spearman’s Rho Development Item Correlations with Professional Status.....	154
5. Subscale Group Statistics.....	156
6. Wilk’s Lambda and Canonical Correlation for Gender.....	157
7. Standardized and Structured Coefficient Functions for Gender.....	158
8. Grouping Centroids	158
9. Descriptive Statistics for Success Items	159
10. Scales and Subscale Correlation Matrix for the PIES and PIVS.....	162
11. Single Family Composition Subscale Group Statistics	163
12. Wilk’s Lambda and Canonical Correlation for Gender with Single Participants.....	164
13. Standardized and Structure Coefficient Functions for Gender and Single Status.....	165

14. Grouping Centroids for Gender and Single Status	165
15. Partnered Family Composition Subscale Group Statistics	166
16. Wilk’s Lambda and Canonical Correlation for Gender with Partnered Participants.....	167
17. Standardized and Structured Coefficient Function for Participants with Partners and/or Dependent Children According to Gender	168
18. Grouping Centroids for Gender and Partnered Participants	169
19. Income Allocation Subscale Group Statistics	170
20. Wilk’s Lambda and Canonical Correlations for Level of Income Allocation.....	171
21. Standardized and Structured Coefficient Functions for Income Allocations.....	172
22. Grouping Centroids for Income Allocation	172
23. Regression Coefficients	173
24. Regression Model Summary	173
25. Engagement and Professional Identity ANOVA	174
26. Faculty Status within CACREP Counseling Programs	175
27. Leadership Trends in ACA from 1998 – 2009	176

FIGURES

Figures	Page
1. Conceptualization of Professional Identity in Counseling.....	18
2. Conceptualization of Qualitative Results	140

CHAPTER ONE

INTRODUCTION

As the presence of women in the counseling profession continues to grow, their perceptions related to the development and direction of the field become increasingly salient. Therefore, this study was conducted in order to explore female perspectives concerning the constructs of professional identity and success in counseling. The purpose of this study was to investigate the contextual and definitional qualities of professional identity as well as the perception of success as defined by female counseling professionals. In addition, interviews were conducted in order to determine if current views of success in the counseling field were congruent with or informed by the counseling philosophy of those professionals serving in our communities as practitioners and as counselor educators. Further, the ideals and beliefs related to professional identity were reviewed in order to determine if they are upheld by those who practice as professional counselors, doctoral students, and those counselor educators seeking tenure. It is the hope of this study that the definition of the constructs related to professional identity and engagement are altered, if necessary, in response to the results found so that they may be more inclusive of current counselor's beliefs. Recognition of the relationship between philosophy and success evaluation might then assist training programs in tailoring their approach to address current experiences of counselors and thus help shape the future of the profession in a way that values the perspectives revealed by this work. By reviewing professional identity and success within the context of the counseling field from the voices of female professionals, a basic description of

counseling beliefs, philosophy, and significance can be formed. From this generalized narrative, conceptual ordering and theorizing can take place.

Background

There has been little empirical research conducted on the topic of professional identity in the field of counseling. However, many studies have been completed concerning the conceptualization of how a professional counselor develops (Brott & Myers, 1999; Coogan & Chen, 2007; Skovholt & Ronnestad, 1992a). The process of professional identity formation includes determining what it means to be a professional counselor in terms of philosophy and approach as well as determining the perceptions of success held by an individual as it relates to expectations set by the profession.

Professional identity in itself is a concept that reflects a multitude of factors. Calley and Hawley (2008) described these factors as resulting from a variety of conceptual research endeavors; they include the values held by counseling professionals, historical factors, theoretical orientation, scholarship, research, and professional activities. Depending on the professional counselor's role or specialization (e.g., private practitioner, counselor educator, school counselor), different aspects of professional identity may be valued more by the institution or agency than by the individuals that make up each entity. The importance placed on these factors of professional identity may also be influenced by cultural roles, and more specifically as it relates to this study, societally defined gender roles.

Constructs and Concepts

The construct of professional identity was researched to determine the conceptual components that make up the counseling philosophy paradigm. The resulting implications on concepts regarding success in the counseling field were evaluated. Professional identity in counseling, as it is currently conceptualized by the literature, results from a developmental process at the level of the individual that includes exposure to components related to the counseling philosophy, engagement, and practice (Borders & Benshoff, 1992; Remley & Herlihy, 2007; Skovholt & Ronnestad, 1992a). In part, this study evaluated how the construct of professional identity may be associated with perspectives regarding the meaning of success as it relates to professional engagement and how this process could be distinctly gendered. By interviewing female professionals in the counseling field, a theoretical construct of professional identity and its relationship to success was developed through grounded theory analyses of the voices of the female participants.

Significance

Professional identity is a construct that relates to many aspects of a profession, including its philosophy and beliefs, professional practices, and the requirements for professional success. Through research on professional identity development, specifically in higher education and business, it has been shown that the impact of cultural expectations, such as those involving gender norms, and the intersection of those expectations with one's role in their chosen profession has a significant influence on identity formation (Archer, 2008; Colley, James, & Diment, 2007; Di Dio, Saragovi,

Koestner, & Aube, 1996). Previously, research conducted on professional identity in the counseling field has been grounded in a conceptual paradigm developed by experts rather than a construct derived from the voices and personal values of the professionals themselves (Myers, 1992; Remley & Herlihy, 2007). This study helps to define professional identity in a way that is congruent with the voices of female professionals serving in different counseling arenas. Those professional arenas included women who served (at the time of this study) as newly licensed professional counselors, doctoral candidates, and tenure-track counselor educators at teaching and research universities. Counselors working within these three areas of service were the focus of this study because they represented different aspects of the profession; yet, it is assumed that they conform somewhat in terms of their level of professional development due to their level of exposure to the field. Hopefully, the results of this research study will serve to ground the theoretical construct of professional identity in the voices and perceptions of those women who work in the field.

The way in which professional identity is defined can have consequences in terms of how individuals then integrate or formulate their own professional identity. For instance, if the expectations regarding successful involvement in a profession are incongruent with personal values, a conflict may arise as individuals attempt to define their place within their chosen field (Colley, et al., 2007). It is therefore imperative that the gendered aspects of professional identity and the facets of professional life that counseling values and expectations serve to influence, such as success within the field, be thoroughly examined. Research regarding the interplay between professional identity and professional success values is necessary in order to advance the profession and to

determine if the counseling field is in agreement with its basic philosophies. If certain institutionally valued qualities of the profession are not put into action due to conflicts with personal principles, a dissonance between what the counseling field has defined itself to be and how it is practiced may arise and may already be present. This dissonance could serve to divide the profession, making it difficult for counseling to emerge as clearly distinct from other mental health fields. It is important that the perceptions and values of women be assessed and heard so that their role in the field can be highlighted in terms of their contributions and leadership (Black & Magnuson, 2005). If women are not entering into positions of professional leadership and influence at the same rates as men, this lack of power or influence could be a symptom of issues relating to professional identity. It is important to then evaluate how women interpret professional values and how those values then influence their development as professionals, and thus their influence in the profession.

Purpose of the Study

The purpose of this study was to investigate the contextual and definitional qualities of professional identity as well as perceptions of success as defined by female counseling professionals. Research was conducted in order to determine if current views of success in the counseling field are congruent with the counseling philosophy, which includes values related to development, advocacy, wellness, engagement and prevention (Borders & Benshoff, 1992; Myers, 1992; Remley & Herlihy, 2007). Analysis of results also determined if views related to professional identity and success were congruent with the perceptions of the professionals interviewed and surveyed who, at the time of this

research, served in our communities and higher educational graduate programs. This study assists in determining if the current conceptual views of professional identity are consistent with the counseling philosophy and inclusive of the values and beliefs of women who work as professional counselors and counselor educators. This specifically connects the aspects of counseling values that integrate ideas related to wellness, prevention, and empowerment. These aspects will be evaluated in terms of how they are perceived to be applicable to the individual professional's own conduct and state of being.

Research Questions

The broad question and purpose of this inquiry was to discover how professional women in the counseling field perceive career success and the process of professional identity development. The overarching question is: How do women in the counseling field define professional identity and perceive career success? Several sub-questions relate to these broader points. Specifically, to what extent does family composition have an impact on the participant's perception of their identity in relation to the counseling profession? How do women perceive their personal identity in relation to their career or professional identity in counseling? Is there a theory that can explain the process of professional identity specific to women? Do gender differences exist concerning values and beliefs that relate to professional identity and success?

Limitations

As professional identity is a construct that has been developed conceptually by the founders of and experts in the counseling field, values related to it may not be measured

accurately given the lack of qualitative research into the way the profession is viewed and practiced by professional counselors and counselor educators. As a result, the construct validity of the Professional Identity and Engagement Scale (PIES) instrument is in question with regard to engagement (Puglia, 2008). However, this study was completed with the goal of addressing this issue. A qualitative analysis of professional identity was conducted and an instrument developed using constructs derived from the voices of counseling professionals.

As the process of qualitative inquiry will require some reflection on the part of the participants, their perceptions of professional identity may change or develop as a result of the conversation. Since this process is normal in terms of professional identity development (Skovholt & Ronnestad, 1992a), this type of inquiry allows for first hand insight into how a counseling professional integrates the values they practice into their own occupational and personal functioning. A research team was utilized to check for researcher bias in the process of interviewing participants, so as to minimize the influence of the researcher's opinions or beliefs in the process of obtaining qualitative data.

Another limitation concerns the dissemination of the inventories, which occurred in the quantitative portion of this study. As the instrument is being released through an online third party, the researcher was not present to make sure similar conditions were present for all participants who choose to complete the inventory. However, participants were notified of the required time commitment needed to complete the survey prior to beginning. They were asked to choose a location that provided little distraction during this time. They were also asked to take the inventory individually, without influence or opinion from other professionals. As this survey was provided as a non-individualized

link, response rates pertinent to each individual recruited to participant could not be accurately tracked. Response rates associated with institutions contacted for participation was tracked through demographic self report and a grouping links specifically for CACREP institutions and practitioners recruited personally by mail.

Mortality related to continued participant involvement in the interview process was not a significant issue for this study. Since respondents participating in the interview portion of the qualitative study were asked to complete a follow-up interview, some chose not to continue their involvement. Every effort was made to retain volunteer participation through to the conclusion of the two-step process. However, when participants voiced a clear desire to discontinue, they were not pursued for further involvement. Mortality may have also been an issue for the quantitative portion of this study as well. This may have been a result of the length of the questions provided to participants in the online survey format and the lack of researcher involvement in that process. Participants were asked to complete two surveys related to professional identity, one of which was developed as a result of this study, as well as a demographic questionnaire. This process took a minimum of 15 minutes to complete. Due to this extended time commitment, participants may have chosen to drop out of the process after beginning. To compensate for this issue, participants were informed of the time commitment prior to beginning and they were also prompted to continue throughout the survey process. An accurate number relating to mortality could not be gauged due to the way in which the inventories were distributed, however, an estimate is provided.

Delimitations

The qualitative portion of the study was restricted to female participants who were licensed within the past two years as professional counselors, those who were tenure-track counselor educators, or were doctoral candidates in Council for Accreditation of Counseling and Related Educational Programs (CACREP) counselor education programs at the time of this study. The quantitative portion of the inquiry consisted of male and female participants from differing roles and positions throughout the counseling profession. Due to the restrictions of the qualitative study, the resulting inventory may not accurately translate to counselors from different professional levels, such as masters students and tenured faculty. In addition, the only available instrument currently available to gauge professional identity is the Professional Identity and Engagement Scales or the PIES (Puglia, 2008) and therefore it was selected for use in conjunction with the newly developed instrument to provide a comparison measure regarding the concept of professional identity, given its current conceptualization.

Participation for the qualitative portion of this study were initially limited to 10 per participant category for individual interviews and 5 participants per focus group. Participant numbers were determined with regard to research time constraints. Following the completion of qualitative interview, participant numbers were less than the provided limit, which was consistent with the nature of the design tradition chosen. As this study was conducted from a grounded theoretical approach, constant comparison of interviews took place until saturation of themes was reached. When this point was reached in the research process, no further participants were sought for individual interviews.

Assumptions

This study assumed that the current conceptualization of professional identity in the counseling field, relating to engagement, included certain shared values. These values related to the importance of publishing peer reviewed articles and professional text related to the counseling profession, involvement in professional leadership, and providing professionally relevant presentations at conferences pertaining to the counseling field. It was the initial ascertain of this study that success in the counseling field is defined through the individual practices or actions taken related to the way in which professional engagement is defined.

The researcher assumed that all respondents answered all interview and survey questions honestly and to the best of their knowledge and ability. Answers provided in interview and focus group sessions were used to develop an inventory, the Professional Identity and Values Scale, to measure professional identity in the counseling field. It was assumed that the professionals interviewed provided a perspective that is reasonably indicative of the responses that may be obtained from other professionals in a similar stage of professional development and/or professional role.

This inquiry also assumed that those professional counselors who were licensed within the past two years, those who were working towards tenure and those professionals who were labeled as doctoral candidates were all at similar levels of professional development and awareness. This was determined through a review of previous research on counselor identity development conducted by Skovholt and Ronnestad (1992a) and similarities in the years in which each professional would have

typically been engaged in their role in the counseling field. This study attempted to gauge perceptions of professional identity and success throughout the differing strata present in the profession. Since the focus of this study is not on the process of lifetime professional identity development, but rather its integration and understanding, a cross-section of the profession was sampled at, what was believed to be, a similar point in professional development. During this stage of occupational growth, it was assumed professional counselors were privy to the processes of success as it related to how they identified and evaluated themselves as professionals.

Conceptual Framework

Professional identity includes concepts relating to the values and beliefs of a profession as well as how a person chooses to engage in their chosen profession. Professional identity can be measured through intrinsic and extrinsic means, both of which have differing qualities. It is the contention of this study that the intrinsic and extrinsic values ascribed to by individual professional counselors as part of professional identity may be influenced by societal gender role expectations. In addition, those qualities typically valued by males may also be overrepresented in how professional identity has been conceptualized in professional literature, academic tenure processes, and in corporate entities related to mental health. Issues related to traditional gender roles as well as personal and external evaluation of success was discussed with participants through interviews and reflected in the items making up the Professional Identity and Values Scale (PIVS).

Definition of Terms

Professional identity is a process by which an individual reaches an understanding of her or his profession in conjunction with their own self-concept, which is influenced by societal and cultural expectations. Identity in relation to one's profession includes the ability to articulate her or his role as a professional, her or his professional philosophy, and her or his approach with others, within and outside of the field (Brott & Myers, 1999; Colley, et al., 2007; Smith & Robinson, 1995).

Council for the Accreditation of Counseling and Related Educational Programs (CACREP) is the organization that sets the curricular standards for counselor education training programs. Only programs in counseling meeting CACREP standards can apply for and earn accreditation. CACREP accredits programs that address the specialty areas of mental health, community, marriage and family, school, career, college, and geriatric counseling (CACREP, 2009).

Professional counselor is a person who has received graduate level training in a counseling field related to CACREP specialty areas. This person would practice professional counseling in a community mental health agency or hospital, in a primary or secondary school, or in higher education. This person may also serve to consult with organizations regarding mental health issues. Professional counselors from CACREP accredited programs are trained to follow the counseling philosophy and meet the expectations therein through their work. A professional counselor may become licensed through her or his state of residence, typically following at least two years of clinical work following the completion of the masters degree.

Professional Counseling is the process by which a collaborative relationship is formed between a professional counselor and an individual or individuals seeking services. The purpose of this relationship is to facilitate the growth and development of the individual(s) in counseling, resulting in movement towards goals as agreed upon by the individual(s) and the professional counselor.

Counseling Professionals is a term representing the various roles within the counseling profession and may include individuals in the counseling field who are involved in a masters level educational program, doctoral education, and/or serve as a professional counselor, supervisor, or counselor educator. Counselor educators include those individuals working in college or university graduate counseling programs as tenured, tenure-track, adjunct, or clinical faculty.

Counseling Philosophy is the underlying belief system of professional counseling practice. The philosophy consists of a counselor's professional development as well as a focus on wellness, prevention, and empowerment of those being served by a counseling professional. Wellness includes a focus on strengths rather than illness, conceptualizing issues from a developmental perspective, and holistically approaching interventions geared towards growth (Myers & Sweeney, 2008). The counseling philosophy also includes actions related to community and professional advocacy and service (Myers, Sweeney, & White, 2002).

Professional Engagement Activities are the set of expected behaviors for professional counselors which are considered a part of the advocacy component of professional identity and a measure of successful development as a professional.

Engagement behaviors include those actions that are involved in efforts including involvement in and the promotion of the counseling profession. Examples of professional engagement in counseling are attendance at professional conferences, professional membership, continuing education, legislative lobbying on professional counseling issues, and participation in research (Puglia, 2008; Spruill & Benshoff, 1996).

Success in the counseling field is the result of professional engagement and authentic personal involvement in professional activities. The process of success is, therefore, intertwined with the process of professional identity development, as success can be defined as the observable result of a fully engaged professional (Borders & Benshoff, 1992). Success may also be defined on a personal level as involving a sense of fulfillment and connection regarding one's professional work (Archer, 2008).

Family Composition is a term developed for this study and is used to describe the current living arrangement in order to derive possible family responsibilities for the participants. Family composition may consist of a person living alone, living with a partner, or living with a partner and dependent children. Family composition will not include those members living away from the home to which there is no financial obligation or responsibility requiring daily attention.

Income Allotment is a term developed for this study that will be used to represent the percentage of annual net income that is used for professional engagement activities. Participants were asked to provide an estimate of their professional expenditures as part of the demographic questionnaire.

Overview of Methodology

This study consisted of a sequential exploratory mixed methods design (Creswell, 2009). The first portion of this study was conducted from a grounded theory tradition through a feminist lens. In order to gauge professional identity from the different perspectives the counseling field includes, three groups of counseling professionals were asked for interviews and were asked to participate in two focus group sessions. The groups consisted of tenure-track counselor educators, doctoral candidates, and newly licensed professional counselors (i.e. those professionals who received their license in 2006 or after). Continuous analysis of interview and focus group data was performed in order to formulate themes related to female professional perspectives of professional identity in the counseling field. In total, 17 individuals participated in the interview process and seven individuals participated in two separate focus groups. From this data, an inventory, the Professional Identity and Values Scale (PIVS), was created in order to assess professional identity development.

The PIVS was reviewed by a panel of experts and members of the consensus coding team before it was released to potential participants through an online survey provider. Survey Monkey was used to disseminate inventories and demographic questionnaire to participants. Male and female counselors from the three professional groups interviewed were solicited to complete the survey as well as counselors from all other professional roles and levels. Results were compared with an existing professional identity measure; the Professional Identity and Engagement Scale (PIES) developed by Puglia (2008). Analysis was done in order to determine if the Professional Identity and

Values Scale (PIVS) was compatible with the values and perspectives of female professionals. Male professionals were also surveyed. This was done in order to determine if the data related to the responses of female counseling professionals were significantly different than those of their male counterparts. Further, analysis was conducted regarding family composition and income allotment in order to determine if this had an effect on professional engagement, professional beliefs, identity development, and orientation.

Summary

Due to the increasing number of professional counselors working in the United States and other countries, the rise in masters and doctoral level training programs, and the diverse roles counselors are taking in our communities and schools, the importance of establishing a clear and inclusive definition of professional identity becomes ever more imperative (Brott, 2006; Calley & Hawley, 2008). As the field moves forward, it is important that the markers by which the counseling profession chooses to evaluate the success and identity of its professionals and trainees be congruent with the counseling philosophy. It is also important that the role of cultural and societal expectations be fully explored with regard to professional identity development in order to create an empowering and supportive model for success. Professional beliefs and values should be inclusive of the ideals present in the professional counseling community.

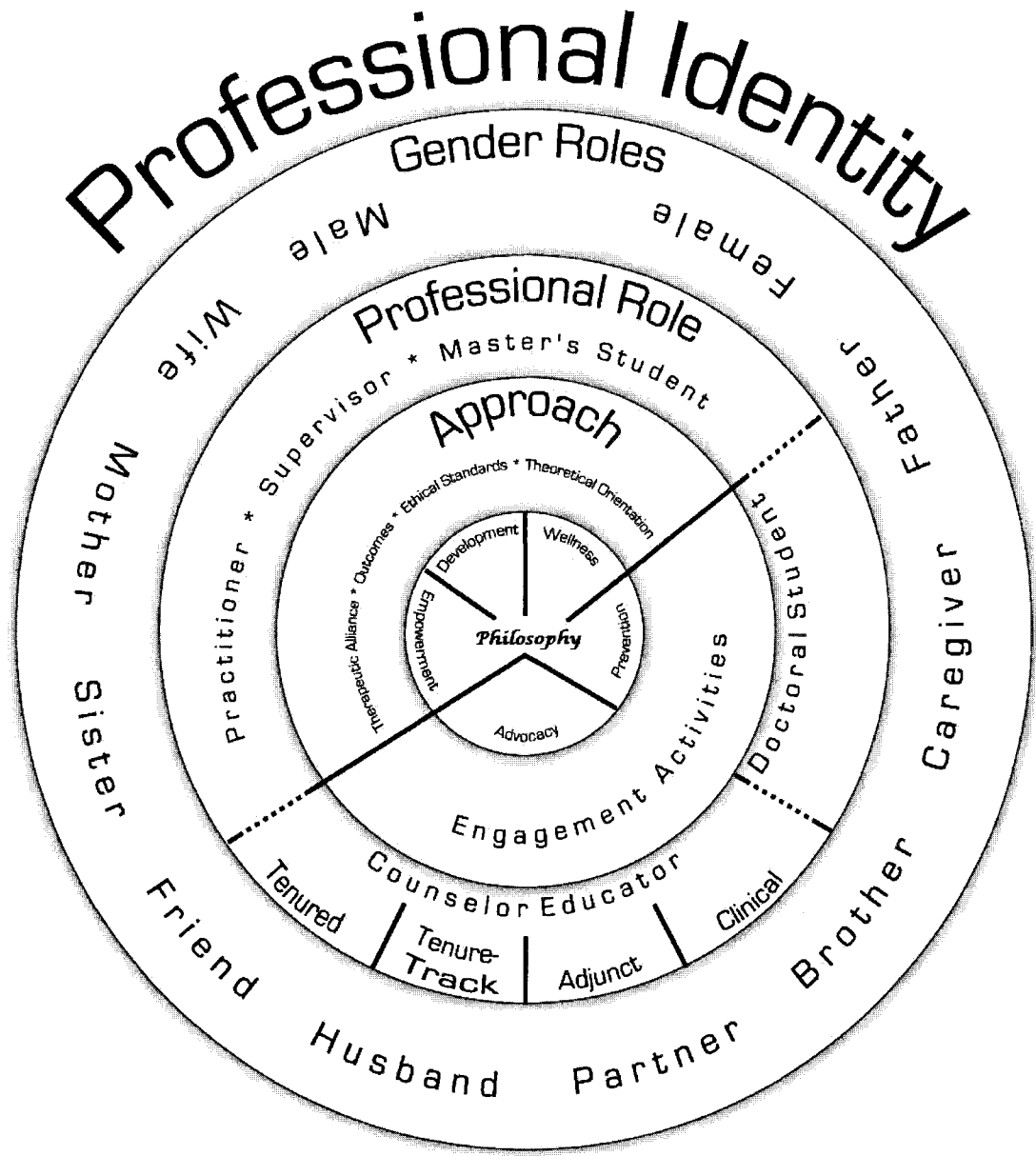
CHAPTER TWO

LITERATURE REVIEW

Introduction

Professional identity is a process by which individuals reach an understanding of their profession in conjunction with their own self-concept, enabling them to articulate their role, philosophy, and approach to others within and outside of their chosen field (Brott & Myers, 1999; Smith & Robinson, 1995). Through this individual process, it is hoped that the counseling profession as a whole will be strengthened as practitioners and counselor educators reach a synergistic collective identity, which is still developing within the profession (Gale & Austin, 2003). Collective identity refers to having shared goals, resources, and aspirations for the profession (Daniels, 2002). In order for individuals to build a relationship with their field of work, it is important for a clear foundation to be established and a professional philosophy constructed which clarifies and distinguishes the profession from other similar vocations. In counseling, this foundation is created by establishing clear professional expectations through licensure, stream-lined educational programming, professional organizations, and ethical standards that build on an underlying professional philosophy (Remley & Herlihy, 2007). In order to provide a clear representation of professional identity and related constructs as it pertains to this study, refer to Figure 1.

Figure 1. Conceptualization of professional identity in counseling



This figure represents aspects of the profession that influence the development of one's professional identity with regard to the purpose of this study. Each layer has an impact on the process of professional development as well as the personal connectedness through which a counseling professional engages in the field. At the core of professional identity is one's agreement with the guiding philosophy. These fundamental beliefs and values and one's resulting approach to practice are viewed through the individualized lens created by the additional layers related to professional and gender role expectations. Larger cultural expectations could also be included, but were not incorporated into this diagram as they are not the focus of this study. The line moving from the values of advocacy and prevention to encompass engagement activities represents the means by which these values are put into action. The line moves further to encompass the roles of counselor educator and doctoral student as activities related to involvement in the profession seem more relevant to those positions (Borders & Benschhoff, 1992; Calley & Hawley, 2008; Myers & Sweeney, 2004); however, the line is dotted to represent a permeability of engagement expectations into other professional roles. In order to conceptualize how larger cultural context could play a role in any developmental process, Bronfenbrenner's systems theory of development could be referenced in order to provide a framework for how the complex systems of the larger culture, community, and family serve to play intersecting roles in identity development (Wertsch & Bronfenbrenner, 2005). Many theories similar to this exist pertaining to different aspects of identity development, but each commonly highlights the interactions of larger and smaller cultural systems as they influence self perception and action.

The purpose of this study was to investigate the contextual and definitional qualities of professional identity, as well as perceptions of success as seen through the eyes of female counseling professionals. Current views regarding professional identity and its relationship to success in the field will be evaluated using sequential qualitative and quantitative methods. Analysis was conducted to determine if gender differences existed among any of the dimensions related to professional identity and success. A strong professional identity was assumed to be necessary in order to be successful within the counseling field. This perspective is derived from the current view that professional identity and self identity must reach a certain point of amalgamation in order for individuals to perform adequately or successfully as a professional counselor (Skovholt & Ronnestad, 1992a) and for the profession as a larger entity to continue (Lafleur, 2007). The information gained from the qualitative investigation was applied to the development of a more inclusive inventory of characteristics that can then be used to examine the process by which a professional identity in counseling is cultivated.

In order to provide a context for this study, the emergence of the counseling profession is presented, with specific information related to the development of the American Counseling Association. The development of a central counseling organization and its specialty divisions is directly connected to the identity development of the counseling professional philosophy. Information concerning the guiding beliefs and values related to the practice of counseling is conferred in conjunction with how agreement with those tenets is currently assessed, how that agreement related to perceptions of success within the field, and how the philosophy relates to professional

development. The core beliefs of the counseling philosophy and its relationship how success is determined within the field are then analyzed through a gendered lens.

The Development of the Counseling Profession

The counseling profession emerged from the field of counseling psychology in the mid twentieth century. The American Counseling Association began as the American Personnel and Guidance Association (APGA) and was formed during the same period as Counseling Psychology's Division 17 in the American Psychological Association. The two organizations have a similar heritage, as both the APGA and Division 17 had the same president early in their organizational development and even continue to share overlapping membership (Goodyear, 2000; Sheeley, 2002). A departure in the interests of the organizations began to take place as school and vocational rehabilitation counseling programs were expanded. These two counseling programs were created to meet specific government aims, and as such received significant government funding (Remley & Herlihy, 2007). In 1983, the APGA then became the American Association for Counseling and Development. This name was then changed, in 1992, to the American Counseling Association.

During the development of the American Counseling Association, philosophical differences between counseling and other helping fields, such as psychology, began to emerge. A focus on development and wellness throughout the life span as well as valuing the diversity of human experience emerged as a mission separate from that of the medical model that dominated the mental health perspective proffered by psychology (Sheeley, 2002). In order for the counseling profession to continue to distinguish itself, it

became necessary for specific national and state organizations to be developed and supported. The American Counseling Association was founded in 1952 and the first state licensure for professional counselors was established in Virginia in 1976. Since then, counseling has developed into a nationally recognized profession with licensing of professional counselors (LPC) occurring throughout the United States. The American Counseling Association has since become an internationally recognized professional organization. The association has joined in the movement to expand the counseling profession internationally in conjunction with the National Board of Certified Counselors (NBCC), which was established in 1982 (NBCC, 2007). Advocacy for the profession abroad helps to substantiate the field and promote the counseling philosophy.

Remley and Herlihy (2007) described the counseling philosophy as a wellness approach to clinical practice with client conceptualization emerging through a developmental perspective. The wellness paradigm pertains to the conscious integration of the mind, body, and spirit to promote holistic wellbeing. In addition to the beliefs associated with wellness, the counseling philosophy also includes an emphasis on client empowerment. This process is achieved through an focus on strengths and the prevention of serious mental illness or pervasive life issues as a goal of the counseling relationship. This philosophy marks a shift from its roots in psychology, which focuses more heavily on the medical model as a guide for conceptualization and treatment. Counseling psychology has shown a distinctive shift away from development and prevention with a turn towards a focus on clinical remediation (Goodyear, et al., 2008). While counseling recognizes development of pathology, it is seen as a unique and extreme end result, and the consequence of prolonged dysfunction rather than a common occurrence that should

always be treated with pharmacological intervention. Despite the emergence of professional counseling as a unique and accepted mental health field, an emphasis on psychological perspectives concerning behavioral issues remains, as evidenced by a focus on diagnosis with the aid of the DSM and the increased long-term use of psychotropic drugs (Eriksen & Kress, 2006; Goodyear, 2000). Due to this focus on the medical model, the beliefs and therapeutic practices of psychologists and psychiatrists are perceived to be of greater value culturally (as evidenced by continuing struggles for recognition within government programs such as Medicare and job opportunities at veteran's hospitals), which has created a philosophical and practical conflict with the counseling profession (Lafleur, 2007).

In addition to beliefs surrounding wellness and empowerment, the counseling philosophy is also grounded in advocacy for the clients and communities served by professional counselors, as well as the counseling profession itself. Advocacy, with regard to client welfare, refers to the process by which a counselor assists in the procurement of needed resources or services. In terms of the profession, advocacy can be conceptualized as actions that lead to professional engagement. Engagement in the profession is therefore a necessary and expected component of the counseling philosophy. Engagement can involve activities that include educating the community about the counseling profession, involvement in lobbying efforts that support the profession, service to the profession through organizational involvement, and other activities that relate to a direct contribution to the counseling field (Spruill & Benshoff, 1996).

The philosophical separation of counseling and psychology is clear in terms of the clinical focus; however, the expectations for professionals are similar. For instance, practitioners and educators in both psychology and counseling are expected to engage in the knowledge and growth of the profession through conference attendance, presentations, publications, licensure, and membership (Daniels, 2002; Feit & Lloyd, 1990; Goodyear, et al., 2008; Hanna & Bemak, 1997; Myers, et al., 2002; Spruill & Benschhoff, 1996). In reviewing literature related to professional identity development, it is clear that a strong professional identity has been seen by many in the counseling profession as an indicator of success (Brott & Myers, 1999; Lafleur, 2007). Therefore, engagement in the components of professional identity can be considered a strong indicator of an individual's extrinsic markers for success in the counseling field. However, in addition to extrinsic markers for success, this study will also review intrinsic perceptions of success as a motivator for the development of an internal relationship between self and profession. Intrinsic motivators will be evaluated, as this is seen as important in the developmental process of professional identity and tends to be of greater value to female professionals (Archer, 2008; Skovholt & Ronnestad, 1992a).

Counseling Philosophy and Engagement in the Profession

The counseling philosophy, which focuses on the wellness model, empowerment, prevention, and advocacy, includes a focus on the developmental aspects of individual behavior. Knowledge of common behaviors resulting from specific developmental issues can then serve as response indicators related to environmental influences. By understanding developmentally appropriate responses to common life tasks, it is then

possible to determine a comparison related to the degree of consistency of a behavior to what is normally expected or appropriate given individual context. Through the developmental perspective, a practitioner can begin to understand the meaning making process of individuals and the relationship to the world around their clients as it relates to culture, family, ethnicity, socio-economic status, and self-identity (Eriksen, 2006; McAuliffe & Eriksen, 1999). Wellness, as a component of the counseling philosophy, relates to a focus on individual functioning and perceptions of life satisfaction depending on immediate developmental needs and strengths (Myers & Sweeney, 2008). Together, the components of development and wellness help to build on the next philosophical practice of prevention, which is the process by which escalating mental distress is diminished. It is hoped that this goal could be achieved through an understanding of development and an individual's perception of his or her current state within that developmental framework. This would need to be done in conjunction with the creation of a counseling atmosphere that highlights strengths and promotes wellness. As a philosophy, the tenets are not then just an approach, but are a part of a practitioner's core beliefs and therefore can be seen to affect related aspects of functioning in one's personal and professional life. This binding of personal and professional values is seen as a key step in the developmental process that is professional identity (Skovholt & Ronnestad, 1992a). However, this process in itself can be seen as influenced by societal gender role expectations related to personal and professional priorities and whether or not an individual views those as being different. Rather than just one step in the developmental process, this integration of professional and personal values and behavior could be the desired goal for female counselors (Dyke & Murphy, 2006).

According to Skovholt and Ronnestad (1992a), the development of the counselor's professional identity has many themes. These themes were derived from a qualitative study conducted on first year graduate students, doctoral students, and those who had been in the field after receiving their doctorates. One of the main themes was constructed around the process of professional individuation. This individuation process includes increased integration of the personal and professional self in that there was a strong consistency between one's personal values and those adopted as a professional through theoretical approach and technique. As the professional individuation process continued, so did the amount of meaningful professional relationships. The concept of continuous personal reflection also becomes central to the development of the professional self. In this reflective process, a person looks back on interpersonal experiences involving personal and professional relationships in order to produce new learning. Modeling and external support seem to be important at the beginning stages of professional identity development whereas constructed knowledge and experiences with clients become increasingly beneficial later. A movement towards boundary clarity is also said to occur in which a professional does not assume total responsibility for client improvement and rather uses client satisfaction with the counseling process as a gauge of success. There is also a shift towards protection of the private or personal self from the professional self, in that someone who has reached a later stage in professional identity development tends to disallow professional time and work from permeating her or his personal life.

While agreement with the core beliefs of the counseling philosophy may be necessary in the development and distinction of a counseling professional, these values

may not solely or exclusively translate into engagement behaviors in the counseling field, as defined previously. CACREP (2009), for example, includes *professional orientation* as one of the main competency areas to be addressed in all accredited counselor education programs. This is required to help new counselors develop a clear sense of professional identity grounded in the counseling philosophy. Currently, literature seems to equate professional identity development or professionalism with involvement in organizational activities, publication, professional speaking, licensure, and event attendance (Gale & Austin, 2003; Spruill & Benschhoff, 1996). The dominant operating ideology within the field accordingly suggests that through these engagement behaviors, one reaches a modicum of extrinsic success. This process may or may not lead to intrinsic feelings of accomplishment, as this depends on the values related to success ascribed to by individual counselors. Prior to this study, the possible connection between the personal identity of professional counselors and their outward involvement in the field had not been investigated. Related studies demonstrated how engagement in the profession early in the process of developing a professional identity was beneficial for creating a personal understanding and relationship with the field (Puglia, 2008; Spruill & Benschhoff, 1996). It is believed that by addressing both the development of the self as well as the development of professional identity, the two will be facilitated to grow together; leading to a stronger sense of self as a professional (Carrere & Weiss, 1988). In order to provide evidence for professional growth, engagement behaviors such as organizational leadership, acquisition of credentials, and continued development of knowledge through professional conference attendance are highlighted as measures of success through engagement (Borders & Benschhoff, 1992; Gale & Austin, 2003).

The integration of a professional identity into the identity of self can be a process achieved separately from involvement in the engagement behaviors that are believed to facilitate this. For instance, DeVault (1999) discussed what she referred to as the adoption of a discipline. In doing this, she pointed to the need for professionals to understand how their field works; what topics are included and excluded and how that advances inquiry and the profession's agenda. In doing this, one is able to integrate aspects of that philosophy into a personal philosophy, which fits with the themes revealed by the qualitative research with counselors conducted by Skovholt and Ronnestad (1992a). From this perspective, perhaps the process of professional identity does not necessarily need to be linked with engagement actions defined as those that would result in success. Professional identity may have more to do with the integration of professional values into one's self identity rather than a mere identification with the counseling philosophy, beliefs, and participation in occupational engagement activities (Gattiker & Larwood, 1986); all of which currently make up the definition of professional identity and what that means for becoming a successful counselor. Therefore, it is important to understand how one's level of professional identity, in general, may have come to be defined in terms of what would lead to success. In order to provide a practical framework, it will also be necessary to evaluate behaviors associated with a strong professional identity that may lead individuals or organizations to view someone as successful within the counseling field. As counseling has developed as a profession within the United States, it is also prudent to view it within a cultural context. Aspects related to expectations within the workplace will have naturally influenced ideas related

to how a successful counseling professional should behave, what they should believe, and how they should conduct themselves.

Patriarchy and the Culture of Success

Success and work ethic have been traditionally defined by men with regard to the dominant professional culture, due to their historically higher representation in the workplace and positions of corporate power (Clinite, 2000; Davies, Browne, Gannon, Honan, & Somerville, 2005; Ranck, 1999). The ideals associated with the achievement of success are not only present in the corporate world and private industry, but have moved into the university setting. This capitalization of academia creates a pressure to produce and disseminate relevant information pertaining to all fields of expertise promoted by the university or college (Archer, 2008), thus changing the purpose and meaning of academic work. Archer argues that the professional and personal self cannot be separated, which is in agreement with Skovholt and Ronnestad's (1992a) view of the developing counselor. Given that these selves must co-exist, personal beliefs will therefore inevitably influence the perception of the profession for which one is a part as well as one's ability to feel successful within the constructs of what one's profession has decided exemplifies success. In Archer's qualitative study, participants' struggles to meet performance expectations with regard to the requirement for prolific publication were portrayed. This led to a conflict of *authenticity*. This was interpreted to mean that the participants were going through the motions determined by the outside forces of the profession. Those outside forces served to define professional expectations and therefore how one's success within the profession is evaluated. Therefore, participants reported

they were able to follow their own personal feelings and desires regarding what success and professional identity meant, creating an internal conflict. The study also found that young professional women defined success in terms of personal fulfillment and young male professionals defined it in terms of security and control over their professional path. All participants perceived success as being defined externally, or by their respective institutions, as recognized through the achievement of particular positions and accolades. In essence, this was an agreed upon definition relating to the dominant culture of success. Archer also highlighted how cultural and class backgrounds affected the participants' perceptions related to the process of achieving success, professional identity, and the boundaries present in that journey.

When analyzing professional identity, it is important to note that research often implies the construct of professional identity as contributing to gender inequity in many professions (Rubineau, 2008). This inequity may manifest in terms of general gender representation in the profession or with regard to leadership positions and promotion within professional businesses or professorships within educational settings. Professions, such as those in the medical field, may appear to have gender equality when one looks at admissions, graduation rates, and grades; however, when one considers the specialties within the medical field, an obvious gender gap exists due to the requirements for success (e.g., time requirements) within those specialties and how the profession is defined in terms of expectations (Boulis & Jacobs, 2003). Time requirements were found to play a role, in particular, as it affected the female professional's ability to balance their personal and professional responsibilities. Evaluation of labor statistics has also revealed that while women are entering higher education in larger numbers than in previous years, they

are less likely to continue on to earn a doctorate degree and rather, were more likely to hold bachelor's or masters degrees when compared to men (Hecker, 1998).

Hecker also reported that while women were employed as counselors and social workers at higher rates than men, they earned less. When reviewing statistics on gender in comparison to the attainment of tenure in 4-year Title IV institutions, women only account for 40% of the total number of faculty tenured and make up merely 33% of the faculty across all disciplines (National Center for Education Statistics, 2007). The percentage of females represented in faculty continues to fall as the level of faculty changes from assistant to full professor. Factors related to this include the higher proportion of women in part-time faculty positions as well as the likelihood of their participation in teaching and services activities rather than research and administrative activities (National Center for Educational Statistics, 2000). Women who do manage to attain a full professorship still face a \$10,000 salary disparity overall in 4-year public institutions (National Center for Education Statistics, 2007); however, no specific information for psychology or counseling has been found delineated by gender. While information for psychology is available through The Chronicle of Higher Education, the statistics are specific to each reporting university; averages for gender with regard to discipline and rank encompassing all universities reporting were not found.

The construct of subjective success was evaluated by Gattiker and Larwood (1986). They postulated that individual perceptions of professional expectations and ones success with regard to those expectations has an impact on career development. Previously, research has focused on external evaluation of career success using criteria such as job title, salary level, and the number of promotions (Gattiker & Larwood, 1990).

In counseling, current measures of professional identity and success, such as the Professional Identity and Engagement Scale (Puglia, 2008) do not take into account subjective experience and perceptions with regard to their profession. Rather the current inventories measure agreement with philosophical beliefs and professional progress based on objective measures of engagement. All measures of professional identity are defined conceptually by those in the field that are in a position to do so. It is therefore important that a scale be developed that takes into account external and internal ideas of success and evaluates professional identity in terms of a personal identification with professional values. This has shown to be important through research on professional identity development which indicates a connection between the development of professional self and the development of personal self. Also, in order for a measure to be inclusive, the relative value placed on engagement behavior must be assessed in terms of gender, especially if engagement is to be considered as a marker for success.

Success and Gender

Reviewing the construct of success with regard to extrinsic motivation is particularly important due to research that reflects the values related to success as a gendered construct. In higher education, the relationship between professional identity and success can be exemplified through the tenure process. Archer (2008) brought attention to this issue, as success was examined in terms of gender, socioeconomic background, and ethnicity. Her qualitative inquiry indicated that women did not define professional success in the same way that their male counterparts did. Of particular note, external reward and notoriety did not appear to be priorities for those women involved in

the study. Due to this, the attainment of tenure resulted in feelings of dissonance with the profession and feelings of in-authenticity and segregation. Further, Di Dio, Saragovi, Koestner and Aubé (1996) asserted that there was not only a tendency to attribute stereotypical values and behaviors to certain genders, but these values, traits and behaviors as defined by society contributed to self-concept and values regarding career. They revealed that men typically valued security, freedom, recognition, and accomplishment whereas women typically placed higher priority on values such as harmony, family, friendship, and equality. Understanding value differences between genders serves to highlight how societal roles can be internalized and also how these roles can affect perceptions related to importance of certain aspects related to a chosen career path. This is of interest with regard to this study, as the counseling philosophy reflects value on the importance of a holistic and wellness oriented lifestyle, which is congruent with those values prioritized by women. However, the institution of counseling seems to value engagement behaviors that would place a higher priority on recognition and accomplishment in order to be considered a successful counseling professional. This dichotomy may perpetuate gender differences within the field in terms of status and pay.

Dyke and Murphy (2006) found from a qualitative study conducted with 40 individuals considered to be *traditionally successful* in a variety of corporate and educational positions, that women defined success in terms of personal balance and relationships and men defined success in terms of material accumulation and financial security. Women also did not solely define success in terms of their career and felt that their profession was only a part of achieving a successful balance in one's life. Most

respondents who indicated a need for recognition defined it in a limited, interpersonal fashion over broader, public recognition. Participants were pooled from a variety of work settings, including those in human resources, higher education, consulting, and finance positions. Dyke and Murphy also indicated in their study that women attributed slow progress towards career success to investment in their family, clients, and the requirements of the job over possible advancement opportunities. While women saw career success in terms of the balance between their profession and their family, men continued to focus their ideas of success on only accomplishments in the work realm as they have not yet, culturally, taken on the responsibility of family. Gender stereotypes can also influence the perceived prestige of a profession. Glick (1991) found that the those professions perceived and defined in traditionally masculine terms predicted the level of occupational salary as well as the prestige associated with the job. This issue can be evidenced in mental health with regard to the credence attributed to the profession of psychology, which traditionally takes on masculine values related to an authoritative and expert positioning, over the counseling profession, which assumes philosophical values, such as empowerment and collaborative practice, which are traditionally attributed to women (Worell & Remer, 2003). This may also contribute to the growing number of female practitioners in the counseling field and the perception that the profession is dominated by women.

Gender and Career Choice

According to U.S. Labor Statistics (2007), 56% of women in the United States were employed in civilian or non-military positions versus 70% of men. Despite the

increasing presence of women in the workplace, only a small percentage of women hold top positions within their respective professions. This may be due to factors related to the exclusionary definitions of professional identity and success which may lead to differing decisions with regard to women and their career choices. Smulyan (2004) stated that common themes in the literature related to women and career choice include the dichotomy present between what careers are considered male and female, the emergent conflict between having a career and having a family, and the “exploration of alternative definitions of success, career, and career path” (p. 226) as part of the process in considering the previous two themes.

Mason and Ekman (2007) noted that while women are becoming more engaged in higher education and are involved in following career aspirations, they are not achieving higher management or upper tier status in organizational and educational institutions. The authors suggest that this is due to the choice to balance motherhood with career and the undervaluing of that choice by society. In addition, women who choose to go into positions of corporate leadership and enter careers requiring graduate degrees must typically put off parenthood until their late thirties, much later than their male counterparts. They reported that two factors would predict whether or not women in these positions would have children: age and number of hours spent at work. Among professional men, the more hours they worked, the more likely it was for them to have children; however, the opposite was true for professional women.

Career choice also involves feelings of self efficacy relating to perceptions of ability to perform the tasks associated with a specific profession (Schaefer, Epperson, & Nauta, 1997). Since counseling is a profession within the broader helping fields, women

may choose to enter counseling as a career due to its alignment with traditionally feminine values. However, due to various reasons including the motherhood role, support in the educational and personal environments, and societal stereotypes of men in leadership positions, women may not pursue management or tenure-ranked positions in higher education at the same level as their male counterparts. Gattiker and Larwood (1990) found that perceptions related to higher hierarchical positions in organizations related to thoughts that those positions would have a negative impact on investment in family time and that this resulting negative perception influenced career choices.

Societal Gender Role Expectations

Links between gender-role expectations and career choice influence the gender balance in professional fields as well as the work values of individuals within the field, and therefore the profession as a whole (Fouad & Kammer, 1989). Gender role expectations for women often involve a focus on relationships, caring for others, and creating a harmonious atmosphere (Di Dio, et al., 1996; Fouad & Kammer). McKeen and Bu (2005) asserted that a sample of Canadian and Chinese men ideally hoped for equity between themselves and their spouses in terms of domestic work and professional pay, however, they expected that their female partners would take on the majority of the housework and parenting, and would earn significantly lower salaries in less prestigious positions. This idea relates to an expectation of women to contribute to the household income while directly managing the home and family. Women are in essence facing a double burden related to maintaining both a career based on their personal aspirations and maintaining a family based on their own personal interest and societal expectations;

leading to a *double-day* of obligatory responsibilities (Friedan, 2001). Men, however, do not face this double burden, as society does not expect them to contribute equally to or take responsibility for the majority of parenting related tasks or housework (Frone & Rice, 1987; Hoffnung, 2004). Societal expectations related to career choice and success influence both the objective way in which success is measured and the subjective way by which individuals measure their own success (Gattiker & Larwood, 1990). When a conflict between objective career expectations and those expectations related to family responsibility exist, stress increases and career achievement is negatively affected (Frone & Rice, 1987).

Women in the Counseling Field

Since the beginnings of the counseling profession, the presence of women has steadily increased within the field. This can be evidenced by the shift in leadership noticeable in the professional organizations from being primarily male to a situation in which female representation is presently maintained, to the increased presence of female practitioners and faculty members at CACREP counseling programs. Despite increasing female representation in the field (Huang & Sverke, 2007; U.S. Department of Labor, 2008), masculine values and ideology continue to permeate how success is reached and defined not only in the realm of academia, but within our community mental health agencies. In order to reach tenure or leadership positions, women often put off becoming a parent until their later years. Then, in order to balance the priorities of family and career, women typically maintain part-time and middle range leadership and management positions (Mason & Ekman, 2007). Prior to 1980, only five women had served as

President of the American Counseling Association. Since then, women have served as president of the organization in near equal numbers, with 21 of the first 51 ACA presidents being women (Black & Magnuson, 2005; Sheeley, 2002). Despite positional leadership changes in organizational representation, presence of women at the upper levels of tenured professorship and agency leadership continues to fall below men. As female practitioners continue to grow in numbers, it is important that females also be present within the realm of academia to serve as professional role models and to provide voice to the way in which the counseling profession continues to develop (Casto, Caldwell, & Salazar, 2005).

Success in the Counseling Profession

What has traditionally been considered a successful counseling career can be evidenced by the requirements we currently have for tenure as well as the perception of expectations new professionals have regarding their role in the field. Counselor educators and tenure track faculty in other professions are familiar with the phrase “publish or perish” which has historically been and continues to be the mantra for academic success. This phrase highlights how a faculty member’s worth is evaluated as well as what is valued in the field; moving away from a focus on teaching and service to an emphasis on research and productivity (Davies, 2005; Santo, Engstrom, Reetz, Schweinle, & Reed, 2009).

Success and Professional Identity

At each stage of professional identity development, there are markers by which a counseling professional gauges success in terms of satisfaction and effectiveness (Skovholt & Ronnestad, 1992b). Given that professional identity includes the philosophical beliefs and values foundational to the counseling profession, it could be concluded that the markers of success within the field should be congruent with those values. However, as the definitional qualities of professional identity in counseling continue to develop, some ideals for success may not necessarily be in agreement with the philosophy that the counseling field holds as important in work with clients and students. If, according to Skovholt and Ronnestad (1992) professionals who have reached a higher level of development in terms of professional identity have congruent personal and professional values, one could then assume that the means by which a counselor is defined as successful must be congruent with our values in order for our professionals to have a strong professional identity. Calley and Hawley (2008) state that, in counseling, there are several factors that make up professional identity. Those factors include the values and beliefs unique to the profession, the scope of one's professional activities, an understanding of the profession's history, scholarship, theoretical orientation, and credentialing or licensure. It can be argued that, in order for a professional to have a strong, developed professional identity, all of these factors must be congruent with one another; professionally and personally.

Calley and Hawley administered the Counselor Educators: Professional Identity and Current Trends Survey to 69 counselor educators, 75% of which held a doctorate in

Counselor Education and 77% of which were full or associate professors. They found, that in terms of the previously identified factors related to professional identity, counselor educators preferred activities related to what they termed “a sense of belongingness” (p. 14) rather than activities conceptually deemed appropriate for a successful and engaged counselor to be involved with, such as participation in leadership and advocacy for the profession through scholarship. As it pertains to this study, this seeming lack of engagement could be due to the lack of equal representation from counselor educators involved in the tenure process, which is currently set up to require participation in professional activities such as publishing, providing presentations or workshops, and involvement in institutional and organizational service activities to include leadership positions.

Summary

The counseling philosophy emphasizes holistic wellness, or life balance, as a core construct. However, the current mental health agency corporate model and tenure model prevalent in academia are based on systems that highlight the importance of accolades and recognition as a process by which a professional becomes successful. Through adherence to this process, professionals could be overtly viewed to have a strong professional identity. Through the continuation of this system, male professionals may continue to be disproportionately represented in upper management positions in community mental health agencies and in attaining full professorship or tenure in academia (Rubineau, 2008). A trend towards disproportional male leadership is furthered by research indicating that male gender role expectations do not require the same level of

balance between their personal and professional life. In addition, the current cultural values men ascribe to, such as autonomy and recognition may be of greater value in a professional identity model that includes levels of engagement as a marker for successful professional development.

CHAPTER THREE

METHODOLOGY

Remley and Herlihy (2007) described the counseling philosophy as a wellness approach to clinical practice and conceptualization of clients from a developmental perspective. The philosophy also includes, as a goal of the counseling relationship, client empowerment through an emphasis on strengths and prevention of serious mental illness or pervasive life issues. While the philosophy may be something that is also valued by women in terms of empowerment and prevention (Worell & Remer, 2003), success in the field is not typically judged by a focus on ability to relate to clients, but rather is judged by one's engagement in the profession. Currently, there is a minimal amount of research on professional identity and the counseling philosophy in general and even less with regard to relating these constructs to success and the influence of gender role socialization. What is known regarding the counseling philosophy is conceptual. This conceptual knowledge relates to tenets emphasizing wellness and a focus on developmental process. These tenets are not to be taken as simple approaches to the actual counseling process, but are considered to be part of a practitioner's core beliefs and identity. Therefore, these tenets can be seen to affect a counselor's functioning personally and professionally. Creating this congruence may require more investment of the personal self over a period of time. This binding of personal and professional is seen as a key step in the developmental process that is professional identity (Skovholt & Ronnestad, 1992a).

It is believed that engagement in the profession early in the process of developing a professional identity can be beneficial in creating a personal understanding and

relationship with the field (Puglia, 2008; Spruill & Benshoff, 1996). Therefore, the development of a professional identity in counseling, which includes the subscription to the counseling philosophy, according to Puglia, could be linked to professional engagement behaviors such as involvement in organizational activities, publication, professional speaking, licensure, and event attendance. Through these engagement behaviors, it is thought that a professional then reaches a modicum of extrinsic success, which will therefore lead to intrinsic feelings of accomplishment. In general, success has been defined differently in terms of gender and typically takes on a patriarchal definition institutionally. Dyke and Murphy (2006) found that women typically framed success in terms of balance and relationship whereas men typically defined success with regard to material accumulation, wealth, and prestige. It is therefore important to study how success is defined, not only as an impact on career choice, but the way in which one chooses to engage in that career.

Counseling, like many helping professions, is seen as a socially suitable field for women (Glick, 1991; Schilling, Morrish, & Liu, 2008) and is perceived to be dominated by female practitioners (Whitmarsh et. al, 2007). Assumptions of women as natural nurturers, having innate abilities to understand and empathize with emotions relates to the perception that women would make good counselors. As these traditional gender ideals are an inherent part of Western cultures, this may influence women choice to enter the counseling field as a career. Since there is a significant and increasing presence of professional women in the helping fields (Risar, 2007; Schilling, et al., 2008), their perceptions and values should be evaluated in the context of the counseling philosophy and career success. This seems all the more warranted given that women in academia

have not seen a similar increase in presence as practitioners (West, 1995). Since professional identity and success refer to the career paths of academia and practice, voices from both paths, at all stages of these career paths, need to be considered in the definition of professional identity.

The tenets for success and indicators of strong professional identity in the counseling field include those values that relate to the professions from which counseling was derived, namely psychology. Those values include professional organizational involvement and activity (Myers & Sweeney, 2004; Spruill & Benshoff, 1996), publication and research (Hanna & Bemak, 1997), and licensure (Feit & Lloyd, 1990; Lafleur, 2007). Since the majority of theoretical beliefs surrounding successful practice and the culture of the field were developed by men (Ryan, 1993), it is important to understand how female practitioners and counselor educators engage in this environment and perceive the profession from their own personal and professional context.

The purpose of this study was to investigate the contextual and definitional qualities of professional identity as well as the perception of success as defined by female counseling professionals. In addition, this study was conducted in order to determine the extent to which current views of success in the counseling field were in line with the counseling philosophy and those professionals currently serving in our communities and higher education programs. Analysis was conducted to determine if gender differences exist among any of the dimensions related to professional identity and success. The ideals and beliefs related to professional identity were also reviewed in order to determine if they were upheld by those professionals who practice as professional counselors, doctoral students, and those seeking tenure. The definition of professional

identity development was altered as a result of discrepancies found regarding wellness and engagement so that professional advocacy expectations. This will allow for an approach that is more inclusive of current counselors and will assist training programs in tailoring their teaching emphasis to meet the perspectives of those who serve to shape the counseling profession in the future. By reviewing professional identity and success within the counseling context from the voices of female professionals, a basic description of the counseling field, beliefs, philosophy, and significance was formed. From this generalized narrative, conceptual ordering and theorizing took place.

Mixed-Methodological Research Design

This study was conducted using a sequential exploratory mixed methods design (Creswell, 2009). This first part of the investigation began with individual qualitative interviews of 17 participants in order to help determine how female counselors perceived professional identity and defined success within the field. Qualitative data yielded information about components of professional identity congruent with as well as outside of the current paradigm (Borders & Benshoff, 1992; Myers, 1992; Remley & Herlihy, 2007). A qualitative inquiry was necessary in order to determine what professional identity meant to those professionals who have reached a certain level of experience within the field of counseling. By determining the definition of professional identity as it related to individuals who had experienced it from different perspectives, a more contextual view of the concept was developed for consideration and assessment. This form of inquiry addressed the perceptions of women in the counseling field regarding the construct of professional identity and their individual definitions of success as counselors,

doctoral candidates or counselor educators. In deriving this meaning, it is hoped that an awareness of the contributions of counselors serving in different capacities can be valued and the current view of success can be expanded.

The qualitative portion of this investigation took place from a constructivist grounded theory approach (Charmaz & Smith, 2003; Patton, 2002) using a feminist framework, with a focus on participant voices and eventual adoption of participant perspectives as valuable and important within the counseling profession. Constructivist perspectives assume that knowledge is gained through the exploration of human experience and grounded theory assumes that those experiences can lead to an understanding of underlying systemic issues or theory concerning the construct under examination. In order to provide a snapshot of perceptions of success and the counseling philosophy, participants consisted of female professionals who were in the final doctoral process of dissertation writing, who were tenure-track faculty, and those who had been licensed within the past two years. Participants were recruited for the interviews and focus groups through the CESNET professional listserv, and the New Faculty Interest Network (NFIN) professional listserv – list-serves of the Association for Counselor Education and Supervision. Snowball sampling was also used to gain further participants, as well as e-mails to those practitioners who were listed as accepting insurance in the state of Virginia [Appendix C]. A two-part interview was conducted as well as two focus groups.

The validation process for the qualitative portion of this study evolved through dialogue with participants and therefore remained within the context of that time. Two types of qualitative validation took place as defined by Angen (2000); those types being

ethical and substantive validation. Ethical validation is defined as the questioning of the underlying moral assumptions of the research, its “political and ethical implications” as well as the “equitable treatment of diverse voices” (Angen, pg. 388). Through this dialogue, new questions and possibilities concerning professional identity and what it means to be successful in the field of counseling arose. Interpretations of the research were filtered through the understanding of the new information in relation to the researcher. This is what is referred to as substantive validation and takes place through a process of researcher reflection, understanding derived from previous research, and the creation of a chain of interpretation for review of others in order to establish the trustworthiness of the meanings and conclusions reached (Angen). Strategies by which both forms of validation were reached included systematic triangulation of sources, theory and methods, peer review and auditing, negative case analysis, clarification of researcher bias, member checking, and external audits (Creswell, 2007). Reliability, or dependability, of information gathered was established through detailed notes, participant profiles and recordings, detailed transcription of interviews and focus groups, and inter-coder agreement. A research team of nine was utilized throughout the data collection phase in order to provide differing perspectives on the coding process.

After completion of the interviews and focus groups, an inventory was created to reflect the values of the women who participated. This inventory, the Professional Identity and Values Scale, was given in conjunction with the inventory developed by Puglia (2008) and was distributed through the online survey distribution service, Survey Monkey (www.surveymonkey.com). Participants were accessed through the e-mails and letters to CACREP liaisons [Appendix D] for recruitment of tenure track faculty and

doctoral students who were in the dissertation process. New professionals were also reached through lists that were made available through state licensure boards as well as insurance provider lists from the southern region. The southern region was chosen due to the large number of CACREP accredited counselor education programs.

The design for the quantitative portion of this study is non-experimental with the goal of comparing the current PIES measure (Puglia, Remley, Hays, & Healey, 2009) with the new professional identity measure developed through this investigation [Appendix H]. The current professional identity inventory included sub-scales related to the counseling philosophy, beliefs about the profession (Gray, 2000), and engagement scale in counseling. This measure is compared with a new measure developed as result of qualitative analysis. The new inventory attempts to assess participant conceptualization of success as well as potential additional components of professional identity. This new measure includes concepts related to professional success as derived from the values indicated by the female respondents who participated in the qualitative inquiry process. Following the completion of both instruments by the female and male participants, analysis was conducted in order to determine if gender predicts particular dimensions on both surveys. This analysis was used to determine if scores derived from the two inventories are impacted by gender or was the result of the new inventory acting as a covariant. Statistical analyses were performed in order to determine if the new inventory was compatible with the values and perspectives of female professionals. Male professionals were included in quantitative procedures and analyses in order to determine if the data related to the responses of female counseling professionals were significantly different than those of their male counterparts. This investigation was completed in order

to reveal whether the new inventory simply accounts for more of the variability inherent in professional identity or if the new inventory is indeed gender specific.

Phase I: Qualitative

Research Questions

The broad question and purpose of the qualitative inquiry was to discover how professional women in the counseling field perceived career success and the process of professional identity. The overarching question was: How do women in the counseling field define professional identity and perceive career success? Several sub-questions relate to these broader points. Do roles within or feelings toward family have an impact on participants' perception of their identity in relation to the counseling profession? How do women perceive their personal identity in relation to their career or professional identity in counseling? Is there a theory that can explain the process of professional identity specific to women? This initial investigation into professional identity and success was conducted qualitatively in order to determine the process by which professional women in the counseling field related to these concepts. By conducting interviews and focus groups, an attempt was made to determine if the perspectives of women differ from current prescribed notions of professional identity and success in the counseling field.

The purpose of qualitative research was to determine concepts related to an event or issue through the perspectives of the participants involved (Patton, 2002) with the goal of developing theoretical propositions related to gender, professional identity and career success. This study was conducted using a grounded theory approach from a feminist

paradigm. A feminist paradigm served to highlight the concerns, perspectives and voices of female participants. There was also an emphasis on rapport building in the interview process; all voices were regarded with equal value in the development of themes, and the focus was on adding the views of professional women in counseling to the discourse on professional identity and success (DeVault, 1999). The approach used in this study attempted to ground a theory in the data, or series of sequences, in order to create causal links between them (Corbin & Strauss, 2008) as emphasized in the grounded theory tradition. By implementing a systematic process through a feminist paradigm, a general explanation of the causal links between professional identity and success was derived as well as their related components.

Participants

Female professional counselors were recruited, using various communicative methods, to participate in interviews and focus groups in order to determine female perspectives of the counseling field. Snowballing or chain sampling was used in conjunction with theoretical sampling in order to recruit participants from a pool of counseling practitioners and educators through current professional connections, the professional listserv, and through CACREP liaisons. Participants were obtained using CESNET (counselor educators and supervisors professional listserv) and the CACREP list of program liaisons. From this pool, a criterion sample was taken and assigned to the interview process or a focus group based on participant availability and interest. Participants represented the necessary qualities that highlight the purpose of this study; therefore, the sampling was purposeful and opportunistic. Participants included women

from three different professional realms. Those realms included women who had completed coursework and were in the process of completing their dissertation as part of their CACREP accredited doctoral programs in counselor education, women who were tenure-track faculty members in CACREP accredited programs, and women who had obtained their license as a professional counselor within the last two years and practiced as counselors in the community. The goal was to have at least five participants from each group take part in the two-series interview related to perceptions of success and professional identity in counseling, resulting in at least fifteen respondents [Appendix E]. Following recruitment, six tenure-track faculty, eight doctoral candidates, and four practitioners had agreed to participate in the interview series. Attempts were made to ensure that women who choose to participate came from diverse ethnic backgrounds, socio-economic levels, family compositions and lifestyles (e.g. single, partnered, single parent). In order to recruit a diversity of participants, information regarding the qualitative portion of this study was posted on list serves within the counseling profession that reached over 5,000 professionals. Snowballing was used in order to recruit participants from a diversity of cultural and ethnic backgrounds, but unfortunately several leads from contacts within the field and through the Association for Multicultural Counseling and Development could not be translated into active participation by those who initially voiced interest in becoming involved with this study.

A total of 17 women were interviewed twice individually and six additional women were recruited to participate in two separate focus groups. One participant chose to be involved in both the interview process and one focus group, bring the total number of focus group participants to seven. For initial and/or follow-up interviews that could

not be conducted in person, participants were interviewed by phone. Three participants completed both interviews in person and five participants engaged in the first interview at a professional conference and completed their second interview by phone. All focus groups were conducted on site with the participants. Nine participants were involved in both phases of the interview process by phone. In order to build rapport and trust, time was taken to fully inform the interviewee of the study purpose, converse about questions, and make general conversation so that they would feel comfortable discussing issues pertaining to their experiences with and perceptions of the counseling field. Only one participant doctoral candidate refused to continue following the first phone interview and her audio data was deleted upon the request of the participant. This participant reported feeling uneasy discussing her perceptions of the field with the researcher, as she did not feel safe with regard to how her identity might be concealed. On average, interviewees focused on discussion pertaining to their professional philosophy and approach and how their personal and professional values related to one another. The impact of their chosen career within the counseling field on their personal life was also a focus. Interviews began during the first week of March, 2009 and were completed during the last week of April, 2009. The average time between the first and second interview was 20 days, ranging from six days to 26 days between interviews.

With regard to ethnic background, 22 participants identified as Caucasian and one identified as Asian. The age of participants ranged from 26 to 60, with one participant not reporting. The average age was 37. Demographic information was collected concerning licensure and 19 of those who participated indicated that they were licensed professional counselors. With regard to educational background and current

employment, ten served as tenure-track counselor educators or adjunct instructors in counseling, 21 reported that they received their masters from a CACREP accredited program, and all tenure-track educators received their doctorates from CACREP programs. Concerning net income allocation to professional memberships and continuing education, 13 used 1-5% of their income, six used 6-10% of their income, three indicated that they used 11-20% of their income, and one stated that used over 20% of their net personal income to engage in professional activities. Six participants stated that they lived with a partner and their children, one lived with a partner and was expecting a child, nine lived with a partner, one lived with a roommate, and six lived alone. Six of those living with partners indicated that they were married and one indicated that they were married but lived alone due to professional reasons. One participant reported their current residence and place of work as being in Canada and one identified as an international student.

Data concerning the current employment and leadership trends within CACREP accredited programs and within the ACA organization was documented through review of websites and follow up e-mails to department CACREP liaisons and association board members. This information was gathered by reviewing the current 2009 listing of CACREP accredited programs and gathering information regarding the status (adjunct, assistant, associate, full professor) and sex of the faculty within those programs. If data was not readily apparent or available through the program website, the departmental administrative assistant was contacted in order to verify or retrieve pertinent information.

Gaining Entry

Access to participants was gained through known methods, such as a posting through the CESNET listserv and through CACREP liaison contacts. In order to recruit needed participants that fit criteria, an e-mail was sent to all CACREP liaisons [Appendix K] and other counselor education and practitioner contacts requesting that they forward the study information onto all tenure-track faculty, or non-tenure track faculty who were licensed within two years from the date of the letter. Liaisons were also asked to forward study information to doctoral students (if the university in which they worked had a doctoral program) who had completed coursework and were in the process of completing dissertation. A recruitment announcement was posted on the CESNET listserv. Potential participants were asked to contact the investigator by e-mail or phone to discuss their participation and to set up a time for the initial interview. Interviews took place in person, when convenient to the interviewee; otherwise, they were conducted over the phone.

Participants were informed of the two part process of the interview and asked to set aside 90 minutes of time for each. Informed consent was discussed in detail prior to the first interview with an emphasis on confidentiality. Consent was recorded verbally and through e-mail agreement prior to the commencement of the interviews when a signature could not be obtained in person. Each participant chose their own pseudonym for the purposes of the interview in order to ensure confidentiality when the tapes and/or transcripts were reviewed by the outside peer auditor. Any identifying information was removed from transcripts prior to coding by research team members.

Role of the Researcher

As the primary researcher I served as the method by which data were collected. I interviewed each participant, made observations, and interpreted results in order to derive the final hypothesis or theory. An audit trail related to all participant involvement was kept and maintained. I then met with a group of colleagues to discuss perceived results and reviewed coding themes. I was in constant contact with the coding team and allowed each of the members to review the audit trail during our final coding meeting in that they were provided with the files for participants they specifically coded for, which included censored correspondence (to protect the names of participants), consensus coding and transcribed interviews. I corresponded with coding team members by e-mail throughout the initial coding process and met with team members individually if they had questions or concerns regarding the process. All correspondence with coding team members and participants was archived in a data file through the e-mail server, which is password protected. Each of the nine coding team members developed themes for 2-3 complete participant interviews; coding 4 or 6 transcripts. Relevant codes and transcripts were also sent to each participant and focus group member so that they could approve of the themes derived from their individual interviews and experiences during this process. This was done in conjunction with the qualitative validity checking to provide credibility to the process and to allow for informant feedback (Patton, 2002), consistent with a feminist research framework (Hesse-Biber, 2007). Participant and coding team reactions following the completion of the thematic codebook were collected and were used to add to the overall voice of those involved in this study. All coding team members provided

feedback. Ten participants responded with reflections and comments regarding their experiences in the study and thoughts regarding final coding.

In conducting this study, I was interviewing professionals who were at a similar level of professional development as me in that I am a recently licensed professional counselor and am currently a doctoral candidate who plans to become a counselor educator. This not only put me in a position of being an outsider, in terms of the researcher role, but also an insider in terms of how the outcome of this study would affect me as a professional and how the participants likely viewed my role in this study. This may have impacted my access to participants and how I ultimately assessed the results. Several of the research team members were also in a similar position as me and, therefore, their insider views may have also had an impact on data interpretation.

Researcher Assumptions

It was assumed that a pattern would develop between participant answers so that an overarching theme would develop regarding women and their relationship to professional identity. This did seem to emerge and allowed for thematic indicators and a universal experience to surface within the variability of the individual context. It was assumed that discrepancies would be present between the responses of participants with regard to their perceptions of success versus the current markers for success in the counseling field. Dissonance between participant perceptions of professional identity and current views of professional identity was also assumed. These discrepancies were assumed to relate to different standards between how the profession gauged success and how individual professionals determined what professional success entailed. Also, given

the context of individual life responsibilities, professional identity might not include a strong emphasis on engagement behaviors such as conference attendance and organizational involvement, which has been emphasized in literature on the topic (Borders & Benschhoff, 1992; Lafleur, 2007; Myers, 1992). It is thought that information derived from the interviews and focus groups will lead to a more contextual view of women in the counseling field and give voice to their perceptions regarding what a successful counseling professional is or should be and what professional identity means to them.

I, the primary researcher, am a woman working as a professional in the counseling field; therefore, bias related to this topic is plausible. I believe that the counseling field, as developed through and now separate from the field of psychology, is influenced by patriarchal ideals of success in terms of what it means to be a professional; particularly in relation to those ideals relating to material reward and notoriety. However, spoken trends related to an increase in female practitioners and tenure-track faculty was explored using measures outside of my supposition, such as through a review of CACREP and ACA association faculty and executive board gender make-up. My perspectives on the counseling philosophy are in line with the current definitions which include wellness, prevention, advocacy, and a focus on developmental process (Remley & Herlihy, 2007). However, I do not believe this to be the only way through which a counselor can function professionally nor do I completely agree with the current standards for success as outlined by tenure requirements and the focus on certain professional accomplishments (such as quantity of publications and leadership positions) that currently garner recognition in the field. Thus, this project seeks to unmask the

underlying gender biases within the field of counseling. As a professional who is both socialized within the field and conducting a study that attempts to step outside of the discipline and examine it objectively, I employed continual self reflexive processes in order to monitor my own inherent bias while drawing from my insider position to acquire richer data.

I have previously worked with adolescents and their families, adults, couples, and the elderly population in community and inpatient settings for over five years prior to beginning my doctoral studies. As a doctoral student, I taught undergraduate human services and psychology, as well as masters level counseling classes for almost two years. I have my masters degree in counseling with a concentration in community agency and marriage and family therapy from a CACREP accredited program. Prior to obtaining my Master of Arts degree, I received a Bachelor of Sciences degree in psychology and biology along with a minor in criminal justice. Personally, I have lived in various locations through the Eastern United States and abroad for one year in the United Kingdom. As a researcher, educator, and practitioner, I am dedicated to the counseling philosophy and I integrate it into my work with clients, supervisees, and students. This can be seen through my efforts to advocate for the profession, as is a focus of this study, as well as advocacy work within the community, specifically with Planned Parenthood and the National Gay and Lesbian Task Force. My choice of theoretical orientation was greatly influence by ideals related to wellness, prevention, and empowerment. I subscribe to an integrated feminist-Alderian model for counseling adolescents and families. In supervision, I practice from the integration of the Feminist and Discrimination models. I prefer to tailor interventions from other theoretical orientations

to meet client and supervisee needs, as woven through my theoretical lens. I also teach through the integration of a feminist pedagogical framework. However, the basic philosophical tenets of the counseling professional identity drive the way in which I perceive my work and my duties within the community.

Participant reactions to interpretations made during and following the interview series were evaluated through focus groups. In the development of conclusions, participant wording, definitions, and opinions were included. All interview questions were reviewed prior to being asked in an official setting with a participant, in order to ensure researcher bias did not completely permeate the data collection process. A peer reviewer was recruited to assist in confirmability, in that she or he reviewed codes and themes derived by the primary researcher from the interview and focus group data. Each step through data collection and to the review of findings was done systematically and documented in detail to create dependability, which is seen as an analog to quantitative reliability (Patton, 2002). The research will be conducted from a correspondence perspective, in that the contextual experiences of the individual participants will attempt to be explained through the generation of an explanatory proposition (Patton).

Method

Interviews were conducted in order to discover how women perceive counseling as a profession, the counseling philosophy, and their perception of success with regard to the field. The first of the two individual interviews consisted of questions related to participants' view of the counseling field, purpose for entering the field, conceptualization of clients, success and possible gender issues in counseling. The

second interview took place between two weeks and one month later and related to participants' personal and professional values, their definition of success with relation to the field and their observations of success related to that of their colleagues and supervisors.

Interviews were given in a series of two separated by 14 to 30 days to allow for reflection. Initial interviews took place, for the most part, in person or when it became necessary, by phone. At the completion of the initial interview, a time and place was scheduled for the final interview. Each interview took approximately 40 minutes to complete. Interviews were semi-structured with predetermined open ended questions and questions related to material given within the context and moment of the interview [Appendix E]. Questions included the following:

1. How did you decide to pursue a career in counseling?
2. What does "being a counselor" mean to you?
3. What is your definition of success?
4. If you had to describe the counseling philosophy to someone thinking about starting their education in the counseling field, what would you say?
5. Tell me about how you have developed as a counselor.
6. As a woman, how do you see your role in the counseling profession?

Following and during the interview process, two focus groups were held in order to triangulate the themes derived and address transferability of the interview results, including a focus group each of: (a) professional counselors in a Southern state; and (b)

doctoral candidates and tenure-track faculty members attending a professional conference.

Focus groups were recorded using a digital audio device. Prior to recording, all participants were asked to sign a statement of consent informing them of any potential psychological and emotional risks related to the subject that was discussed as well as the procedures used to maintain their anonymity [Appendix B]. Demographic sheets [Appendix G] were given to each focus group participant to record information relating to this study, such as immediate family composition, age, professional position, degree and educational background, and relationship status. Two focus groups were conducted at different points in the data collection process in order to process questions and themes that arose as research progressed as well as to address the general questions being asked to individuals. Small focus groups were used in order to allow for everyone to have the opportunity to share their thoughts and insights concerning the topics being discussed. Focus groups have an advantage over individual interviews in that they provide a more natural environment for the emergence of discussion around a given topic; members are constantly influencing one another, as they would normally in life (Krueger & Casey, 2009).

Two focus groups were conducted in order to triangulate information as obtained through individual interviews [Appendix F]. Each focus group session took place over a 90-minute period and was recorded using auditory means for analysis and transcription. The first focus group took place following an initial round of interviews and included tenure-track faculty and doctoral candidates attending a national counseling conference. During this session, concepts of professional identity and success in the counseling field

were openly discussed, as well as any perceived impact of gender on these concepts. The focus group was geared towards discussions related to perceptions of success in the counseling field as well as personal definitions of success. This was done in order to highlight the messages new faculty, practitioners, and soon to be doctoral graduates are receiving with regard to expectations of counselors and counselor educators. Reactions to those messages were discussed openly. Questions relating to professional identity and philosophy were asked in the context of what participants thought to be necessary to identify as a counselor. Following this discussion, preliminary findings were reviewed with focus group participants in order to garner reactions and feedback regarding emergent themes. The first group consisted of one doctoral candidate and three tenure track faculty members. One faculty member worked at a teaching institution, one at a masters only program, and the other was at a research institution. The group took place in an open back room of a restaurant following lunch. The group was not disturbed by other counselors or counselor educators attending the conference during the 90 minute interview period; however, restaurant employees were sporadically present and food was delivered to participants.

The final focus group took place following the completion of all interviews and consisted of professional community and school counselors in a southern state on the east coast of the United States. A private room at a local university was obtained and participants were provided with dinner. No interruptions by people outside of the group occurred during this meeting. This group was introduced to the thematic findings and theoretical suppositions that resulted from the interviews and initial focus group. One member of this group also participated in the individual interview process. One

participant served as a licensed community mental health counselor, another was a licensed counselor working full-time in an agency setting but was also a doctoral candidate, and the final participant was a full-time doctoral-level school counselor who also taught as an adjunct instructor in a CACREP accredited counseling program. All participants identified their primary role in the counseling profession as being at the practitioner level. A discussion was lead regarding professional identity, success in the counseling field, gender, and review of emerging themes. Preliminary results were presented and input from the group was solicited pertaining to their perceptions of the validity and accuracy of the findings.

Data Collection and Analysis

Upon completion of the interview series, up to 100 minutes of recorded data became available for analysis per participant. Focus groups lasted approximately 90 minutes each, which resulted in a focus group total number of approximately 180 minutes of information relating to the topic. Including all participants from each phase of the research, 23 people participated. Qualitative data collection was conducted over a 2 month period and analyzed during and following completion of collection procedures. One initial interview recording was lost and therefore, the participant chose to complete a series of reflective journals in response to the interview questions. Follow-up questions and answers were conducted through e-mail communication.

Analysis of data began with open coding in which themes were guided by the language used by the participants. During this phase, sections of text made up of words, phrases, and sentences were examined in order to identify some initial emergent

categories (Corbin & Strauss, 2008). The process of open coding was then followed by axial coding, during which point “connection between a category and its subcategories” was made (p. 198). Finally, at the point of theoretical saturation and through the process of selective coding, core categories and themes were created from the interview and focus group data as defined by certain criteria which was further defined by the presence of relational statements, range of concept variability, frequency of categorical occurrence, and saturation of concept dimensions (Strauss & Corbin). Analysis of discrepancy was performed in order to provide for disconfirmation of assertions. The process of data analysis was conducted throughout the data collection process in order to perform constant comparison of themes as they arose. Therefore, revisions of the codebook themes, their etic and emic qualities, took place throughout the data collection process.

Researcher observations were made and theoretical memos taken throughout the process of data collection with regard to setting of interviews, the development of the counseling field, and personal reflection. Theoretical memos pertained specifically to developing links between participant data and current literature in order to focus on the implications of the emerging themes (Corbin & Strauss, 2008). Researcher observations were reviewed in order to determine any possible influence they may have had on the development of themes and patterns within the data collected. Outside peer auditors from the consensus coding team reviewed these observations in order to ensure researcher objectivity in analysis.

After completing interviews and focus groups, all recordings were transcribed and analyzed for common themes in order to derive an instrument that pertained to the issues addressed. The perspectives of the participants were used in order to develop questions

for the inventory. Expert reviewers were recruited to evaluate construct validity and peer researchers were involved in qualitative data analysis and inventory development to help ensure that participant voices were indeed reflected in the instrument. Issues of validity and development will be further presented in the quantitative portion of this chapter.

Subjectivity

Authenticity was assured by consistent review of research perspectives and possible interplay with the data analysis process. Perspectives of the participants were honored and respected by depicting their voices in the creation of definitional coding and themes throughout the analysis process. Each participant's responses were understood within the particular and individual context of their life whilst attempting to understand how the reality of one individual relates to the experiences and realities of other participants.

A research journal was maintained with regard to perceptions following interviews and focus groups, as well as insights and reactions emerging from the review of recorded data. This journal also contained all meeting dates and dates of data analysis and was reviewed by an external peer auditor. Feminist reflexive interviewing techniques were used in that the informants "taken-for-granted constructions" were challenged in order to reveal possible perspectives rooted in cultural expectations and discourse (Hesse-Biber, 2007). This was done to create a process of collaborative meaning making (Paget, 1983).

Measures to Ensure Participant Confidentiality and Safety

All interview transcripts were coded to protect the identity of the participants and the use of a pseudonym as chosen by the participant was referred to during the interview in place of the participant's actual name. All recordings were kept separate from the transcripts and only the primary researcher had access to both. Case vignettes were created for each interview and focus group participant with demographic information and dates of participation. Participants were directed to contact the primary investigator if they had any questions concerning the purpose of the research or individual interview and focus group questions. Referrals for community counselors were provided on the informed consent for any participants who may have experienced emotional or psychological reactions as result of their interview(s).

Discussion of IRB Application and Review

This study met exempt status based on the criteria outlined in section 6, subsection 6.2 of the Old Dominion University Application for Exempt Research. The research conducted did not harm the participants in a foreseeable way in terms of their financial standing, employability, or reputation. There was no risk for criminal or civil action against them as the result of their participation. Confidentiality was maintained so as the participant could not be readily linked to the information obtained from them during this process. The researcher submitted in February 2009 a human subject's application- exempt form to the University College Committee C for approval and that approval was received [Appendix A].

Phase II: Instrument Development

The Professional Identity and Values Scale (PIVS) was developed for this study [Appendix I]. The themes gathered from the qualitative inquiry regarding professional orientation, development, and values were used to create items for three subscales. Perceptions of success were woven throughout these three dimensions; however, an exploratory scale related to success was created in order to determine if gender differences existed between concepts such as balance, family, and recognition. It was determined that an evaluation of fundamental concepts related to perceptions of success was necessary due to comments made by participants as well as research pertaining to gender differences in success values (Di Dio, et al., 1996; Dyke & Murphy, 2006). Success values may provide relevant information regarding professional identity development and career goals (Clinite, 2000; Coogan & Chen, 2007). The PIVS instrument was designed to gauge agreement with the counseling philosophy and values, as defined by female counselors. The instrument is also designed to gauge overall level of professional identity through agreement with beliefs and values associated with the profession and reported identity development.

The three subscales consisted of 49 items and the exploratory success scale consisted of 24 items. These items were developed following the completion of the qualitative codebook. Items relate directly to participant statements and thematic definitions concerning development, philosophy, practice, and the relationship of personal values with success. For example, question 8 in the professional orientation subscale related to participant statements, such as “there should be a focus on strengths

and empowerment” and “[counseling is] empowering others. So helping others get through some of their troubled times they’re going through.” Items were finalized and edited in conjunction with four members of the consensus coding team; all members of the consensus coding team were invited to provide comments. However, four specific members expressed interest in reviewing each item and assessing their agreement with relevant codes and participant statements. This was completed prior to sending the inventory and reviewer information to the ten doctoral level professionals who agreed to provide expert reviews. Consensus team members were also provided with the full expert review packet to critique presentation of inventory dimensions. Final agreement between me (the primary researcher) and the four consensus coding members was reached regarding the inventory conceptualizations, sub-scales, and items. A demographic questionnaire was included with the inventory and questions regarding age, gender, religious affiliation, family composition, theoretical orientation, and income allocation were asked. As the items for this inventory were based solely on the perceptions of female counseling professionals, analysis was done to address any issues of bias related to gender. Gender analysis was also conducted with regard to the Professional Identity and Engagement Scale (PIES) specific to the engagement subscale (Puglia, 2008).

The first subscale addressing professional orientation directly related to beliefs and standards regarding the practice of counseling. This was based on the thematic definition derived from the codebook [Appendix L] connected to the counseling philosophy and the practice of counseling. Items included in this scale addressed beliefs related to wellness, prevention, and advocacy as well as items related to empowerment

and rapport building. The second subscale which addressed professional values directly related to the theme of personal values and success pulled from the qualitative data gathered. Items addressed such principles as continuing education, spirituality, growth, and relationships. The final subscale was developed from themes and subthemes concerning professional development. The items in this scale were further determined using the work of Skovholt and Ronnestad (1992a) and Belenky (1997) in order to specifically define items that would relate to a progressive stages of professional identity development that would be inclusive of female professionals. The subscale devoted to developmental themes in counseling consisted of four subcomponents indicating possible stages of developed with regard to professional identity. Six questions for each stage were created and the strength of agreement within each stage will be used to determine a participant's level of identity development. Specific items were developed using participant statements within the integrated framework provided by Skovholt and Ronnestad, and Belenky. It was necessary to use additional research to provide a conceptual framework for the subscale related to professional development as this process was not the focus of the study, but became increasingly relevant to participants with regard to perceptions of professional identity. Due to this, it was necessary to bring this piece into the development of the inventory through a sub-scale specific to counselor identity development.

The first stage of development has been labeled *Imitation and Internalization of Expert Beliefs*. At this stage of counseling development, an individual has identified the counseling profession has a field that seems to fit with their current personal values and needs (Skovholt & Ronnestad, 1992a). An individual may identify with certain aspects

of the counseling philosophy, but is unsure as to how one would go about putting them into action as a practitioner. Someone at this level would not feel confident in their role as a professional and thus would be more likely to imitate those they perceive to be experts. Given their lack of familiarity regarding the profession, they are also likely to take on the beliefs and values of those they perceive to have more experience which relates to Belenky's (1997) conceptualization of *received knowing*. These beliefs include not only an approach to practice but also values related to achievement and success; therefore, individuals at the stage may seek constant feedback and approval from not only experts but their clients. They may also have difficulty conceptualizing their own role in their professional development.

The second stage of identity development was labeled *Acceptance of Inner Voice as Expert*. An individual at this stage has likely completed some training in the counseling field and has had some experiences working with clients as a mental health provider either through internship or employment (Skovholt & Ronnestad, 1992a). This individual may disregard the opinions of those who have had more experience or are in a teaching role if that information is in conflict with their own beliefs about the counseling profession (Belenky, 1997). This is due to an increased level of comfort and a need to support a growing sense of competency. Experiences in the field have provided a base of knowledge from which a professional at this level can begin to determine their own approach to counseling and begin a process journey of self awareness. As this stage presents some personal vulnerability, professionals may be particularly sensitive to feedback and require support and empowerment. Information and feedback and evaluated skeptically but are reflected upon. Professionals may still have only a vague

concept of their identity as a professional due to a lack of actionable theoretical and philosophical understanding.

The third subsection of professional identity development was identified as the point at which professionals enter *Role Exploration and Balance of Voices*. At this stage, professionals have a clear concept of professional identity and are working on integrating the philosophy into their practice and personal beliefs. They may feel reasonably confident in their role as a counseling professional and seek to expand their knowledge by exploring other roles or specializations within in the profession. Due to this exploration, they may continue to experience aspects of the first two stages in an attempt to determine their authentic self within the field (Skovholt & Ronnestad, 1992a). Opinions from professionals viewed as respected experts are highly valued and critically evaluated in a process of personal growth and self reflection. Developing a sense of balance between personal and professional tasks is of great importance; however, they may seek a full integration of personal and professional values and philosophy (Belenky, 1997). At this stage, professionals seek out and rely upon mentors to help guide them and provide perspective (Casto, et al., 2005). If external expectations are at odds with their professional identity, a personal conflict can arise.

The final stage represents a point at which the professional has been able to find *Individualization of Professional Beliefs*. An individual at this stage of professional identity development has a clear concept of their role as a counseling professional and what they can contribute to the field (Skovholt & Ronnestad, 1992a). They are involved in professional activities that are congruent with their personal values; however, they may “play the game” in an attempt to meet external expectations that are not in line with what

they have determined to be their professional beliefs. The conflict between externally imposed values and professional identity may not be completely resolved, but the professional has developed a way in which they can deal with these pressures in an authentic and genuine way (Belenky, 1997). The counseling philosophy is not just something that is practiced within the confines of their work, but is also an essential part of their personal life and relationships with others. A professional at this stage continues to engage in new learning and expose themselves to new professional experiences; however, the resulting knowledge and insight is integrated into what is a clearly defined, individual professional style. These stages may not be sequential and the time spent in each stage may be largely dependent on the individual. However, these states of mind are likely to be experienced by all professionals at one time or another, as evidenced by the qualitative study conducted as part of this research endeavor, as well as previous qualitative research (Belenky, 1997; Skovholt & Ronnestad, 1992a).

In addition to the three main subscales developed for this inventory, the exploratory success subscale drew notions pertaining to success directly from participant statements. Information related to item development and participant statements is provided in conjunction with the reporting of results. All words and phrases used in the success ranking subscale were considered to possibly reflect a gendered component, in that some were of greater value depending on whether one identified as male or female. This was assumed as a possibility due to previous research related to gender and professional values (Clinite, 2000; Di Dio, et al., 1996; Dyke & Murphy, 2006) as well as participant perceptions. Research on gender and professional values indicates that women merge professional and personal values and this process then has a role in the

development of women's professional identity. Therefore, it was determined that the inclusion of specific values related to professional and personal life could provide key information in assessing a counselor's professional identity. While statements listed in the professional values sub-scale relate directly to the counseling philosophy and approach, items listed in the exploratory success sub-scale relate specifically to personal and professional values that may or may not be specific to counseling but were considered important by participants.

The exploratory success scale was reviewed by members of the consensus coding team and it was determined that these items accurately reflected respondent statements and sentiments. The coding team also discussed the relevance of this sub-scale to the overall inventory. Consensus was reached and the team determined that this scale should be separate from the inventory at this time in order to evaluate gender differences in more depth and compare these items to the other subscales that have stronger face validity with regard to the counseling professional identity. In order to test participant opinions and attempt to delineate gender differences, this scale was created using a ranking system. Four groupings of six words and phrases were created so that each word and phrase could be ranked within those groupings. Following ranking within groups, participants will be asked to choose four of the 24 items presented to represent their most valued beliefs with regard to success and four items to represent the least valued. Analysis will then be done to determine if there is a gendered component to these factors, as was indicated by participants.

Validity

The Professional Identity and Values Scale (PIVS) was correlated with the previously validated scale, the PIES, in order to determine construct validity between the scales. In order to evaluate this, the PIES subscales entitled *Beliefs about Counseling* and *Additional Beliefs about Counseling* was compared to PIVS subscales entitled *Professional Orientation* and *Professional Values*. Overall scores was also correlated excluding the *Engagement* sub-scale from the PIES. Construct validity, related specifically to the relationship between elements of the instrument to the scale developed by Puglia (2008), was assessed by comparing the total score for the instrument with the engagement subscale and the identity development subscale from the Professional Identity and Values Scale (PIVS). This was done to determine if level of professional identity did indeed related to level of professional involvement as asserted by Puglia (2008). Concurrent validity was assessed by compared total scores for participants to their known level of involvement in the field. For instance, if a participant's total score reflects low professional identity development and agreement, it would be assumed that this individual would be at the masters level within the counseling field. This analysis will be conducted for each subscale and the overall score.

As this is an emerging research area in the field of counseling, construct validity threats were plausible. Through the qualitative analysis conducted, the underlying construct of professional identity was revealed as it pertained to this study. A factor analysis was conducted on the scale developed from the study in order to demonstrate a statistical relationship among the subscales and the items of the inventory as it relates to

the total score. However, since the qualitative study was only conducted with female participants, it was possible that the information did not translate to the population of professional counselors surveyed, thus creating an external validity threat. In order to address this, each sub-scale was analyzed in order to determine if significant correlational gender differences existed.

Content validity for the Professional Identity and Values Scale (PIVS) was ascertained through expert review of the instrument. Conceptual definitions for each subscale, which were derived from the voices of the participants, were provided to reviewers. They were asked to rank each item with regard to how well it fit each dimension, without knowledge of which subscale each individual question was specifically designed for [Appendix J]. Reviewers rated each item from '0' *Not at All* to '7' *Excellent* with regard to perceived agreement to orientation, values, and developmental subscale definitions. Reviewers were also invited to provide corrections or editorial comments for each item. A demographic form was also given in conjunction with the reviewer packet in order to determine the opinions of the experts involved with regard to how they would professionally define each subscale. Review for the exploratory success subscale was slightly different in that evaluators were asked to gauge item agreement with personal or professional success and if agreement with a specific gender was perceived to be possible. This was done as a comparison point between the perceptions of participants and experts within the field.

Expert reviewers included nine professionals identified as having knowledge related to the topic of professional identity and gender issues. Professionals involved in evaluating the scale included tenured counselor educators, a retired chair of a women's

studies department, a tenure-track counselor educator who also served as a participant in the qualitative portion of this study, and a doctoral level private practitioner who also works part-time as an adjunct faculty member in a counseling program. Four reviewers were male and five were female. Diversity with regard to ethnicity, spiritual beliefs, and sexual orientation also existed; all female reviewers reported as Caucasian or white, three male reviewers reported as white, and one male reviewer indicated his ethnicity to be African-American. All reviewers were asked to return their packets within thirty days. The criteria used for retaining an item was dependent on overall reviewer agreement with regard to the strength of the item as well as the opinions of the members of the coding team who also served as initial reviewers for this instrument.

Following the initial expert review, certain items were changed and the instrument was released to participants. For instance, item number 8 under the professional orientation scale originally read “It is not conducive to the counseling process to take an expert position when working with clients” and was changed to read “I do not believe it is necessary to practice from an expert position.” In total, two items in the professional orientation scale, four items in the values scale, and five items in the development scale were changed to reflect the comments and address concerns of the expert reviews. These changes reflecting wording differences that clarified the essence of the question. No items were changed with regard to the concept they were intended to address. With regard to development items, reviewers had difficulty discerning items meant for the development scale and a value scale item if the wording included the term “value” or “values” therefore, that word was excluded from development sub-scale items to improve clarity of the construct. Six female members of the initial qualitative coding team

ranging in age of 24 to 59 and years of experience in the counseling profession (3 to 15 years) provided another item review following the exploratory factor analysis. Results from this final analysis will be presented in chapter four.

Convergent validity was determined using the Professional Identity and Engagement Scale (PIES). Specifically, validity will be determined with regard to the orientation and values subscales as compared with the philosophy and beliefs subscale of the Professional Identity and Engagement Scale. Total score agreement with regard to degree of professional identity development will also be compared. As these two scales are theoretically related to one another, a strong positive correlation was predicted to exist. As both inventories employ the use of a Likert-type scale to evaluate agreement with items, determining a correlation between subscale and total scores should result in a fairly accurate comparison.

Reliability

The instrumentation developed from the qualitative study will be based on interviews with women in the counseling field. Inter-item reliability or internal consistency was assessed by obtaining a Cronbach's alpha for the instrument developed as well as the instrument developed by Puglia (2008). In order to provide a preliminary evaluation of internal consistency, the Cronbach's alpha was calculated for each individual subscale and the overall inventory. This measure provides information related to how individual items relate to one another within each subscale and throughout the overall inventory (Cronbach, 1951). Once this is determined, further credence can be attributed to each item consistently measuring the same general construct.

Reliability analysis for the initial reviewer data was conducted using Cronbach's and Krippendorff's alphas to determine if the content of the instrument was consistently agreeable to experts. Krippendorff's alpha was selected as it is applicable to any number of item raters and can be generalized across any measurement scale whereas Cronbach's alpha "quantifies the consistency by which observer's judge units on an interval scale without being sensitive to how much the observers actually agree in their judgments" (Hayes, 2007, p. 5). As this initial review invited the participation of nine expert raters, Krippendorff's (kalpha) was further chosen as "counts pairs of categories or scale points that observers have assigned to individual units, treating observers as freely permutable and being unaffected by their numbers. This dispels the common belief that reliability is the more difficult the more observers are involved" (p. 6). Results indicate that $k\alpha = .227$ at a confidence interval of 95% for the complete scale, including all three sub-scales. Cronbach's $\alpha = .752$ and there were no missing items. The Cronbach's alpha serves to show consistency amongst the rates whereas the Krippendorff's alpha highlights agreement and disagreement among raters and is a far more conservative estimate of inter-rater reliability. Item statistics for each subscale is presented in Table 1. Cronbach's alpha for the orientation subscale was $\alpha = .638$, for values $\alpha = .689$, and for development $\alpha = .897$.

Table 1.

Item Statistics for Initial Review of Professional Identity and Values Scale

Orientation	Mean	SD
It is important for clients to define their own personal goals	5.0	2.92
Clients should be dependent on counselors to help them deal with life stressors (reverse)	5.3	1.94

Building a strong relationship with a client is essential to the counseling process	5.4	2.19
Therapeutic interventions should be flexible with regard to a client's presenting concerns	6.1	0.78
Having a holistic perspective is an essential part of being a counseling professional	6.8	0.33
It is not conducive to the counseling process to take an expert position when working with clients	5.5	2.24
Assisting clients in advocating for their needs is an important component of one's role as a counseling professional	6.4	1.67
Client empowerment is a fundamental component in the counseling process	6.5	1.01
I believe most mental health issues are the result of diagnosable illness, requiring long-term medical and/or behavioral intervention (reverse)	5.3	2.54
It is a counselor's primary goal to take responsibility for finding and connecting clients with community resources (reverse)	6.1	1.27
An integral part of the counseling process is assisting clients in recognizing their strengths	6.1	2.32
An important part of a counselor's role is to provide an objective perspective for clients	5.9	0.78
Empathy is a necessary component in building a therapeutic alliance	4.9	2.85
It is important for me to contribute in some way to the growth of the counseling field	2.5	2.74
Integrating a focus on wellness is an important part of the counseling process	6.8	0.44
Orientation Scale Summary	5.67	
<hr/>		
Values	Mean	SD
<hr/>		
Community service is important to me	4.3	3.32
My work as a counseling professional is fundamentally connected to my personal spirituality	6.3	0.87

Counseling professionals work best when professional expectations are congruent with personal values	6.5	0.73
I think counselor educators and supervisors should always seeks work as a practitioner	5.2	2.44
Building strong professional relationships with other counselors is important to me	4.9	2.93
It is important that my professional and personal growth influence one another	4.3	2.87
Support from friends/family is a major factor in my decision to pursue professional endeavors	5.2	2.33
The quality of my professional work is more important than the quantity of work completed	4.5	2.89
Wellness, in terms of self care, is personally important to me	6.0	1.12
Awareness of social justice issues is an integral part of being a competent counselor	3.4	2.92
Values Scale Summary	5.1	
<hr/>		
Development	Mean	SD
<hr/>		
Overall, I do not feel confident in my role as a counseling professional	6.2	1.99
My approach to my work in counseling is largely modeled after those I perceive to be experts	5.7	2.10
Feedback from supervisors and experts is the primary means by which I gauge my professional success	5.3	2.45
I feel professional success when my clients make noticeable progress towards their goals	2.0	2.78
I am still unsure about my identity as a counseling professional	5.2	2.38
My current career path has been largely the result of happenstance	4.8	2.59
When determining my professional success, I trust my gut feelings over evaluation from others	5.8	2.22
I continually alter my beliefs about the role of counseling based on my own reflective process	3.6	3.05
Discovering one's orientation to the practice of counseling is an	2.8	2.49

entirely personal process		
In determining my role as a professional, I focus largely on those opinions that validate my self perception	5.0	2.24
I am still in the process of refining my professional approach	4.7	2.69
I will continue on my current career path as long as it fits with my current values	1.3	2.18
I gauge my professional success based partly on both internally developed and externally imposed criteria	5.1	2.93
I attempt to balance my internal professional values and the expectations of others	3.5	2.5
My professional knowledge is shaped by reflecting on both my experiences and expert opinion	4.5	2.74
I continually explore different areas of the counseling profession beyond my current competencies	3.7	3.12
I am working on developing congruence between my professional and personal values	4.0	2.74
I think it is important to have a variety of experiences within the counseling profession in order to choose a specialization	3.7	3.5
I have developed individualized values for gauging my own professional success	3.2	3.19
I feel confident in my role as a counseling professional	5.8	1.92
I feel comfortable with my level of professional experience	6.8	0.44
At this stage in my career, I have developed a professional approach that is congruent with my individual values	3.8	3.30
I find that I can make a genuine connection with others despite differences in culture or beliefs	2.0	3.04
I have developed a clear role for myself within the counseling profession that I think is congruent with my individuality	5.1	2.62
Development Scale Summary	4.32	

Phase III: Quantitative

This stage of research concerning professional identity and success used the inventory developed from the qualitative portion of this study to evaluate professional orientation, values, and development with regard to demographic factors such as gender. This inventory, the Professional Identity and Values Scale, was compared to the Professional Identity and Engagement Scale (PIES) which was developed based on conceptualizations and expert opinion rather than the voices of the professionals currently serving in the counseling field. Comparisons between and within these inventories will be used to assess gender differences with regard to other demographic variables, such as family composition.

Research Question and Hypothesis

Research question 1: Is there a significant gender difference in professional identity and engagement among counselors?

(H₁) There is a significant difference between the professional identity ratings of male and female counselors as it pertains to the PIES subscales of professional beliefs and engagement as developed by Puglia (2008).

(H₂) There is a significant difference between the professional identity sub-scale ratings of male and female counselors as it pertains to the scale derived from the qualitative analysis.

Research question 2: Is there a significant gender difference in the professional identity and beliefs about success for the survey derived from the qualitative analysis?

(H₃) There is a significant difference between the beliefs about success subscale ratings of male and female counselor as it pertains to the scale derived from the qualitative analysis.

Research question 3: What is the relationship between the Professional Identity and Engagement Scale (PIES) and the survey derived from the qualitative analysis?

(H₄) The professional identity scale as developed by Puglia (2008) and the inventory developed through the qualitative analysis of this study are significantly correlated, providing evidence of construct validity.

Research question 4: What is the influence of family composition in relation to the PIES and the survey derived from qualitative analysis?

(H₅) Family composition affects the professional identity ratings on the scale developed by Puglia (2008) in terms of engagement and total score.

(H₆) Family composition does not affect the total score rating for the scale developed through this study.

Research question 5: How does allocation of income for professional engagement activities affect the professional identity ratings on both the scale developed by Puglia (2008) and the scale developed through this study?

(H₇) Income allocation has a significant effect on the professional identity ratings derived from the scale developed by Puglia (2008).

(H₈) Income allocation does not have a significant effect on the total score rating for the scale developed through this study.

Research question 6: Does engagement indicate a stronger professional identity?

(H₉) The subscales related to professional identity development and engagement on the scale developed through qualitative investigation will be positively correlated.

Participants

Participants consisted of masters level counseling professionals, counselor educators from CACREP and non-CACREP counseling programs, and graduate students and the doctoral and master's level from CACREP and non-CACREP institutions. Student participants were selected from CACREP accredited doctoral programs through the CACREP liaisons for each university. Institutions with programs currently in review for CACREP accreditation were also solicited for participation. In addition, respondents were recruited through mailings to the aforementioned institutions, Hampton Roads public schools, and Virginia mental health agencies accepting third party payments. Recruitment letters and e-mails asked potential participants to complete the inventories through the online assessment service called Survey Monkey.

There were 615 people who agreed to take the online survey and (489 cases were usable after incomplete entries were removed. Of those who responded, 473 indicated their gender. Ninety-two (19%) of respondents indicated that they were male and 380 (78%) of respondents indicated they were female. One respondent identified as

transgender and therefore was not included in analysis so as not to reveal associated and possibly identifying information. Information regarding religious and spiritual orientation was collected from 469 respondents. The sample consisted of 321 (66%) respondents identifying as being of a Christian faith, 14 (3%) Buddhist, 9 (2%) Jewish, 77 (16%) Agnostic, and 23 (5%) indicates that they were Atheist. The remainder of the sample indicated other religious and spiritual preferences including Islam and Paganism. With regard to the 470 respondents indicating ethnicity, 393 (80%) stated that they were of Caucasian or European descent, 37 (8%) indicated that they were of African-American/Afro-Caribbean/African Descent, 15 (3%) identified as being Hispanic/Latina/Latino, 3 (1%) Native American/Indian/First Nation, and 15 (3%) identified as being of Asian/Polynesian/Pacific Islander descent. The remainder of the sample indicated being from other ethnic backgrounds not listed, such as having a multiethnic or racial heritage. Data were collected from respondents throughout all levels of the counseling field beginning at masters level. Of the 473 respondents who indicated their primary role within the profession, 68 (14%) stated that were doctoral students or candidates, 282 (58%) indicated that they were masters level students, 18 (4%) were school counselors, 19 (4%) were tenured associate professors, 25 (5%) were tenured full professors, 18 (4%) were assistant tenure-track professors, 5 (1%) were adjunct instructors, 27 (5%) stated they were working as counselors in an agency setting, and 11 (2%) were private practitioners. Of those who stated there were counselor educators, 102 (21%) indicated that they currently worked within a CACREP accredited program. With regard to the entire sample, 109 (22%) stated that they currently held a license as a professional counselor.

Information was also collected with regard to organizational involvement. Of those who completed demographic information, 231 (72%) stated that they were current members of the American Counseling Association, 137 (43%) stated they were members of Chi Sigma Iota International, 32 (10%) indicated that they were current members of the American Psychological Association, 58 (18%) indicated they were members of the American School Counseling Association, and 84 (26%) indicated membership in the Association for Counselor Education and Supervision. When asked about net annual income allocation to professional development activities, 200 (43%) participants stated they spent less than 1% of their net income in professional expenses, 177 (38%) indicated they spent between one and 5%, 62 (13%) spent between 6-10%, 14 (3%) spent between 11-20%, 5 (1%) spent between 21-25%, and 9 (2%) spent more than 25% of their net annual income on professional development. Of the 470 participants who responded to the family composition question, 129 (26%) indicated they lived alone or with a non-dependent/partner roommate, 178 (36%) lived with a partner, 94 (19%) lived with a partner and children, 9 (2%) lived with a partner, children, and extended family, 14 (3%) lived with dependent children only, 45 (9%) indicated that they lived with immediate or extended family. With regard to the 469 participants who indicated their relational status, 86 (17%) status they cohabited with a partner or where in a committed relationship, 160 (33%) indicated they were single, 211 (43%) were married, and 12 (3%) were widowed or divorced.

Variables

Professional identity was measured by a composite score as derived from the inventory developed by Puglia (2008). A second professional identity score was derived from a composite measure as obtained from the inventory developed through this study. Both composite scores served as the dependent variables for the statistical analysis model. Composite scores for each subscale were also analyzed in relation to independent variables. Reported gender, status, family composition, and allocation of income will serve as the independent variables for this study. Discriminant and Correlational analysis were conducted to compare independent and dependent variables, sub-scales and the two identity instruments. An exploratory factor analysis was completed on the Professional Identity and Values scale.

Instrumentation

The PIES (Puglia, 2008; Puglia, et al., 2009) updated version was used as one measure of professional identity [Appendix H]. This revised version of the scale was obtained from the developer and is shorter than the original, following an exploratory factor analysis. This scale includes a 5-point Likert type rating ranging from “1” indicating strong disagreement, to “5” for strong agreement. This scale contains two subscales measuring agreement with professional beliefs about the counseling profession and professional engagement. The scale developed from the qualitative portion of this study served to provide a different perspective on professional identity as well as providing a second dependent measure. This scale contained three sub-scales relating to professional identity beliefs, values, and development.

The original PIES measure consisted of three scales addressing beliefs, philosophy and engagement. The revised version has amalgamated the beliefs and philosophy scales into one sub-scale addressing components of both. In the original analysis conducted by Puglia (2008) on 1,011 respondents and Cronbach's alpha of $r = .65$ (18 items) was found for the philosophy sub-scale, $r = .56$ (14 items) for the beliefs sub-scale, and $r = .56$ (16 items) for the engagement sub-scale. The exploratory factor analysis was conducted using the original respondent pool and new alphas were also obtained from that data set. According to Ponterotto and Ruckdeschel (2007), item-relatedness across all participants in social science research can never be practically achieved, and therefore the alpha obtained is typically an underestimation of the true internal consistency present within the scale measured. Given this, it has been stated that an alpha level within the .3 to .7 range is considered acceptable in social science research, depending on sample size and instrument type (Cronbach, 1951; Feldt, 1965).

This research was conducted using the revised PIES scale. According to the developer of the revised instrument, the professional beliefs subscale has a reported Cronbach's alpha of $r = .633$ with no items exceeding an inter-item correlation of $r = .45$ indicating that each of the 22 questions within the beliefs scale was contributing something unique to the overall instrument. Following the EFA, seven sub-factors were determined to lie within the beliefs scale. Those factors included themes related to teaching, empowerment, accreditation, professional distinction, relationship, specialty, and spirituality. The Cronbach's alpha within the engagement scale was $r = .656$ with no items exceeding and inter-item correlation of $r = .50$ indicating that each of the nine

questions added a unique piece to the scale. These alpha levels indicate that this scale in its current form is a good indicator of professional identity.

The Professional Identity and Engagement scale contains three sub-scales. The first contains questions related to the philosophy of the counseling profession as defined by participants, the second concerns professional values, and the third contains questions specific to professional development. An exploratory success values scale was added in order to determine if those values can be related to the profession and if they are gendered in nature. No alpha level regarding inter-rater reliability of this scale was provided, although it was indicated that two expert reviews were completed.

The demographics section of this survey included questions regarding gender, ethnicity, religious and spiritual orientation, role within the profession, licensure, program attending or graduated from, a question about whether or not the participant was teaching in a CACREP accredited program, masters level concentration, professional memberships, relationship status, family living composition, theoretical orientation, and how they heard about the survey. Options for indicating gender, ethnicity, and spirituality outside of the options provided were given for participants to allow for them to express their accurate personal identification with regard to these demographic variables. An optional box was also provided for masters level concentration and the variable requesting how each participant heard about the survey. The majority of respondents indicated that they were directed to the survey through a professor, colleague, or department chair.

With regard to theoretical orientation, each participant was asked to rank their preference based on statements drawn from the goals of therapy outlined by Corey (2009) in his book *Theory and Practice of Counseling and Psychotherapy*. The statement for Cognitive-Behavioral theory was “focus on examining faulty beliefs and misconceptions to assist in the change process,” Rogerian or person-center was “focus on providing a safe environment for exploration of present experience and expressing feelings,” Adlerian was indicated a “focus on providing encouragement towards changing perspective and behavior in developing socially useful goals.” The psychodynamic statement indicated a “focus on consciously resolving pressed and unconscious processes,” the postmodern perspective state a “focus on collaborative dialogue for the co-creation of solutions and self meaning leading to positive change,” and the feminist statement indicated a “focus on empowerment and creating awareness of self in relation to external influences.” Of the 444 participants who responded to this section, 48 (10%) indicated primary agreement with the cognitive-behavioral statement, 202 (46%) indicated primary agreement with the person-centered statement, 47 (10%) indicated primary agreement with the Adlerian statement, 1 (0.2%) indicated primary agreement with the psychodynamic statement, 7 (2%) indicated primary agreement with the postmodern statement, and 15 (3%) indicated a primary agreement with the feminist statement. The majority of participants (284) responding to this section selected the psychodynamic statement as the least important to their practice as a professional. Participants were given the option not to rank any or all of the statements provided with regard to their theoretical beliefs or practice. In order, the majority of participants indicated the person-centered approach as the most important (202), the feminist

approach is the second most (108), the Adlerian approach (111) as the third most, with a tie between cognitive-behavioral (114) and postmodern (84) with statements as the final priority in counseling with regard to split percentages, before the psychodynamic theory (284) which was the least important to the majority of counselors.

Data Collection Methods

Data were collected using the online service called Survey Monkey. A directory of CACREP accredited programs was obtained from the CACREP website and participants were solicited through CACREP liaisons. A directory of accredited programs was obtained through the CACREP website (www.cacrep.org) and this was used to create a spreadsheet of institutions, liaisons, and contact information. Participants were also solicited through the use of the Counselor Educators and Supervisor listserv (CESNET). An e-mail [Appendix D] was written specifically for both methods of recruitment. College counseling centers at CACREP institutions that indicated the presence of licensed professional counselors or nationally certified counselors were also sent invitations for the study. Virginia agency records regarding LPC insurance providers were also used to recruit possible participants. All public schools within the Hampton Roads area of Virginia were also sent recruitment letters addressed to the school counselor employed at the respective locations. The recruitment letters and e-mails contained a link to the website where the professional identity inventories and demographic sheet could be completed. Of the 236 CACREP accredited programs invited to participate, 75 responded, indicating a response rate of approximately 32%. In addition, 100 letters were mailed to a randomly selected group of school counseling and

mental health professionals in Virginia. Of those letters, 15 were returned undeliverable. Of the sample obtained, 18 respondents used the link sent exclusively through the mail and indicated receiving information by mail, resulting in a 21% response rate by mail.

Validity Threats

As the construct of professional identity was being evaluated using definitions provided by women in the field, this may not have fully represented the construct with regard to the perceptions of men. Professional identity in counseling, as a whole, is still a topic under evaluation. The current instrument has not been sufficiently tested in order to determine its ability to measure the construct of professional identity and little research has been done to determine perceptions of professional identity and success in the counseling field. Most of the research thus far has been conceptual in nature with regard to defining both professional identity and success with regard to the counseling profession.

The current measure might not be gauging professional identity as a static concept, but rather a process of professional development as defined by Skovholt and Ronnestad (1992a). This study is being conducted in order to eliminate that issue by asking counselors directly about their perceptions of professional identity and success, rather than relying on conceptual speculation. However, if indeed perceptions of professional identity are strongly linked to development of self with regard to profession, the results related to the philosophy and values sub-scales may only be applicable to counselors who fall into the participant categories being sampled. To address the issue of development, 24 questions specific to the development of counselors were included as a

separate sub-scale. An exploratory factor analysis will be conducted in order to determine convergence between development, value, and philosophy items.

The counseling profession and helping fields in general (e.g. social work, nursing, teaching), are often stereotypically viewed as traditionally female realms. Therefore, counseling, at the practitioner level, is generally dominated by women. Due to this, the gender balance of participants completing the surveys may not be equal. Attempts will be made to compensate for this by recruiting participants at the tenure-track faculty level, where male involvement is thought to be at parity with or higher than that of women.

Since the participants were asked to complete two surveys and a demographic sheet, attrition may have been an issue with regard to completion of the evaluation packet. The surveys were provided using survey monkey to allow participants to choose a time most convenient for them to complete them [Appendix K]. Survey monkey is a website that provides a secure location for participants to complete questionnaires online. A secure link was sent to potential participants through e-mail or in person and the participant then chose to take the survey at a point in time and location that they felt was convenient and private. Subject effects might also have played a role in participants providing responses they felt were expected. Ideas about what professional identity and success in the counseling profession should be are defined by requirement for licensure, doctoral completion, and tenure. These externally defined and imposed constructs may have played a role in respondent answers.

Response rate could not be conclusively determined with regard to who may have received notification of this study versus who ultimately decided to participate. Due to

this issue, there may be an inherent bias present as non-respondents may differ as a group from those who decided to respond to the web-based and mailed questionnaires. A low response rate may also serve to increase the standard error of any analysis conducted through this research. Finally, the results of this research may not be completely representative of the counseling profession (Gore-Felton, Koopman, Bridges, Thoresen, & Spiegel, 2002). Mackety (2008) also reported, in her study on response rate of school counselors in Illinois, that web-based solicitations typically pool a younger and have less experience within the field whereas mailed surveys tend to solicit and older, more experienced population. In order to address this issue with regard to web-solicitation of CACREP institutions, follow-up letters were sent one-week after online distribution to schools with no responses following e-mail solicitation of the CACREP liaison and/or department chair. Follow-up e-mails were also sent 10-days following initial contact.

Given the possible issues pertaining to generalizability, results are tentative and framed within demographic context relating specifically to CACREP programs. Attrition rate results are provided regarding those who began the survey but did not complete and results are presented as a tentative indication of professional identity within the counseling field. Once a professional identity measure is validated, a more controlled study can be conducted so that accurate response rates can be measured. This study attempts to provide the counseling field with a valid and internally consistent measure of professional identity for broader future use.

Potential Contributions

This study contributed to providing a definition for the construct of professional identity in terms of women's perceptions related to their experience and understanding of the field and the expectations they perceived to be related to the evaluation of their success. Since the constructs of success in the counseling field have been defined in terms of engagement behaviors, performance, and achievement – constructs typically related to male values (Di Dio, et al., 1996) – it is important to highlight the values and interests of women. Since professional identity perceptions have been linked to gender differences in other professions (Rubineau, 2008) it is important that the voices of professional and academic women in counseling be acknowledged and integrated into the current conceptualizations. This should not only include professional identity, but also the expectations for success in the counseling field. Contributions are further addressed in chapter five following the presentation of results pertaining to the perceptions of female professionals with regard to possible gender issues in the counseling field. Data concerning organization leadership and academic institutional status is also provided in addition to statistical analysis of the Professional Identity and Values Scale and the Professional Identity and Engagement Scale regarding the research questions.

CHAPTER FOUR

RESULTS

Conclusions concerning perspectives of professional identity and success in the counseling field are presented in three parts, as this design was based on a sequential mixed-methodological approach (Creswell, 2009). The first phase of research consisted of a qualitative inquiry with women in the counseling field and evaluated their perceptions concerning professional identity and success with respect to their roles within the profession. This facilitated the creation of the Professional Identity and Values Scale (PIVS) which was disseminated with the Professional Identity and Engagement Scale (PIES) to assess counseling professionals in differing professional roles. Results from each phase of research are presented in this chapter.

Phase I: Qualitative

The qualitative portion of this study was conducted using a grounded theoretical approach from a feminist framework. Seventeen individual counselors, doctoral candidates, and tenure-track counselor educators were interviewed using a modified Siedman's (2006) series in which two interviews were conducted 10 to 20 days apart. One focus group was completed following the completion of 14 first interviews and the final focus group followed the completion of all first and second interviews with participants. Each interview was coded as they were transcribed using axial coding techniques as described by Corbin and Strauss (2008). Field notes were taken during and after each interview to assist in the coding process before transcripts could be completed.

Each interview was coded with emergent concepts; keywords and phrases were highlighted to refer to as additional data were collected. As interviews were transcribed, consensus coding team members were sent transcripts for coding. They were provided with a format to write down concepts/emergent themes, associated keywords and quotes, and researcher impressions. Each participant was assigned one or two coding team members and the member(s) then coded both interviews. Each focus group was assigned to one consensus coding team member. All transcripts were coded by at least one consensus team member and the researcher. Meetings were held with coders individually throughout the coding process and one final group meeting was held in which five members of the coding team attended. The researcher met individually with those who could not attend. In the final meeting, codes were discussed and consensus was reached regarding the development of 16 themes and one overarching theory that seems to connect each theme [Appendix L]. Coding team members completed personal reflections of their work at the end of the process, highlighting their methods and their thoughts following data analysis. Team members were asked to provide their final opinions and feelings regarding the emergent theory and themes, a statement of their consensus status, and personal thoughts that emerged for them throughout the process of the research project.

During the development of themes, concepts related to the importance of relationships, mentoring, and personal/professional values conflicts continually arose. Each area of focus formed separate thematic constructs; however, aspects of each interlaced within the 16 final themes. Due to presence of interrelatedness of themes, the resulting theory was specifically aimed at highlighting the construct of the overlapping

trend. Consensus was reached on an overarching theory about women in counseling and their relationship with the profession. Of those involved in the study, it was determined that the philosophical underpinnings of counseling are joined with the personal value system of female counselors. Women's values create the internal markers used to gauge personal and professional success. When there is a conflict between external expectations and internal values, women are confronted with a choice in determining how they will go about meeting those external standards or expectations, superficially or otherwise, and still maintain their value system and priorities. It is possible, that in the process of attempting to meet the standards posed by the profession the multiple life roles many women must navigate (mother, partner, caregiver, counselor, researcher, etc.) may not be recognized as valuable or supported by the system, which serves to create an internal conflict.

The 16 themes or categories that related to this theoretical perspective included the following: professional development, counseling philosophy, practice of counseling, mental health counseling, success expectations for counselor educators, personal values and success, success conflict, gender issues in counseling, gender issues in counselor education, gender and success, belonging and mentorship, blending of roles, success expectations for counseling practitioners, relationships, perceptions of men and women in counseling, and values. The final theme of values consisted of those things or concepts that participants found important in to their personal and professional lives; providing a thematic forum for the individual expression of those aspects of life. Each theme was formed through emic and etic definitions meaning that the resulting constructs were co-created by the participants and also by consensus coder impressions. Several themes also

contained sub-themes that were conceptually associated. Themes specific to counselor education and the practice of counseling had varying levels of agreement among participants due to the fact that some participants did not practice as counselors and some were not counselor educators and therefore did not speak to this aspect of the profession. All participants received copies of the final codebook. Twelve of the 23 participants responded to either the initial or follow-up e-mails which provided copies of the codes specific to each participant and the codebook. Of those who responded, there was consensus agreement with the final version of the codebook and with the placement of verbatim remarks within each theme. Some of those participants also provided further reflections on the process that are related later in this chapter in the reporting of results and in the discussion of implications.

Coding Team Profiles

The consensus coding team consisted of nine doctoral students at different phases of their education at a university in the Eastern United States. Three of the students on the team were in transition to become doctoral students (two from a masters program and one from private practice) during the time of this study. Eight of the team members were female and one was male. Ages ranged from 24 to 58 years at the time of this study. Eight of the team members identified as Caucasian/White and one identified as African-American/Black. Two of the team members indicated that they currently held a license as a professional counselor in their home state. Team members were asked to provide their definition of professional identity, success, and counseling prior to beginning review

of data so that their initial perceptions of the field could be considered and discussed during the coding process.

Generally, coding team members defined the concept of professional identity broadly, identifying it as pertaining to the differing goals in the counseling process as opposed to other mental health professions, roles, setting, competency, professional contribution, or authenticity. For instance, one team member stated that professional identity meant “thinking of myself as a counselor, rather than another mental health professional” and using techniques such as assessment not for the purposes of labeling “but for the purpose of using all knowledge in the service of the client.” Another coding member stated that professional identity involves “acknowledgement of oneself as a competent contributing member of the professional community.” As a whole, the group seemed to be open to specific conceptualizations related to professional identity and development as it pertained to this broad framework.

The members of the coding team were also asked to define what success meant to them. Each participant related information that pertained to ideas involving service to clients and family, achievement of personal and professional goals, maintaining personal wellness and balance, going beyond what is expected, happiness, and financial stability. This is exemplified by one members statement that success meant being able to “achieve your intended goals while maintaining personal wellness and balance” and another who stated that it was important to know “that I have done my best to serve my clients” and “having close, lasting relationships that are mutually supportive.” Qualities related to the

coding team's definition of success can be seen in the overall themes related to success, specifically with regard to relationships and service.

Finally, each member was asked to define the counseling profession as a whole. Perceptions included concepts related to client-centered approaches, empathy, a strengths-based focus, having a wellness perspective, building collaborative relationships, prevention, assisting in client/student/supervisee growth, empowerment and appropriate use of techniques. One member stated that counseling is "a collaborative process during which the practitioner works together [with the client] to create achievable goals." This seems to relate somewhat to ideas regarding success. Another team member stated that counseling "maintains a wellness perspective and is preventative in nature." These responses indicated that the coding team had a general idea of what counseling and the counseling philosophy meant in terms of service and approach. These preconceived ideas were discussed during the coding process in order to understand how they might influence the interpretation of data.

Participant Profiles

The 23 participants involved in this study included women who had received their license in 2006 or after, currently worked as tenure-track counselor educators, or were doctoral candidates. Information related to their demographics is provided as a composite picture to protect the identity of those who chose to participate. Identity protection was of particular concern to the majority of those involved due to their current employment in the counseling field and the sensitive nature of their perceptions.

Some of those interviewed practiced in two of the three professional realms, in that some of the faculty and doctoral candidates also worked as licensed practitioners. However, their counseling practice was not identified as their primary role. Six of the eight doctoral candidates interviewed indicated that they were also licensed practitioners and two indicated that they currently practice. Seven participants indicated that their primary role was as a licensed practitioner, and eight indicated they were tenure-track counselor educators. Of the counselor educators, six stated that they were licensed and only one indicated that she currently worked with clients, but did so infrequently.

Ages of the participants ranged from 26 to 60 years with the average age of the 23 participants being 37. Six of the counselor educators reported currently working at an institution with CACREP accredited programs and 21 participants stated that they received their masters from a CACREP accredited program. Seven of the eight counselor educators reported receiving their doctorate from a CACREP accredited counselor education program and six of those educators reported currently working at an institution with CACREP programming. Thirteen of the participants stated that they typically spent between one and five percent of their annual net income on professional development and engagement activities, with only one participant (a doctoral candidate) indicating that she spent more than 20 percent per year. All practicing counselors were masters level counselors at the time of this study and one indicated that she was applying to a doctoral program which was CACREP accredited. Eighteen women reported that they were either married or living with a partner and seven of those participants stated that they also had or were expecting a child with their current partner. None of the single women in this study stated that she lived with dependent children. Twenty-two participants reported

their race/ethnicity as white or Caucasian and one participant indicated that her race was Asian.

Review of Analysis Procedures

In reviewing participant data, several techniques were implemented for the purposes of coding that were consistent with feminist grounded theory. A postmodern feminist approach was taken to reviewing the data that was collected in that it was assumed that the perceptions of each participant would be influenced by he own experiences with the dominant culture, within and outside of counseling. While an explanatory model is reached through the grounded theory process, it is understood that this model may be practically different depending on the individual as the concluding theory is only meant to explain the majority experience of variant voices (Wuest, 1995). Glaser and Strauss (1967) emphasized the development of theory as a process that was dependent on social context and would ultimately need to change over time to reflect relevant structural context. Throughout the process, reflexive journals were created in conjunction with coding memos and research meetings. The reflexive journals allowed for reflection on emerging themes and the overall progress of the study.

Two types of coding techniques were used in data analysis. Open coding was used in order to facilitate the development of categories for consideration in the subsequent amalgamation of themes. Each transcript was reviewed line by line to look for keywords and phrases that could speak to an emic quality of the participants' views related to possible emergent themes. Following open coding, axial coding began so that the loosely constructed categories could be linked to one another to form core constructs

and later, themes. Any periphery information was noted for possible development as sub-themes after core construct development. For example, one participant transcript was coded as having several keywords related to the experience of counselor educators, such as “frauds,” “motivation” and “service.” In addition, phrases such as “helping students find identity” were selected to further broaden the scope of this emerging category. Coders also interlaced their perceptions and thoughts related to this information. A quote from the participant whose transcript was highlighted as containing a number of those previously mentioned keywords (such as “frauds”) read “this is how the university’s going to reward us – if we exhaust ourselves.” The coder stated “I love what she is saying about the expectations of faculty” and then categorized this as being part of a general category related to counselor educator experiences and expectations. Later, this information was further delineated to the theme entitled *Success Expectations for Counselor Educators*. The process of finding keywords and phrases and linking them to create themes was repeated with each transcript and used to connect each participant’s perceptions to one another in order to create themes and ultimately, an intersecting theory. Theoretical sampling continued until saturation of information was reached, in that no new core constructs seemed to emerge from participant perspectives related to the interview topics discussed. Each interviewee was questioned using the same semi-structured interview protocol [Appendix E]; however, additional questions would be added based on emergent topics of discussion and emergent categories obtained from previous interviews and the initial focus group (Charmaz, 2006).

Conceptualization

As concepts began to emerge that seemed to link participant voices, etic thematic categories were developed. Participant voices, keywords, and phrases were used as much as possible to create the defining components of each identified theme and sub-theme. Sixteen themes emerged that contributed to the overall conceptualization of professional women's relationship with the counseling field and the possible resulting conflict between professional and personal expectations, needs, and values. Depending on the counselor's role within the field, differing issues regarding this central theory emerged that resulted in the need to create thematic categories specific to educators and practitioners. However, issues pertaining to views on development, relationships, and gender tended to intersect with role requirements, and therefore were relegated to additional overall themes rather than sub-themes. Aspects of each theme and relevant sub-themes/associated categories are presented with substantive participant quotes to help facilitate understanding as to how concepts were developed and created and how each links to another. Concept maps were developed along the way in order to assist with conceptualizations related to the intersectionality of themes to create the final theory.

Major Themes

Major themes were defined by the researchers and consensus regarding them was reached between the lead researcher and members of the research team. Participants were also involved in the process of theme development and provided with opportunities to make changes, voice their opinions, or simply state agreement or disagreement. All themes involved conceptualizing participant's roles within the field, perceptions of

counseling values and philosophy, professional development, and personal values related to their work.

Professional development. This theme is defined as representing the process by which counselors discover their purpose with regard to their identity as a professional. This process moves from a stage at which one is exploring different professions aligning with her or his personal interests to a commitment and then intentional involvement in the counseling field. Once this commitment is made, counselors move through stages of taking information in without much self integration directly from expert sources through to a point at which they construct their own perspective on their role within the counseling profession. One participant stated that her professional development was “a real process, through, just like, old connections and... just kind of looking for something that fit better for me.” This statement is particularly salient to the idea that counselors move through a stage in which they are attempting to find a fit within the field that aligns with their own interests and perceived abilities. Another participant stated that she thought the process of taking on expert opinion was “weird, because when I first started, you get so many other people’s views before you develop your own.”

A sub-theme within this construct was specific to career decision making. This sub-theme served to define the process by which individuals attempt to find a field in line with their personal beliefs and values. Participants may not have directly perceived this process to be a result of conscious decision making but may have viewed it as resulting from happenstance and intuitive action. This is exemplified by one participant who stated that as she considered becoming involved in counseling graduate study she “... just kind of applied for schools, and... I ended up at [a school], just, kind of by chance and it

just felt like a good fit.” The second sub-theme related to professional development pertained specifically to the developmental process counselors entered once they had made a commitment to the field.

Counseling philosophy. This theme pertains to the philosophical beliefs and values underlying the practice of counseling or counselor education. The beliefs related by participant’s embraced practice from a wellness perspective (which included a focus on strengths and prevention), empowerment, social justice and awareness. Participants also related that they thought it was important to engage clients from a holistic point of view and to advocate not only for the profession but for those being served by it. One participant stated that “[a counselor] helps others to help themselves... see others more holistically, whether it means [attending] to their cultural background, or to the social justice issue – making sure you’re also an advocate.” The same participant further stated that she thought it was important to “...build people through their wellness, building on their strengths.” There also seemed to be a link between advocacy and community/professional service and this was related through one participant’s statement that counselors “... should have a sense of professional pride... there should be a focus on strengths and empowerment.” The counselors interviewed also recognized the role of development with regard to conceptualizing and treating a client’s, students, or supervisees presenting issues or needs. In working from a developmental frame of reference, a participant stated that “... counseling is a process across the lifespan where counselors go in and work with clients developmentally to help them better gauge what they need for their lives.”

Practice of counseling. This theme consists of a couple of sub-themes related to the practitioner's role in the counseling field and the need for fostering professional relationships in order to work competently. Participants related that the work of a counselor is dependent on one's specialty area as well as her or his role within the profession. Roles may include that of a licensed professional counselor, student, supervisor, or educator. Counselors in any of these positions should be able to provide a supportive perspective, conceptualize client/student concerns, follow ethical standards, understand community resources, and empower those they work with to utilize them. One counselor saw the process of practice as one of "... empowering others. So helping others get through some of their troubled times they're going through. And helping them find their strengths, and, and empowering them to move on. So, it's that helper mentality... being able to build rapport and motivate their clients." It is also important for counseling professionals to be able to build a relationship and rapport with clients, and work with clients on goals that are determined collaboratively. One participant spoke to these aspects of practice by stating "I try to offer colleagues and clients the same respect that I would give my family and friends. I try to remember that clients are people, just like my mom, or my brother or somebody. I think that helps me to see people as people, and not just as patients." Participants thought that therapeutic interventions should be geared towards individual client needs. Continuing education was seen as a necessity for continued competence. Counseling was seen as a multidimensional field with many options with regard to specialty and flexibility in terms of working environments.

Specific to working environments, counselors engage in their job from many different roles, which formed a sub-theme related to the practice of counseling. A

professional's work is specific to the role that one serves within the field. This influences which practice areas are emphasized and how they are made actionable. One participant stated that "... you know, if you come into counseling you're going to have a lot of opportunities to do anything that you want to do, but also there are so many ways to help others too." Roles include counselor education, supervision, clinician, and student. Counselor education emphasizes teaching the process by which one practices counseling and transfers alliance building and support to mentoring relationships with students. Counselor educators also focused on leadership, service, and scholarship. The counseling practitioner's role was directly related to client care and building cooperative relationships with colleagues and other mental health professionals in ensure client care. Supervision was mentioned in conjunction with the practitioner role as a supportive function. Students were classified as those professionals who explore experiences within all of the aforementioned roles in order to determine their eventual position within the field. One focus group participant defined this sub-theme as a way of defining self "... in relationship to the context of counseling, and specifically the specialization that we have chosen... then it [professional identity] could be seen as the role that you play, the context that you're in, and what maybe specialization or approach that you take to the position."

The process of building relationships with clients, students, the community, counselors and other professionals, as well as personally supportive individuals was voiced as an integral and foundational component to the appropriate practice of counseling within any role or specialization. This concept seemed to intersect with many of the thematic results and thus was given its own thematic category. However,

participants and coding team members thought the construct of relationships had specific significance within the practice of counseling, title *professional relationships*. One participant stated that "... the relationship is the most important thing that all counselors should hold... the most valued piece of the counseling relationship." This thought was expanded upon by the participant stating that "... as a professional we should not work in isolation, we need to work in connection with each other to really to provide the best learning experience for students and the best research in the field."

Mental health and counseling. The counseling field is perceived as one that has a different focus than other mental health fields such as social work and psychology (Hansen, 2007); however, the practice of counseling is also seen to overlap with the process of other mental health professions in that "... there are fine lines among all of the mental health fields, and they get blurred." Counseling is seen to overlap with psychology in that counselors implement assessment and testing as well as diagnosis in conjunction with the holistic philosophical stance. However, these practices are not the focus of the counseling process as they might be for psychologists. For instance, "I'm counseling, which is a different perspective from clinical psychology. Where, we really focus on strengths, and what you're doing right, you know? And we look for these aspects of areas of growth in that person's life. So, you're not really looking at the pathological side of someone, but you're looking at what's there that can be helpful to them... (sic)"

According to participants, counselors overlap with the practice of social work in that they should be aware of community resources and services in the event their clients may need to be educated about potential resources. Unlike social workers, counselors do

not involve themselves in obtaining these services for clients but rather they educate and empower their clients to obtain these services on their own. One participant highlighted this process by stating that counseling was "...different from the sense of social work, where you're linking with services and something more from the counseling identity that helps you get to the deeper issues of what keeps them stuck." Collaborative assistance may occur when there is an issue pertaining to social justice or client advocacy. Counselors in this study also placed an emphasis on a wellness orientation with regard to conceptualizing issues.

Participants stated that sometimes they entered into situations where they felt it was important to clarify the difference between the mental health fields to better define their role, stating "... a lot of people have the idea about counseling that it's like psychology or... I meet people and they think I'm analyzing them or figuring them out. And I, I think I try to explain to people that that's not what we do, that we really are here to help others find their own strengths." This piece connected somewhat to philosophical components of professional identity that related to advocacy for the counseling profession. Participants viewed counseling as being "something meaningful" in not only their lives, but in the lives of their clients and therefore thought it was important to promote the field as having something positive and unique to contribute to mental health.

Success expectations for counselor educators. This particular theme relates to external expectations for gauging success in academia and is dependent on the focus of the university (research v. teaching focus) and one's track as an educator (tenure v. non-tenure track). Typically, the perception of participants who engaged in this role within the profession perceived success as being based on number of publications or research

productivity, university and professional committee service, teaching evaluations, positions of leadership, and professional recognition. Therefore, the general consensus was that successful doctoral students or counselor educators are those who devote time and effort specifically into areas of research, publication, and professional leadership roles. When a professional has a high quantity of publications, presentations and leadership involvements, this person would then receive organizational recognition and be regarded by others within the field as successful. Participants also drew specific attention to the belief that many institutions valued this process over actual teaching, stating for example that "...based on my review it said that my teaching was outstanding so I was told by other professionals to spend a little less time on teaching and preparing for all of my classes and more time on the committees and research." Another participant highlighted how this focus on research may be influenced by the culture of the university stating that "the tenure review process can be different in teaching institutions than in research focused institutions, so maybe the quality of work at universities that are more teaching focused may be more recognized, or at least equally considered in tenure."

A component related to the overall concept of success expectation in counselor education included the idea that many professionals made efforts to define their own success outside of the externally imposed factors related to leadership, publication, and committee service. This process helped them to view their work as being more in line with their personal value system. Female counselor educators and doctoral students in this study defined success more in terms of the relationships that were established with students, providing mentorship, having good teaching evaluations, teaching according to student learning and developmental needs, honoring student perspectives and providing

service to the community in which they worked. One participant stated that she defined her success based on "... my relationships that I have with my students based on their... satisfaction with my courses..." and another stated that "a good counselor educator would be someone who can really connect well with their students." This also included ascribing to and applying the counseling philosophy in the classroom. There was also a sentiment that, despite earning a doctorate, in order to teach well, an educator should still practice as a counselor. This was exemplified by one participant who stated "...the more I move away from having experiences as a counselor the less I will be able to teach my students the values of counseling and so I think that it's important for me to continue working with clients."

Personal values and success. Participants related that feelings of congruence between personal and professional values/perspectives allowed for a sense of general accomplishment. In order to feel successful, it was important that certain personal values be met in conjunction with their professional life. These values included devotion to family/friends, belongingness, personal and professional growth through continuing education/journey toward self awareness, wellness/balance, collegial support, spirituality, happiness, and a general feeling that their work offered a needed contribution to others. This value concerning contribution was seen as a necessary professional component to the profession in that "... being a counselor means serving others. Being a counselor means finding fulfillment for myself." It was important for counseling professionals to feel as though they made a difference not only professionally, but in their own personal journey. One participant related this issue to gender by stating that she thought "... that added component of accomplishments through title, that seems to resonate with some of

the male workers... compared to the women, of just being able to help people, and see it regardless of earning a title. It's just more of a connection that seems to be... more as being a success."

Another participant stated that core beliefs about wellness in counseling played a role in her perceptions of success, saying that "I think that if each individual doesn't have balance in her personal life it will show in her teaching, it's an isomorphic process where if I'm not healthy and balanced and advocating for myself... I am not successful." This sense of personal fulfillment to find success was sometimes rooted in the professional philosophy or linked to it through a sense of personal spirituality as highlighted by one participant who stated that "success in life, I think, I mean, I'm a Christian, so I believe in, kind of, becoming who I was created to be. So it is true success, not, it's not monetary. When you find kind of who you are and where you just feel like you belong."

Success conflict. A conflict arises when counselors value the integration of their personal values and beliefs with their practice within the profession. For instance, one participant related her integration of wellness and the resulting conflict with her professional duties, stating "...I'm in a place that where it [the university] does not advocate for professionals to have some balance to [their lives]. It advocates more for... and it looks as if it respects faculty members more if they work 20 hours a day. So I think while the wellness piece is really important... and I'm not sure that I'm living the way that I think I need to be. So, I feel a little torn." Participants related the idea that externally imposed expectations with regard to assessment of success might create dissonance between what is valued by the counseling professional in conjunction with the

counseling philosophy, and what is valued by the university, school, or agency. One participant discussed this conflict by stating the following:

I should feel good about how well I'm doing, because I see my job as a counselor educator and I see myself teaching my students new things and bringing in new research and bringing in more current practices in the classroom. However I don't feel great about it because I know I'm behind in the research.... that's not enough... so for me the anxiety and stress that I'm not being successful. That's where I'm torn, success for me is how well the students are pleased with my performance and are they really learning and engaging in the material.

In order to meet external expectations that determine promotion and perceived success, participants indicated that personal sacrifices were or may be considered necessary with regard to time with friends and family as well as time for self care. One participant as part of a focus group stated that she felt like she was "going into that man's world and having to learn to fight as a man. You know, I have to learn what to do, I need to do, play the game... to get where I need to be. So it's not just a matter of getting a Ph.D. It's also going to be, publish or perish... proving yourself constantly." Another participant related this to her personal roles as a woman and the difficulties she was facing with regard to starting a family, saying that she was "scared about how I'm going to effectively balance being the mom that I want to be with being the professional that I want to be, and being the partner that I want to [be to] my spouse... I think my colleagues have been supportive but then I also think there comes a point where you just don't talk about kids at work, and you know when it's appropriate and when it's not and I want to be so excited about this pregnancy and sometimes working with older male colleagues

they don't want to hear about it." Some women choose to come to a personal resolution with this conflict by focusing on their "ideal for success" and find mentors who "feel this way too, that 'I am going to do the things that I want to do' and I will do the things that will make me happy. And it's not always going to fit with what the field would honor."

Gender issues in counseling. This theme included the perception that counseling is generally a field dominated by women, perhaps due to the underlying philosophical alignment with values typically consistent with females. There is a perception that counseling is not as highly regarded as other mental health fields, such as psychology, due to the large number of female practitioners; that the counseling field might be seen as, in the words of a participant, "a little squishy" because of the high presence of female professionals. One participant stated that sometimes she would "worry about others view of me as a woman in the field. I worry about my success of trying to find a job... How many men do they have there? Are they going to take me serious... how are they going to view me? I work with a lot of older gentlemen who still have a lot of different stereotypes about women and some use a very sarcastic sexist sense of humor, not sexual harassment type but more so like 'Oh wow she can think and she's a woman too' and that concerns me." Another participant spoke to the disparity in numbers with regard to male practitioners and her perceptions regarding this:

I feel like counseling is kind of seen as only for women as opposed to men and I don't know, it seems like [the] psychology field seems to have a superior type of attitude, like there's a more prestigious element to their field than ours and I guess that has always kind of bothered me. You have many more men going into the field of psychology versus counseling and I don't know if that whole idea keeps

them from coming into this field and if so, that's something that I'd like to see changed.

Respondents also stated that perceptions regarding the influence of gender roles in defining the counseling field might also have an impact on client understanding and expectations with regard to the therapeutic process. Some participants stated that client's seemed to perceive women as natural caregivers and listeners and would view males as more directive; some women saw this as a logical conclusion because they believe traditional gendered views of behavior were possibly inherent. One practitioner stated that she thought this issue needed to be addressed in session; that "gender is like any other cultural issue. It's something we have to be aware of and how that affects our biases and perceptions just like our race and ethnicity. When we get with a client we have to be aware of those things and how it's impacting how we're interacting with a client and different ideas about gender. So, I think that's how it mainly, how it impacts the profession." Other participants related gender differences in counseling practitioners to communication styles and use of language and presence in session stating that "... when I've co-led groups with other males, I feel like I am more emotionally in tune and I can push for those feelings with clients a little bit more. I feel like we work well together more in that co-leader, one male, one female [role], because he's good in certain things that I am not."

Participants touched on the sub-theme of *client choice* when talking about gender issues in counseling in that they perceived some clients selecting a counselor based on their gender for various reasons. Client's who may have issues or trauma related to a specific gender may make a choice regarding their counselor based on their past

experiences. Clients may also view the counseling process as being more consistent with traditional views of acceptable female behavior, such as listening, being supportive, caring, and nurturing. A participant in one of the focus groups stated "... gender is an asset as a clinician because women are seen as nurturing and caring, and clients assume this." Because of this [women being seen as more nurturing], women who do not meet the traditional gender expectations or men who are not expected to meet this expectation may have difficulties building a relationship or rapport with clients. Following the completion of the recorded interview, one participant stated that she thought "women can sometimes be sexualized by clients and co-workers rather than seen as a clinician... in a community agency setting... it is important to be careful about presentation in terms of dress and demeanor. Women may have to address inappropriate comments more than male counterparts. Sexual harassment is also more of an issue for women." Therefore, constructs related to gender roles were seen to permeate the counseling process in that those expectations intersected with the worldview of practitioners and clients alike.

Gender issues in counselor education. This theme represented participant views that the university system in general does not seem to value the multiple roles women are societally expected to maintain outside of their professional responsibilities. "There was no maternity leave... not one faculty member offered to co-teach or teach any of my courses while I was gone to have my child... I've been viewed more negatively based on having a child where I've been told I should probably add more time to my tenure for choosing to have a family and it's usually language like you *chose* to have a family instead of you *chose* to stay on your career track." These perceptions lead to concerns that male counselor educators were better able to meet the requirements of tenure as

society did not expect them to adhere to multiple roles outside of their chosen career path. Women felt they had to make a choice to please the system and meet the system's requirements, or please their partners, or meet societal gender-role requirements. "I don't know how I'll feel about it or how I'll be when I get there [decision to have children] but I know that it will be something that will come up and be a part of it... some people recommend getting tenure before having children, I don't think my husband would want to wait that long." There was also a perception that teaching and community service were not highly valued, which may be more consistent with female priorities. One participant related her concerns about becoming a counselor educator following her doctoral studies stating that she was "curious about how that's going to work, and also, you know, when I'm there, uh... where is my voice? You know? And if it's in an institution where that, they seem to prefer more men in charge, you know, how validated will I be? How much of a difference can I make with the students, and having programs supported, or getting resources, or the direction that the program goes into? It's a definite concern." Participants related that student perceptions of female instructors also played a role in their relationships with students and student evaluations of instruction.

Some participants stated that they noticed gender issues extending into the classroom and seemed to lead to students having *gender-based expectations of faculty*; this was the subject of an associated component related to gender issues in counselor education. There was a perception that students expected different treatment from or responded differently to faculty members based on gender. Female instructors felt that students were sometimes less respectful, overly challenging, and expected to discuss their personal issues with them in order to receive nurturance or build a friend-like

relationship. Whereas male instructors were not expected to be nurturing and received greater automatic respect due to their gender. “I think that can be hard when you’re far more objective and I think that students have different expectations of a female professor compared to a male professor. Like I think they try to get away with more. To really kind of tap into that feeling side of us, to whereas I don’t think they would try to do that with a male professor.” There was concern that if female instructors did not meet these traditional gender role expectations, they could receive poor student evaluations. Age was also seen to be a contributing factor with regard to this issue. One participant stated that “age and gender both play a role in receiving respect from students and colleagues and because of this, I am still deciding whether to allow students to call me by my first name because I worry that it will impact the level of respect I receive.”

Due to issues related to student and colleague perceptions of competence, many women related feeling as though they needed to maintain a strict and formal classroom in order to create structure and respect for their presence as instructors. This seemed to create a sub-theme related to a *power and values conflict*, in that some female faculty perceived that in order to receive the same respect from students that male instructors received, they have to compensate for their gender by keeping hierarchical boundaries. Women involved in the study voiced concern about this, in that it was not their preferred way of relating to students, but felt it was necessary to maintain boundaries and a respectful and appropriate learning environment. One participant stated that “I insist that students call me ‘doctor’... I think this created a clear boundary and helps to create an atmosphere of respect. I think this is important because there is a gender bias and change

takes a long time.” Another participant stated that the title of ‘doctor’ added credence to her opinions and allowed her voice to be heard in different professional situations stating

I find myself gaining credibility in the public side of parents who actually sit with their children and say ‘now you need to take advantage of having Dr [name removed]’ it’s because of those credentials that I have gained that parent’s confidence in my ability to help their child... I wanted the Ph.D. so I could teach and share with others, but also I wanted to be taken seriously with writing and stuff like that, not so much for my own feelings of prestige or whatever, but more so for the fact that they act like I have something to say.

Gender and success. Women in the counseling field generally perceive that externally imposed markers for success are related to male values for success – leadership, recognition, salary, and devotion to work (Di Dio, et al., 1996; Fouad & Kammer, 1989). One participant stated that she thought “[being] ‘successful,’ perhaps, for more men than women, being able to move up into different roles, and then having those as accomplishments... probably add more to their definition of success... the men, felt... more successful when they were able to take on those responsibilities or get that extra title... or money... or having that entitlement.” Because these values shape the focus for how they are evaluated in terms of their professional progress, some women in this study felt that personal sacrifices must be made that challenge traditional roles that are still expected with regard to child rearing, partnership, and family. “My husband and I made sure we went on a date every week and, and I went without a lot of sleep because I was like, I’ve got so much work to do that I don’t want to sacrifice this time, I’ll sacrifice sleep instead. And so, then he would go to bed, I would stay awake and I would

get work done.” Due to this split focus, some of the women in the study perceived that women in general may need to work harder in all realms in order to be perceived as doing well or meeting expectations.

One woman talked about feeling as though she had to prove her credibility stating that she “always had to prove that I was smart and then I got glasses and it was like ‘oh, she’s smart.’ And I kind of think it’s like the same thing with being a woman you have to prove that you are this credible resource, you know, and that you are there and are very competitive intellectually.” When thinking about gender roles within the profession and decisions to pursue a doctorate, one participant stated that she had the experience that “most of the men I have met in this profession have been professors or going for their doctorate not just necessarily just pursuing a counseling practitioner’s degree. I guess they are more focused on like... on the details of the academy rather than just counseling. Like I see a lot of women counselors and they teach, and a lot of the men in the profession are teachers who happen to be in counseling.” Another participant summed up this conflict related to gender roles, expectations and success by stating that it seemed to her as if:

... women we feel like we either have to strive to be Sam Gladding or Gerald Corey, like we have to do a *bejillion* publications and we have to adhere to that model of success which of course is a lot more difficult especially if women are married and have kids because they have much more domestic responsibility you know there is cultural norms about women teach more and women do more service. All that stuff that we see in the research that continues to be the case that men are more liberated to do more research than women are. So I think women

feel like they have to balance all that like crazy and have all these great politicians or I also see women and I found more in this category and who say you know what, I am not buying into that life.

Agreement with masculine values as a necessary process for success. Through this process, women questioned their own perceptions of gender bias (sometimes stating they did not want to be biased against men) in the counseling field and some equated gender issues to biological fact (i.e. women are better nurturers and men are better leaders) or did not notice gender issues as being relevant or even feel reverse discrimination is occurring stated that “I haven’t really felt the impact as a female... I have a question about males [the impact on them], you know, and the impact at this point, thinking ‘I’m never going to get a job or a promotion because of the domination of females, I’m not a female and I’m not a minority’ and how that affects them.” One participant reflected that she thought nurturance “plays really well into the counseling profession and being a counseling professional. I think nurturing clients and students looks different with counseling than it does in life. But I think there is still a lot of nurturing that goes into it and caring. I think that caring was really fostered in me being a woman and maybe I fostered it myself being around women when I was little; I do see that as a result for being born as a woman.” Another participant, when discussing counselor education and the tenure process stated that “child care issues impact me as a mother regardless of my work setting. I do not see tenure as a targeted toward male success and as an impediment for females.” These women seemed to recognize the struggles that female professionals might face with regard to balancing role expectations, but seemed to imply that the system currently in place did not need to be adjusted in

order to assist in facilitating this balance, as perhaps achieving this balance was an individual issue inherent to gender.

Finally, a counseling practitioner who participated thought that the innate qualities of men and women contributed to what would be naturally resulting gender inequities in the profession stating “I think that woman have innate nurturing ability as much I think there should be an equality between women and men. I think that men would agree with us that there are just gender differences and I think that woman just have this innate nurturing ability and I think that woman can provide that a lot of times in the counseling profession, not that men cannot but I just think that women are really good at that. So, I think women have a huge role in the counseling field.” Another woman stated a need for advocacy with regard to the experiences of women in the field, stating:

I do think that it [bias] has impacted my [perceptions on my own] gender and maybe perceptions about, and this might be my own gender bias, but ‘can these women do research’... then the other piece is finding our voice nationally, finding our voice as counselors to speak up for the services that we provide that are at the very least equal to other services that get funding so I think advocating for ourselves I think is another place there. We are a predominately female... even if that be the case with our profession, it might just be a total misunderstanding on my part, but I’ve wondered about ‘how is this connected,’ is our professional kind of, I don’t know if it’s just the developmental process in the counseling profession that we are finding our voice and starting to advocate for what it is that we do... or if there is a gender piece...

Awareness of culturally imposed gender role expectations and the possible impact on evaluation of professional success was another category related to the theme of *gender and success*. This category was categorized as *women and gender role expectations* and generally regarded the need for balancing and succeeding in traditional roles as well as excelling with regard to professional expectations. One woman stated that she saw herself “as needing to be a leader in the profession I have, I think that a lot more young females are graduating from doctoral programs right now, going into the profession and making the same decisions I’ve made. Do I choose to have a family or do I choose to be a professional?” Yet another participant related a story that highlighted how traditional gender role expectations are experienced, stating “...there was a male who worked on our faculty... and he was able to bring his children to work with him and people at work would help watch his children so that he could get work done and this has never been extended or offered to me... I think men have the opportunity to have their wives or girlfriends to take care of the children and that’s not the way it works [for me]... men probably have more opportunity for support than women do.” She further went on to say:

I think that I’m really scared that we’re going to lose in our field... and when I say we because I see that I’m a part of it. We’re going to lose a lot of *great* female professionals because there isn’t a place for them to have that dream job and be able to raise their family and so I’m scared that we’re going to lose some great people to being exhausted, burnt out, and just not being fulfilled in the work that they do. So that’s one thing that deeply concerns me, and another thing is I don’t know how to support those people...

Belonging and mentorship. This theme involved a general feeling of being part of something greater than oneself that is serving a societal purpose and provides personal meaning. “Throughout my doc program I had a good friend who was like a mentor to me and was a mentor at that aspect because he, you know, when I was at my first year he was in his last year and so, you know what’s it’s like in a doc program, blood, sweat and tears and whatever. So it was always good to have an outside perspective...” In order to obtain a sense of belonging within the profession, the need for mentorship is needed to provide direction and help create awareness of professional expectations, people who are there “... to help others grow... to find purpose and meaning.” One participant stated that she thought “being able to have great mentors helps doctoral students to get the most out of their experience and determine what to do with themselves when they graduate.” This feeling of belonging also assisted in providing a sense of comfort for self exploration and influenced spiritual beliefs regarding the need to find a purpose. “Women need more female mentors in the counseling field to help them navigate the system and show them how to do it successfully... women have a lot of roles and it’s important to see someone managing them.”

Blending of personal and professional roles. The need for balance between professional and personal roles is seen as a necessity in order to function optimally in both areas. Participants related a desire to attempt to balance the tasks or expectations associated with being a successful counselor with their personal lives while maintaining the professional and personal beliefs and values through which they function. When discussing personal relationships, one participant stated “... the role of family in my life is huge because I’ve planned my whole life around it...” Due to the large amount of

tasks related to the profession, women felt a conflict between their professional and personal values (specifically wellness) and their attempts to meet the expectations of the profession. “I think my personal beliefs really impact the way I do research. I think also... I’m real committed to having a life, and I... in our job, it’s super easy to allow work to kind of bleed into our lives... I work really hard to maintain a pretty good boundary between those two things, so they’re not bleeding into each other too much, and work isn’t eating into all my personal time.” One participant thought that achieving a personal and professional role balance was not feasible and stated “now that I know what it’s been like being in the [doctoral] program, I’d almost want to have a parent to wait or a woman to wait... until her children are grown to the point where they are self-entertainers.” Many women felt they needed to sacrifice their values in order to succeed. “I remember having books on my lap and him [child] pushing the books on my lap to crawl on my lap, and that makes me tear up sometimes... I don’t hear guys talk about their regrets.”

As female professionals attempted to integrate their life tasks, many felt that *gender roles and professional behavior* related to traditional gender roles for women and how those influenced their actions as counselors – being supportive of clients and colleagues, playing a supportive role rather than seeking leadership, working collaboratively. One participant stated “... I’m a huge supporter and nurturer for my husband and for the kids and his role at work... it always seems like I’m the one pulling everyone together as a team. So I kind of feel like not that I’m a team leader and leading them not in a superior position at all, but I’m one who wants to make sure everyone’s on

board and if somebody is out of place and straying away then I try to find a way to bring the team back together.”

In order to work within the process, participants stated a value for continued *growth and self awareness* with regard to how personal and professional experiences affected one another in a way that leads to heightened self awareness and personal growth. This process was seen as one that made counselors better in their roles within the profession as well as in their personal lives. Values such as acceptance, affirmation, advocacy, and service provided personal and professional challenges that influenced growth and confidence. One practitioner stated that “whether you’re a counselor educator or not, even as a counselor, I think going through your own, continually looking at yourself and growing as a person is important to be able to be a good counselor. To be able to sit in a room with someone who’s struggling and to be able to relate to that... you have to be acknowledging the struggles in your own life.” Another practitioner thought that “[being a counselor] means a constant willingness to grow and change and learn myself and to be open to have awareness about what’s going on with the client or with the system or whatever; so, openness and awareness with myself but also awareness of things on larger levels.”

Success expectations for counseling practitioners. Practitioner success is defined as a process restricted by managed care and agency oversight bodies as well as one influenced by counseling associations. This would include the need for client chart maintenance, measureable client improvement/outcome research, coordination of client care with other mental health professionals, promotion and salary, recognition, and ethically responsibly practice. One participant stated that “... the field is stressing

research and publication in order to be considered ‘successful.’ I am skeptical of many research studies. When one lives long enough, one sees ideas which seem irrefutable at the time be overturned – one after another. The field should define successful counselors as those who help to make a difference in the lives of people by changing the culture to be inclusive and supportive of all people and to advocate for healthcare, safety and education for all people...” Practitioners, such as this participant, focused on the counselor-client relationship and improvement or success as noted through that relationship. They also related success to integration of the counseling philosophy to meet individual client needs. “I think that I am learning that diagnosis, treatment plans, assessments, etc. probably have value at times, but rarely. I think that being present with people and really getting to know who they are, what they want, and really caring about them is what I do that may be important to them in the long run.”

Relationships. Throughout career roles and decisions, professional responsibilities, perceptions of success and individual growth was the need for and focus on building and maintaining relationships with others. For instance, a participant stated that she wants “to have strong connections with my family, and friends, and all my loved ones, um, and so making sure that that aspect doesn’t get sacrificed.” The important others, such as this participant stated, included mainly family and friends but also involved the need for supportive collegial relationships as well. Building relationships was seen as foundational to the counseling process and essential to the attainment of success. Through these relationships, participants felt a sense of belonging, support, and self-grounding; “because really that’s [relationship with partner] what sustains you through no matter what it is that you go through with your work, because regardless of

how important you feel like your work is, it's still not ever going to be number one in your life." Women also felt that through their relationships with clients, they would be in a position to provide needed support for client growth and insight. Many counselors felt honored by their client's stories and felt that their therapeutic relationships also influenced their own individual growth. "I guess that in my professional life I want to have, and it's no less important to me, that I have a good quality of relationship with my clients, much like I want a good quality of relationship with the people in my personal life."

Perceptions of men and women in counseling. Participants discussed the influence of traditional gender roles on the counseling field and how those expectations become actionable on a daily basis. The women who participated in this study felt that the theoretical development of the counseling field was male dominated and felt this influenced, in addition to sustained cultural forces, the development and status of women in the profession. One participant stated that "... a lot of the theory comes from the male perspective, but most of the practitioners were women and most of the clients were women. So, it's interesting, I have noticed that okay, I am continually curious about what is that all about, so it's almost like men have made all of the decisions about how it's going to be done and the women actually do it and then in doing that women have sort of feminized counseling so we are very feeling oriented, which is not a framework from which a lot of men work." There was a perception that women were seen as naturally good at caring for, supporting and nurturing others and therefore were particularly suited for the role of counseling practitioner.

One participant related a story regarding her concern related to male counselors and the enactment of their gender roles. She stated “I have worked with male counselors before who have pressured clients, who have tried to frighten clients... using kind of a scare tactic as opposed to more reasoning type of perspective. And probably the worst thing I have seen is using their physical presence to intimidate a client... are saying one thing and doing the other, it doesn’t create trust, it doesn’t *show* a client... using your physical presence for protection, I’m all in favor of, but for power, I am not.” Another participant stated that she thought “[Men] have seen their role as counselor more short-time, versus... more a director for the long haul. I think that [taking leadership positions] probably enters in faster, and their [male] expectations that they’ll be moving up... as if the counseling role is on a... bottom tier, on the frontlines.” However, participants felt that if a woman attempted to enter into leadership or was involved in research, she had to work harder than her male counterparts in order to receive the same respect.

Values. This theme included those things that were recognized by participants to be the most important aspects of women’s personal and professional lives. It was widely recognized that these values were very inter-related and either could not be separated, or strongly influenced one another. One participant stated that “...it feels kind of like my life’s work in the service, not in like a sick kind of martyr kind of way but like I said before ‘Alright this is what I’m supposed to be doing.’ It feels like that to me, most of the time. So, on a personal level it has a lot of meaning for me.” Values included inter-related values for each participant’s personal and professional life. At times, participants had difficulty separating the personal and professional lives, if they did so at all. For example one participant stated “... an important part of my professional life... I would

say is determination, which is like a combination of things from before [dedication and persistence from personal values]... but it's a different word, so I would say expectations and complications." Another stated when relating her professional values that she would choose "perseverance again... hard work... I think I have to go with the same three [as personal values] honestly, because I think maintaining relationships professionally is also important even if they're not close and personal relationships, we're still in relationships with people that we work with. I would also say centeredness, if I'm not feeling centered then I'm surely not getting any work done." Personal values included family, faith, friends, love, dedication, and authenticity. Professional values included collaboration, responsibility, connection, honesty, relationships, and compassion. Fourteen of the 17 individual interview participants stated that family was a value included in their personal top three. This was followed by faith, friends, and love. The most frequent value listed by participants in their top three according to importance related to their professional beliefs included concepts such as building relationships, collaboration and connection.

Member Checking

After each transcript was completed and coded, participants were provided with their uncensored interview (coding team members received transcripts with identifying information removed) as well as all relevant emergent codes. Participants were then invited to provide feedback, comments, or reflections with regard to their statements and the codes developing from their interviews. Following completion of the code book, participants were sent the final version through e-mail and directed to their specific quotes in relation to developed themes. Not all participants chose to respond during this

process, but those who did provided her consensus with regard to the final codes. One participant related, “Thank you for sharing this. I am fine with all of my quotes being included... I am glad you are researching this” and another stated their consensus by saying simply “everything looks fine to me.” Another participant stated, “I looked over the transcripts and I feel fine about them. Interesting questions and although my responses slightly surprise me, I cannot say that I would change anything.”

In the first round of e-mails that related transcripts and specific emergent coding, 14 of the 23 total participants from both interviews and focus groups responded and provided their agreement with the concepts that emerged from their interviews or focus group. During this process, four participants engaged in a lengthier discussion with reference to their statements and their reflections on the context of their feelings, specifically with regard to their experiences of how gender roles and expectations are evident in the counseling field. One participant stated in this e-mail discussion that she had “... been struggling with ‘what do I want professionally?’ type questions and somehow seeing my responses reflected back to me is a great reminder of what's truly important in my life.” Another made specific comments related to a coder that she felt captured her process well, stating that “... it is almost too hard to read my thoughts as that was a challenging and conflictual time for me. The CC [a consensus team coder] person seemed to really understand my internal dialogue and stress. Thanks for the option to process and learn from myself.”

Many of the women involved in this research project were very invested in the process and continued to communicate with the researcher following the completion of interviews. For instance, one participant felt that it was important to make it known that

the interview and inclusive research process employed by this study played a role in her making new life decisions related to her career goals. She wrote “I have not had a chance to tell you yet how much it meant to me to process with you my values and work experiences. Since our conversations, I have applied for another position closer to family, received the job, and plan to move... thank you for offering me a real experience to openly view my experiences.” The feminist research process utilized in this study not only allowed participants to take an active role in the development of research themes, but allowed each individual a reflective voice in evaluating her own experiences and a voice in how those experiences would ultimately be interpreted.

Verification Procedures

A coding team was put together through a mass e-mail to masters and doctoral level counseling and women’s studies students, incoming students, and alumni at a university in the Eastern United States that was convenient to frequent group member interactions with one another and the researcher. Of the 10 who responded, eight served as consensus coding team members. Two additional researchers served to transcribe six of the 34 transcripts collected. Other audio recordings were transcribed by two outside companies in California and me. During each interview, field notes were taken and typed so that they could be sent to the participants prior to their second interview and following the interview sequences of focus group. As transcripts were completed, coding team members were sent up to six transcripts from up to three different participants. One coding team member served to code the focus groups. The primary researcher, in addition to taking field notes, also coded each individual interview and focus group.

Prior to coding, an initial meeting was set with coding team members individually and in groups to discuss the project, expectations, and answer any questions. Each coding team member completed a journal entry pertaining to their perceptions regarding the topic of professional identity, the counseling philosophy, and success. They were also asked to provide demographic information.

The interviews and focus groups were conducted over a period of two months. Coding took place during that two month period and for an additional two months beyond data collection. As coding was completed, participants were e-mailed with each coding team member's impressions as well as mine so that they could be involve in the development of the final codebook. I conducted most of the coding meetings and discussions with team members individually by phone and e-mail. A final team meeting was held to go over the preliminary codebook, which contained 14 themes. Discussions took place that added themes pertaining to relationships and perceptions of men and women in counseling. Sub-themes also emerged as a result of these meetings. Four coding team members attended the first codebook meeting, three individuals met for a second meeting a week later, and I met individually with the remaining team members to discuss their impressions following the first two group meetings.

A final codebook was established and sent to each team member through e-mail for consensus approval, revision, or rejection. Each team member approved the final 16 themes, 14 sub-themes, and overarching theory of women's relationship with the counseling profession. In addition to providing approval for the final codebook, each team member was asked to reflect on the coding process and discuss his or her final impressions of the results. Upon reflection, a coding team member stated that "one

transcript that I coded stands out to me in particular, as the interviewee repeatedly expressed being ‘torn’ between responsibilities in her personal life and maintaining relationships, versus all the demands of the profession. Her statements serve to highlight how the voices of the participants directly had an impact on and resonated with the coding team members. This is important to note in that it not only bring credence to the experiences the participants related but it also served as caution with regard to objectivity.

When reflecting on aspects related to success, one coding team members stated that she “... especially resonated with the alternative ways to define success besides the externally measured markers in academia as well as the difficulty resolving the conflict between the measures of success. I felt frustrated to read about the women’s experiences in academia when trying to have children.” She also voiced insight into the complexity of the issue by stating that “... as I think about the codes... there are probably men that fit in line with how women define success, so some of those differences may not be all divided down gender lines.” One coding team member also felt that other issues in addition to gender needed to be evaluated, but as a result of this process, saw the importance to considering issues regarding traditional gender roles and how they affect the counseling field. She stated, “reading and coding the transcripts, and meeting with the rest of the coding team provided affirmation for things I've probably always known but never really thought much about before. I have done a lot of work with women in terms of professional development, but never actually considered the huge gender gap in my own field of counseling. And this process showed that it's just SO obvious. My

personal reaction to that is very different now... than it would have been if I had helped you with this a year ago.”

One coding team member voiced her frustration with the results by writing in her reflection a perception that “...instead of fighting for change a lot of women adapt themselves to negative situations... women have to sacrifice self-care time (sleep!) in order to keep up with work and family obligations. At the same time, I am not sure what measures could be taken to change these things; which, in the end, is probably why a lot of women do not fight for this change.” Another member, also stating a sense of frustration, pointed to limitations of this study and a call for further research, stating “... I became sensitized to the views of males, by themselves and in relation to their female counterparts. In my readings, it was often the case that females were portrayed as having the traditional counseling attributes that related closely to the Humanistic areas. Males were often seen as more rigid, hierarchy based, and even focused more on tenure, research, and structure than the act of counseling. While I have seen evidence of an ‘Old Boys Club’ structure in my own experiences, I cannot help but wonder what the males would say in a similar study.”

As each team member was heavily involved in the evaluation and creation of the resulting code book, each one shared in the development and completion of this research project. All coding team members will be provided with the complete inventory of censored transcripts if requested, to add to the four or six they originally coded. They have been encouraged to use the data in conjunction with me to develop other avenues of

inquiry in order to further highlight the issue of gender and other issues of cultural norms and values within the counseling field.

Summary

The conflict experienced by women in the counseling field seemed to become particularly salient following the completion of training. Many women described their developmental process as being one where they discovered the counseling philosophy to be one that fit with their own personal beliefs and perspectives. For example, one participant stated, "I really like the counseling approach towards wellness and helping... it just seemed to be more natural to me." During this time, counselors began to merge their personal and professional selves to create congruence between their growing individual identity and their developing identity as a counselor. However, once professionals left their masters and doctoral programs, they were confronted with a system that seemed to demand expectations that they did not see as congruent with the philosophy they had adopted. One participant stated:

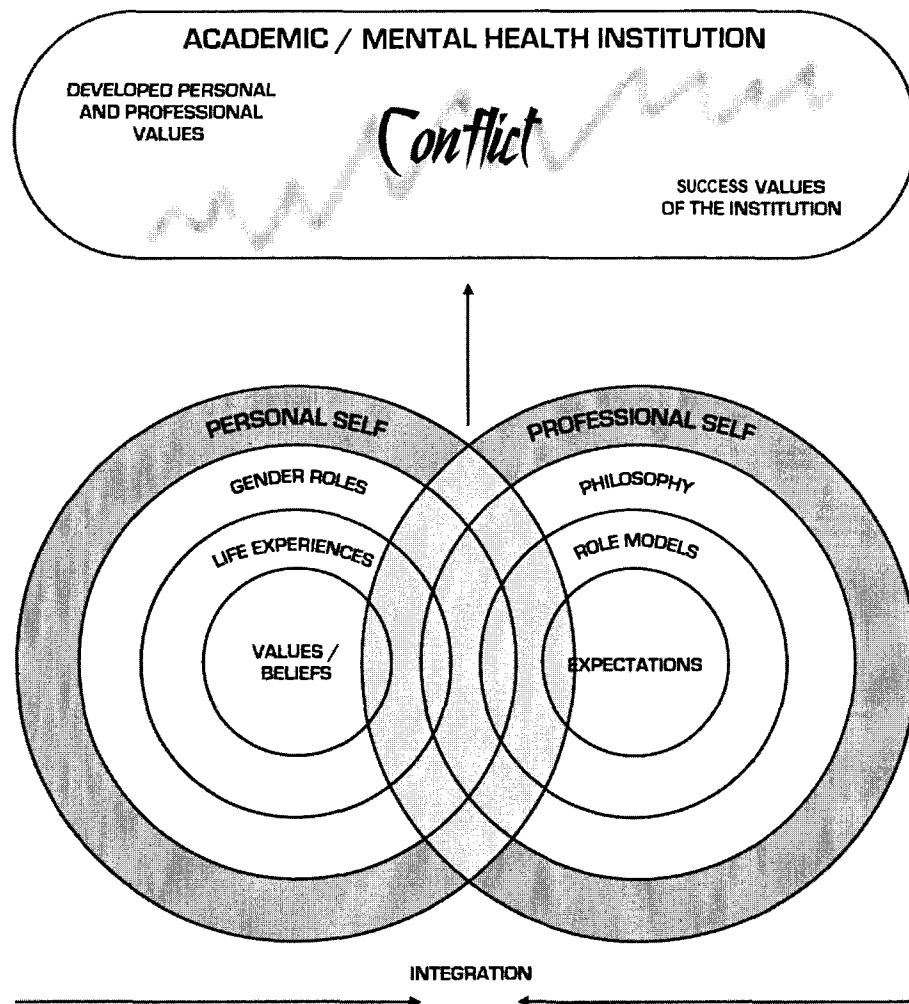
I was told by other professionals to spend a little less time on teaching and preparing for all of my classes and more time on the committees and research... a more successful person would be someone who has a lot of research going on at one time, receiving grants... success from their eyes would be on national committees, having two to three articles published a year in high representative ACA journals, and then having really great teaching scores based on the students' perceptions of your teaching. So, that's what I think a lot of people are saying is

what should be successful... I do not think that necessarily fits with what is successful as a counselor educator.

Throughout the training process, masters and doctoral level students are taught the philosophical aspirations of the counseling profession – wellness, empowerment, inclusivity, and affirmation of differences. However, when female professionals enter a world that has been traditionally influenced by a male success system based on accolades and notoriety, a conflict emerges. The results of this study and conflictual processes are depicted in Figure 2. This conflict emerges at the point of role permeability and expectations as depicted in Figure 1.

This conflict is complex in that some of the women in the study identified with this system. One participant stated “Child care issues impact me as a mother regardless of my work setting. I do not see tenure as targeted toward male success and as an impediment for females.” However, within this statement is a common thread that linked every participant in this study. Whether the women interviewed were single, had partners or children, they all worried and wondered about how professional expectations of success and leadership would affect their roles as mothers and partners. This conflict was particularly salient for one participant who stated “I see myself as needing to be a leader in the profession I have. I think that a lot more young females are graduating from doctoral programs right now, going into the profession, and making the same decisions I’ve made. Do I choose to have a family or do I choose to be a professional?” This issue has far reaching implications, not only for training, but for counselor education, tenure, and leadership within our agencies and professional organizations.

Figure 2. Conceptualization of Qualitative Results



Phase II: Instrument Development

Following expert review and factor analysis, the Professional Identity and Values Scale was amalgamated from three scales to two scales. The final version of this instrument consists of a scale devoted to gauging professional orientation and beliefs and

professional development. After the completion of exploratory factor analysis, items were reduced from a total of 49 to 22. Each remaining item was gauged with regard to conceptual agreement by five expert reviewers pulled from the original consensus coding team.

Instrument Development

The Professional Identity and Values Scale (PIVS) was developed using the themes gathered from the qualitative study on women's perspectives related to the counseling field and the perceptions of their own development as professionals. Once items were developed, a reviewer packet was put together [Appendix J] and 10 expert reviewers were invited to participate in rating the items based on the operational definitions of each subscale. Nine of those solicited for participation returned packets within the time limit indicated. Following initial expert review, items were assessed for inter-rater reliability and changed if the standard deviation for that item was too wide (greater than 1.5) or was rated poorly across reviewers. Reviewer comments were considered when reworking items when they were available. No items were changed with regard to their original conceptual purpose but rather were altered for clarity and fit within the construct they were designed to address.

A Principle Component Analysis (PCA) was then conducted using a varimax orthogonal rotation. As a result of this process, nine factors were indicated, two of which related to development with the remainder addressing differing aspects of orientation and values. Following this analysis, the scale was again released to expert reviewers within the original consensus coding team to obtain inter-rater reliability with regard to the

remaining 22 items. Items were assessed to determine fit with the operational definition of orientation toward the counseling philosophy, counselor values, and counselor development. Composite scores for the orientation scale results from the addition of 11 professional orientation questions and seven values questions and the composite score for the development scale resulted from the addition of 14 professional development items. Three orientation and four development questions were reverse scored.

Reviewer Profiles

The expert reviewers for the final analysis consisted of six women, five who identified as Caucasian or white and one that identified as African American. Ages ranged from 24 to 59 and all identified as doctoral students in their first or second year of study. Professional experience within the counseling field ranged from three to 15 years. Each reviewer had served as a consensus coder for the qualitative portion of the study and volunteered to review the final instrument after they were solicited. All nine coding team members were invited to participate in the final review.

Inter-Rater Reliability

To determine inter-rater reliability, both Krippendorff's alpha and Cronbach's alpha calculations were conducted. The Krippendorff's alpha for the entire scale was $\alpha = .606$ at the upper level 95% confidence interval. Cronbach's alpha for the entire scale excluded eight items due to complete inter-rater agreement which did not allow for any variance in the coding. Therefore, the Cronbach's standardized estimate of $\alpha = .805$ is likely lower than the true alpha for this scale. Item means and standard deviations can be found in Table 2. With regard to the development subscale, the standardized Cronbach's

alpha was found to be $\alpha = .806$ with two items removed due to lack of variance. The Krippendorff's alpha for this subscale was $k\alpha = .483$ at the upper level 95% confidence interval. The standardized Cronbach's alpha for the orientation and values subscale was $\alpha = .444$ with six items deleted due to a lack of variance.

Table 2.

Second Round Inter-Rater Item Statistics for the Professional Identity and Values Scale

Item	Mean	SD
Orientation and Values		
Awareness of social justice issues is an integral part of being a competent counselor	5.8	0.41
Community service is valuable for my work as a counseling professional	4.3	1.75
Building strong professional relationships with other counselors is important to me	6.0	0
The quality of my professional work is more important than the quantity of work completed	4.8	1.94
My personal wellness is important to my work as a counseling professional	5.5	0.54
My work as a counseling professional is fundamentally connected to my personal spirituality	6.0	0
Counseling professionals work best when professional expectations are congruent with personal values	5.8	0.41
Assisting clients in advocating for their needs is an important component of one's role as a counseling professional	5.7	0.52
An integral part of the counseling process is assisting clients in recognizing their strengths	6.0	0

An important part of a counselor's role is to provide an objective perspective for clients	5.7	0.52
Client empowerment is a fundamental component in the counseling process	6.0	0
Therapeutic interventions should be flexible with regard to a client's presenting concerns	6.0	0
Having a holistic perspective is an essential part of being a counseling professional	2.5	2.34
It is important for counseling professionals to be involved in promoting the counseling profession	6.0	0
Building a strong relationship with a client is essential to the counseling process	5.3	1.03
It is a counselor's primary goal to take responsibility for finding and connecting clients with community resources (reverse)	5.8	0.41
I believe most mental health issues are the result of diagnosable illness, requiring long-term medical and/or behavioral intervention (reverse)	5.8	0.41
Client should be dependent on counselors to help them cope with life issues (reverse)	5.8	0.41
Orientation and Values Subscale Summary	5.3	

Development	Mean	SD
I am unsure about who I am as a counseling professional (reverse)	6.0	0
I have developed a clear role for myself within the counseling profession that I think is congruent with my individuality	5.7	0.52

I feel confident in my role as a counseling professional	5.7	0.82
I feel comfortable with my level of professional experience	5.8	0.41
I understand theoretical concepts but I am unsure how to apply them (reverse)	5.8	0.41
Overall, I do not feel confident in my role as a counseling professional (reverse)	5.0	2.0
At this stage in my career, I have developed a professional approach that is congruent with my personal way of being	4.0	2.45
I am still in the process of determining my professional approach (reverse)	6.0	0
Based on my level of experience within the counseling profession, I have begun developing a specialization within the field	5.8	0.41
I have developed personal indicators for gauging my own professional success	5.7	0.52
I always gauge my professional competence based on both internal criteria and external evaluation	4.7	1.97
My approach to my work in counseling is largely modeled after those I perceive to be experts	5.7	0.52
In making professional decisions, I balance my internal professional values and the expectations of others	2.7	2.58
Feedback from supervisors and experts serve as the primary means by which I gauge my professional competence	5.5	0.84
Development Subscale Summary	4.3	

Exploratory Factor Analysis

The factor analysis was conducted using a principle component analysis in order to analyze variance among and within items to maximize retention. An orthogonal varimax rotation was used in order to maximize the variance of the items and obtain a simple structure. Through this process, additional components that may contribute to an overall scale can be found rather than discriminating items that may not strongly load entirely on one construct (Kahn, 2006). Eigenvalues were set at 1 in order for item groupings to be retained as a factor. Final item means and standard deviations ordered by final factor loading are reported in Table 3. Inter-item correlations were determined using a Pearson's r measurement. As the subscale for development conceptually included four factors or phases of development, this scale was factor analyzed separately and prior to inclusion in a final analysis of the instrument as a whole. The separate factor analysis of the development subscale was done so that the items associated with this scale and included in the final analysis would be cleanly structured and any deviations from that structure would create a stronger indication that those items should be removed due to lack of fit within the development construct.

Table 3.

PIVS Item Means and Standard Deviations

Item	Mean	SD
Professional Development		
I am unsure about who I am as a counseling professional.	4.4	1.32
I have developed a clear role for myself within the counseling	4.3	1.14

profession that I think is congruent with my individuality.		
I feel confident in my role as a counseling professional.	4.7	1.03
I feel comfortable with my level of professional experience.	4.1	1.23
I understand theoretical concepts but I am unsure how to apply to them.	4.0	1.35
Overall, I do not feel confident in my role as a counseling professional.	4.9	1.17
At this stage in my career, I have developed a professional approach that is congruent with my personal way of being.	4.5	1.02
I am still in the process of determining my professional approach.	2.96	1.39
Based on my level of experience within the counseling profession, I have begun developing a specialization with the field.	3.8	1.37
I have developed personal indicators for gauging my own professional success.	4.3	0.96
I always gauge my professional competence based on both internal criteria and external evaluation.	4.7	0.83
My approach to my work in counseling is largely modeled after those I perceive to be experts.	4.3	0.90
In making professional decisions, I balance my internal professional values and the expectations of others.	4.38	0.88
Feedback from supervisors and experts serve as the primary means by which I gauge my professional competence.	4.1	1.02
Professional Orientation and Values	Mean	SD
Awareness of social justice issues is an integral part of being a competent counselor.	5.2	0.87

Assisting clients in advocating for their needs is an important component of one's role as a counseling professional.	5.2	0.84
Community service is valuable for my work as a counseling professional.	4.8	0.87
An integral part of the counseling process is assisting clients in recognizing their strengths.	5.5	0.57
An important part of a counselor's role is to provide an objective perspective for clients.	4.9	0.91
Client empowerment is a fundamental component in the counseling process.	5.6	0.58
Therapeutic interventions should be flexible with regard to a client's presenting concerns.	5.4	0.66
Having a holistic perspective is an essential part of being a counseling professional.	5.1	0.92
Building a strong relationship with a client is essential to the counseling process.	5.7	0.62
It is a counselors primary goal to take responsibility for finding and connecting clients with community resources	3.7	1.22
I believe most mental health issues are the result of diagnosable illness, requiring long-term medical and/or behavioral intervention	4.6	1.07
Clients should be dependent on counselor to help them cope with life issues	5.0	1.03
Building strong professional relationships with other counselors is important to me.	5.2	0.75

It is important for counseling professionals to be involved in promoting the counseling profession.	5.2	0.85
The quality of my professional work is more important than the quantity of work completed.	5.2	0.84
My personal wellness is important to my work as a counseling professional.	5.5	0.63
My work as a counseling professional is fundamentally connected to my personal spirituality.	4.1	1.4
Counseling professionals work best when professional expectations are congruent with personal values.	4.8	0.97

The final Kaiser-Meyer-Olkin (KMO) measure for sampling adequacy was .886 with a significant Bartlett's test of sphericity at $p < .001$ indicating that the data met the criteria for exploratory factor analysis. All items below a communality extraction of $r = 0.40$ were immediately removed from the matrix if they did not significantly contribute to a factor. Significant contribution to a factor within the rotated matrix was considered to be at an $r > 0.45$ which is a conservative level for consideration used to maximize distinction among the factors (Kahn, 2006). All items that contributed significantly to one factor and then also contributed significantly to another factor at $r > 0.30$ were removed from the scale. Only one item remained that had a cross-influence on two factors as the item's loss contributed to a significant reduction in the Cronbach's alpha level of the subscale. The final standardized Cronbach's alpha for this subscale following complete exploratory factor analysis was $\alpha = .819$. The item not deleted from the initial subscale analysis for development stated "I have developed personal indicators for

gauging my own professional success.” This item was retained due to the fact that it conceptually loaded on a factor that included originally designed stage four developmental items as well as a factor that included items originally designed for stage three of professional development. Therefore, this item could represent a transitional point. Eighteen items remained in the development subscale following this first stage exploratory factor analysis. However, after completion of the overall factor analysis for the inventory, 14 development items were retained.

The final exploratory factor analysis yielded nine factors and 32 total items. The scale was analyzed using a PCA with a varimax rotation. All final items contributed significantly and uniquely to one factor at a rotated component $r > 0.45$. Any items deleted were removed due to low contribution to one factor, significant contribution to multiple factors, or because the grouping of items in a specific factor did not result in a sound conceptualization. For instance, two items that made up a tenth factor were removed as their grouping could not be conceptualized. These items consisted of two development questions stating “my clinical intuition is typically more important than expert opinion with regard to my professional work” and “my current career path has been largely the result of happenstance.” As previously stated, a total of four additional development scale items were removed. One value scale item was removed and four orientation items were removed as a result of the completed factor analysis. The final KMO for the scale was .850 with a significant Bartlett’s test of sphericity at $p < .001$. All eigenvalues for acceptable factors were set at 1.0. The final rotation converged in eight iterations. The Cronbach’s alpha for the final scale was standardized as $\alpha = .800$.

Tukey's test for non-additivity was statistically significant indicating that the items were non-additive.

The first factor consisted of 10 development items, four of which were stage one development items that the analysis indicated as reverse score for inclusion in the factor; the remainder of the items were originally conceptualized as stage three and four developmental constructs. This development component accounted for 17% of the total rotated variance. The second factor consisted of items related to advocacy and service and included two questions originally conceptualized for the values scale and one for orientation. This is the first indication of a trend throughout the scale in which orientation and values questions loaded on factors together. Due to this indication of a trend, it was ultimately decided to combine the subscales for value and orientation. The second factor accounted for 6% of the rotated variance. The third factor consisted of items related to intermediary developmental stages. All questions within this factor were originally designed as stage two and three items. Therefore, it was determined that this specific factor represented an intermediary developmental stage spanning between beginning and advanced counselor educators, students, and practitioners. This factor accounted for 5.6% of the rotated variance. The fourth factor consisted of three orientation questions related to a strengths-based approach and accounted for 5.5% of the rotated variance. The fifth factor included three orientation questions related to a holistic or person-centered approach and accounted for 5.3% of the rotated variance. The sixth factor was comprised of the three reverse score orientation items that related to practices not consistent with the counseling philosophy and accounted for 5.3% of the rotated variance. The seventh factor included two questions related to promotion of the

counseling profession and accounted for 5.3% of the total rotated variance. Factor eight included two items that addressed wellness and work accounted for 4.6% of the total variance. The final factor included two items that addressed spirituality and adherence to personal values. This final factor accounted for an additional 4.6% of the rotated variance. In sum, the nine factors that emerged accounted for a total of approximately 59% of the total score variance within the scale. The factor analysis was conducted using a total of 496 respondent scores. Means were imputed for missing values of which there was an average of 10 per item included.

Description of Scales

The final scale consists of two major subscales addressing professional development and orientation to the profession. As development intuitively relates to one's position within the profession, Spearman's correlations were conducted on each item to determine their relatedness to position within the counseling field. The status variable that included masters level students, doctoral students, professional counselors, and professors was recoded so that masters level students composed the first level, school counselors and agency counselors accounted for the second, doctoral students accounted for the third, tenure-track assistant and tenured associate professors accounted for the fourth, and private practitioners and tenured full professors the final status stage. All development items with the exception for three were significantly correlated at $p < .01$ with status in the field such as it was coded. The three items that did not represent a significant correlation fell within the intermediary developmental stage and therefore it would be likely that professionals throughout a majority of roles within the profession

may agree with these items similarly. Only one item demonstrated a negative correlation and represented the final of four questions within the intermediary stage. This was “feedback from supervisors and experts serve as the primary means by which I gauge my professional competence.” All reverse scored stage one items resulted in a significant positive correlation indicating that as a professional moves into higher status roles, they agree less often with first stage developmental items. Correlations based on $N = 473$ are listed in Table 4.

Total score for the orientation subscale was derived from summing all items. The professional development subscale total was a summation of weighted items. Reverse score items were weighted by retaining their value, all scores pertaining to the intermediate developmental factor were weighted by multiplying the score by two, and all non-reverse score items on the main development factor were weighted by multiplying by three. This weighting of items was completed to provide score differences between the differing developmental stages. The total score for the inventory was then derived from summing both subscales and dividing by two. This approach to computing the final score was chosen because expert reviewers indicated that development and agreement with orientation and values would likely influence one another and therefore carried equal weight in determining one’s level of professional identity. The final scale can be seen in Appendix M.

Table 4.

Spearman's Rho Development Item Correlations with Professional Status

Item	<i>r</i>
Professional Development	
I am unsure about who I am as a counseling professional.	.474*
I have developed a clear role for myself within the counseling profession that I think is congruent with my individuality.	.436*
I feel confident in my role as a counseling professional.	.408*
I feel comfortable with my level of professional experience.	.423*
I understand theoretical concepts but I am unsure how to apply to them.	.517*
Overall, I do not feel confident in my role as a counseling professional.	.387*
At this stage in my career, I have developed a professional approach that is congruent with my personal way of being.	.385*
I am still in the process of determining my professional approach.	.518*
Based on my level of experience within the counseling profession, I have begun developing a specialization with the field.	.441*
I have developed personal indicators for gauging my own professional success.	.245*
I always gauge my professional competence based on both internal criteria and external evaluation.	.009
My approach to my work in counseling is largely modeled after those I perceive to be experts.	-.036
In making professional decisions, I balance my internal professional values and the expectations of others.	-.011
Feedback from supervisors and experts serve as the primary means by which I gauge my professional competence.	-.306*

Note * $p < .01$

Phase III: Quantitative

This section will focus on reporting results related to the original research questions. Information regarding gender distribution of participant demographics as well as a content analysis of CACREP program faculty distribution and ACA leadership is presented. Counseling program faculty rank and gender demographics were collected in order to provide additional information specific to CACREP in order to provide a comparison to the national educational statistics presented in the literature review.

Gender Differences in Professional Identity and Engagement

The first research question asked whether or not there was a significant difference in professional identity and engagement among counselors. This question consisted of the hypothesis that ratings of male and female counselors, as they pertained to the Professional Identity and Engagement Scale (PIES) subscales, would have differing professional beliefs and engagement scores. Development and orientation were evaluated with regard to the Professional Identity and Values Scale (PIVS) to answer the second hypothesis posed. In order to evaluate this question and test the hypothesis, a Descriptive Discriminant Analysis (DDA) was conducted. This statistical methodology is used to determine what and how variables contribute to group differences. Typically, DDA is used to determine when group membership, in this case gender, predicts scores on continuous variables, such as the subscale scores from the two instruments distributed (Sherry, 2006). In this first analysis, gender was entered as the grouping variable and the subscale scores from both the PIES and PIVS were entered as the four independent variables. Group statistics for each of these subscales are reported in Table 5. Data for

this analysis met all assumptions for this model as indicated by the Box's M test which was not significant; $F(10, 121039.5) = 1.051, p = .397$, indicating equal population covariance. All log determinants were closely grouped.

Table 5.

Subscale Group Statistics

Variable	Male		Female	
	M	SD	M	SD
PIES Engagement Subscale Total	54.5	32.0	36.2	29.9
PIVS Development Subscale Total	136.2	18.4	125.5	18.8
PIES Belief Subscale Total	98.9	8.2	101.3	7.9
PIVS Orientation Subscale Total	89.8	6.2	90.9	6.0

The DDA analysis was found to be statistically significant at $p < .001$ when examining canonical discriminant functions. This result indicates that there was a significant difference between groups with regard to the individual predictor variables; gender accounted for a significant level of differences in scores beyond chance (Meyers, Gamst, & Guarino, 2006). The canonical correlation for this analysis was $r = .325$ with an eigenvalue of .118 indicating that the functions used in this analysis did not discriminate clearly between the groups. The effect size for this analysis was $R^2 = 10.5\%$, which is indicated by Cohen (1992) to be of medium effect size with regard to

this type of analysis at $N = 453$. This relates to the average variance between groups and warrants a moderate level of practical concern to the counseling field. Table 6 represents these findings.

Table 6.

Wilk's Lambda and Canonical Correlation for Gender

Function	Wilk's Lambda	χ^2	df	p	Cum. %	R^2
1	.895	49.990	4	.000	100	.325%

The standardized and structured canonical discriminant function coefficients were reviewed in order to determine what and how group differences contributed to the differing variable scores found to exist. Table 7 represents both sets of coefficients for this analysis. It was found that engagement had the strongest correlation with the grouping variables and contributed most to the group separation, accounting for $R^2 = 50\%$. Professional development was also found to have had a positive relationship and also significantly contributed to group differences. The PIES belief subscales and the PIVS orientation subscales contributed to the function but were negatively related to engagement and development.

Regarding the group centroids (see Table 8), the male group was substantially higher than the female grouping. This result indicates that observed group differences pertaining to all subscales can be attributed to the male participants. More specifically, male participants had a higher level of engagement in the profession and were in greater

agreement with higher level or weighted development items. This result also indicates the female participants were less likely to endorse developmental items that were more heavily weighted, less likely to score high on the engagement scale, and more likely to score higher on orientation and beliefs subscales. According to classification results, 68% of the group cases were correctly classified, indicating a valid model (Meyers, et al., 2006).

Table 7.

Standardized and Structured Coefficient Functions for Gender

Scale	Coefficient	<i>r</i>	<i>R</i> ²
Gender Grouping			
PIES Engagement Subscale Total	.575	.707	50%
PIVS Development Subscale Total	.579	.663	44%
PIES Belief Subscale Total	-.507	-.341	11.63%
PIVS Orientation Subscale Total	-.179	-.211	4.45%

Table 8.

Grouping Centroids

Group	Function 1
Male	.683
Female	-.172

Gender and Success Beliefs

The research question pertaining to beliefs asked whether there would be a significant gender difference in the beliefs about success of male and female counselors. Success beliefs were derived from qualitative interviews and included as an exploratory scale within the Professional Identity and Values Scale (PIVS) following the presentation of items from the other scales related to orientation, values, and development. Twenty-four words or phrases were provided in groups of six and participants were asked to rank each item or phrase from 1 = most important or highest priority to through to 6 = least important or lowest priority to their perspective regarding success, be it personal or professional. Descriptive statistics related to these items are provided in Table 9. A Spearman's rho correlation analysis was run on each grouping to determine if there was a significant relationship with gender. The only items found to have a significant relationship with gender were the items that read "personal and professional integration" and "meeting externally imposed expectations." Integration was negatively correlated with gender at $r = -.101, p < .05$ and indicated that men were more likely to endorse this item as being of lesser priority. Meeting external expectations was positively correlated with gender at $r = .099, p < .05$ indicating that women were less likely to endorse this item as a high priority. No other correlations were significant.

Table 9.

Descriptive Statistics for Success Items

Item	Mean	SD
Balance	4.5	1.42

Recognition/Rewards for Accomplishments	2.1	1.06
Salary Level	2.9	1.20
Time with Friends/Family	4.5	1.13
Position of Leadership	2.1	1.21
Feelings of Happiness	5.1	1.16
Quality of Work Completed	5.3	0.92
Quantity of Work Completed	2.3	0.97
Service to the Profession	3.5	1.10
Client Improvement	5.1	1.09
Productivity	3.5	1.12
Number of Publications	1.6	1.01
Genuineness	5.4	1.15
Confidence	4.0	1.37
Sense of Belonging	4.0	1.21
Spirituality	3.6	1.68
Authority	1.8	0.95
Control	2.4	1.24
Independence	3.9	1.22
Personal and Professional Integration	3.4	1.40
Personal and Professional Boundaries	3.3	1.39
Meeting Externally Imposed Expectations	1.9	1.20
Meeting Internally Imposed Expectation	3.2	1.57
Self Awareness	5.4	0.97

Convergent Validity Using a Comparison of the PIES and PIVS

The third research question asked the degree to which a relationship existed between the Professional Identity and Engagement Scale (PIES) and the Professional Identity and Values Scale (PIVS). A Pearson's correlational analysis was conducted in order to determine the relatedness of total scores for each instrument, subscales, and the membership total as derived from the PIES engagement subscale. For information regarding correlations between the scales and subscales, see Table 10. The membership score was derived as a summation of all counseling related associations (national, local and state) reported by participants. With regard to total score, the PIES was found to have a significant positive relationship with the PIVS at $r[453] = .498, p < .001$. This provides evidence for PIVS convergent validity. It was found that the PIES engagement subscale correlated significantly with the membership score ($r[472] = .728, p < .001$), the PIES beliefs subscale ($r[455] = .160, p = .001$), the PIVS development subscale ($r[472] = .450, p < .001$), and the PIVS orientation subscale scores ($r[470] = .110, p < .05$). The PIES beliefs subscale was found to be positively correlated with the membership score ($r[455] = .217, p < .001$), the PIVS orientation subscale ($r[453] = .492, p < .001$), and the PIVS development subscale ($r[455] = .212, p < .001$). The PIVS subscales were significantly correlated at $r[470] = .237, p < .001$). This result serves to indicate that agreement with professional orientation items influences development and engagement in the counseling profession.

Table 10.

Scales and Subscale Correlation Matrix for the PIES and PIVS

Scales	Engagement	Beliefs	PIES	Orientation	Development	PIVS
Engagement	_____	.160**	.971**	.110*	.468**	.450**
Beliefs	.160**	_____	.391**	.491**	.212**	.328**
PIES	.971**	.160**	_____	.216**	.486**	.498**
Orientation	.110*	.492**	.216**	_____	.237**	.494**
Development	.468**	.212**	.212**	.237**	_____	.962**
PIVS	.450**	.328**	.498**	.494**	.962**	_____
Membership	.728**	.217**	.723**	.126**	.355**	.353**

Note * $p < .05$, ** $p < .001$

Family Composition and Engagement

The fourth research question addressed whether family composition influenced subscale results from the PIES and PIVS. Two hypotheses were proffered stating that family composition might or might not impact engagement scores, specifically. In order to analyze these hypotheses, three discriminant analyses were conducted with regard to gender selecting cases within three familial compositional groups. The first analysis involved selecting cases for those who indicated that they were living alone or with a non-partnered roommate. The subscale scores for both the PIES and PIVS were entered

as the independent variables with gender as the grouping variable. Group statistics for each of these subscales as it pertains to this analysis are reported in Table 11. Data for this analysis met all assumptions for this model as indicated by the Box's M test which was not significant; $F(10, 6377.5) = 8.248, p = .663$, indicating equal population covariance. All log determinants were closely grouped.

Table 11.

Single Family Composition Subscale Group Statistics

Variable	Male		Female	
	M	SD	M	SD
PIES Engagement Subscale Total	50.5	28.6	36.4	31.9
PIVS Development Subscale Total	126.3	18.8	125.4	20.9
PIES Belief Subscale Total	98.2	8.5	101.8	7.3
PIVS Orientation Subscale Total	89.2	5.9	91.3	5.9

The DDA analysis was found to be statistically significant at $p < .05$ when examining the canonical discriminant functions. This result indicates that there is a significant difference between groups with regard to the individual predictor variables in that gender, for cases where participants were living alone without dependents, accounted for a significant level of difference in subscale scores beyond chance. The canonical

correlation for this analysis was $r = .289$ with an eigenvalue of .091 indicating that the functions used in this analysis did not discriminate clearly between male and female participants. The effects size for this analysis was $R^2 = 8.4\%$, which is indicated by Cohen (1992) to be of a small effect with regard to this type of analysis at $N = 120$. The effect size relates to the average variance between groups and this result warrants some level of practical concern to the counseling field as a contributing factor to professional development, engagement, and agreement with counseling orientation and beliefs. Table 12 represents these findings.

Table 12.

Wilk's Lambda and Canonical Correlation for Gender with Single Participants

Function	Wilk's Lambda	χ^2	df	p	Cum. %	R^2
1	.916	10.137	4	.038	100	.289

The standardized and structured canonical discriminant function coefficients were reviewed in order to determine what and how group differences contribute to the differing variable scores found to exist. Table 13 represents both sets of coefficients for this analysis. It was found that the beliefs and engagements subscales related to the PIES had the strongest correlations with grouping variables and contributed the most to the group separation, accounting for $R^2 = 36.6\%$ and 33.9% as well as being positively and negatively correlated, respectively. The PIVS subscales related to orientation and professional development also provided a contribution to the function.

Regarding group centroids (see Table 14), the male group was substantially higher than the female grouping. This result indicates that observed group differences pertaining to all subscales can be attributed to the male participants. More specifically, male participants who lived alone or without partners or dependents, reported having higher levels of professional engagement, lower agreement with professional beliefs according to the PIES, lower agreement with professional orientation as measured by the PIVS. There was a positive association with male professionals and development; however, it only contributed minimally to the function. According to classification results, 68% of original grouped cases were classified correctly, indicating a valid model.

Table 13.

Standardized and Structure Coefficient Functions for Gender and Single Status

Scale	Coefficient	<i>r</i>	<i>R</i> ²
Gender Groupings			
PIES Belief Subscale Total	.634	.605	36.6%
PIES Engagement Subscale Total	-.839	-.582	33.9%
PIVS Orientation Subscale Total	.305	.430	18.5%
PIVS Development Subscale Total	.051	-.057	.32%

Table 14.

Grouping Centroids for Gender and Single Status

Group	Function 1
Male	-.632
Female	.142

When analyzing participants who stated that they lived with a partner and/or dependent children, gender was again used as the grouping variable and each subscale score for both the PIES and PIVS were entered as the independent variables. Group statistics for each of these subscales with regard to cases selected for this specific family composition are provided in Table 15. Data for this analysis met all assumptions for this model as indicated by the Box's M test which was not significant; $F(10, 67477.5) = 14.742, p = .156$, indicating equal population covariance. All log determinants were closely grouped.

Table 15.

Partnered Family Composition Subscale Group Statistics

Variable	Male		Female	
	M	SD	M	SD
PIES Engagement Subscale Total	56.9	32.9	40.0	29.7
PIVS Development Subscale Total	139.5	17.2	126.6	17.9
PIES Belief Subscale Total	99.2	8.3	101.5	8.3
PIVS Orientation Subscale Total	89.9	6.5	91.0	5.7

The DDA analysis was found to be statistically significant at $p < .001$ when examining the canonical discriminant functions. This result indicates that there was a

significant difference between groups with regard to the individual predictor variables in that gender, for cases where participants were living with a partner and/or dependent children, accounted for a significant level of difference in the subscale scores beyond chance. The canonical correlation for this analysis was $r = .367$ with an eigenvalue of .156 indicating that the functions used in this analysis did not discriminate clearly between male and female participants within the selected cases. The effect size for this analysis was $R^2 = 13.5\%$, which is indicated by Cohen (1992) to be a moderate effect size with regard to this type of analysis at $N = 275$. Effect size relates to the average variance between groups and this result warrants consideration as it is practically significant to the counseling profession. Table 16 serves to represent these findings.

Table 16.

Wilk's Lambda and Canonical Correlation for Gender with Partnered Participants

Function	Wilk's Lambda	χ^2	<i>df</i>	<i>p</i>	Cum. %	R^2
1	.865	39.224	4	.000	100	.367

The standardized and structured canonical discriminant function coefficients were reviewed in order to determine what and how variables contributed to the group differences found to exist. Table 17 represents both sets of coefficients for this analysis. It was found that the professional development and engagement subscales contributed the most to group separation, accounting for $R^2 = 62.9\%$ and 40.7% respectively. The beliefs and orientation subscales also contributed to the overall function.

With regard to group centroids (see Table 18), the male group was substantially higher than the female grouping. This result indicates that observed group differences pertaining to all subscales can be attributed to the male participants. More specifically, the male participants who lived with a partner and/or dependent children reported having higher levels of professional development and engagement and lower levels of agreement with professional orientation and beliefs. According to classification results, 67% of original grouped cases were classified correctly, indicating a valid model.

Table 17.

Standardized and Structured Coefficient Functions for Participants with Partners and/or Dependent Children According to Gender

Scale	Coefficient	<i>r</i>	<i>R</i> ²
Gender Groupings			
PIVS Development Subscale Total	.736	.793	62.9%
PIES Engagement Subscale Total	.403	.638	40.7%
PIES Belief Subscale Total	-.438	-.295	8.7%
PIVS Orientation Subscale Total	-.152	-.199	4.0%

Table 18.

Grouping Centroids for Gender and Partnered Participants

Group	Function 1
Male	.700
Female	-.221

When analyzing participant cases where it was indicated that she or he lived with her or his immediate family, extended family, or hers or his extended family with a partner and/or dependent children, gender differences were again noted with regard to the independent subscale variables; however, those differences were not statistically or practically significant at $N = 54$.

Income Allocation and Professional Engagement

The fifth research question addressed whether the level of income allocation for professional development activities would predict subscale ratings for both the PIES and the PIVS. In order to evaluate a possible effect, a DDA was conducted using income allocation for professional development as the grouping variable. The income grouping variable was recoded into three levels, the first being those participants spending up to 5% of their annual net income on professional development activities, those spending between 6% and 20%, and those spending more than 20% on professional activities. Group statistics for each of the subscales with regard to case groupings is represented in Table 19. Data for this analysis met all assumptions for this model as indicated by the

Box's M test which was not significant at $F(20, 4522.5) = 20.105, p = .542$, indicating equal population covariance. All log determinants were closely grouped.

Table 19.

Income Allocation Subscale Group Statistics

Variable	0-5%		6-20%		More than 20%	
	M	SD	M	SD	M	SD
PIES Engagement Subscale Total	35.0	28.5	66.7	21.1	30.8	28.4
PIVS Development Subscale Total	125.5	19.2	138.5	17.1	129.1	14.2
PIES Belief Subscale Total	100.4	7.9	102.7	8.8	101.6	9.6
PIVS Orientation Subscale Total	90.6	6.0	91.6	5.9	91.0	6.3

The DDA analysis was found to be statistically significant for the first and second function at $p < .001$ and not significant for the third function at $p = .690$. This indicates that there was a significant difference between groups with regard to the individual predictor variables in that income allocation for the first function accounted for a significant level of different in the subscale scores beyond chance. The canonical correlation for this analysis was $r = .383$ with an eigenvalue of .172 indicating that the variables used in this analysis did not discriminate clearly between the differing income allocation levels. The effect size for this analysis was $R^2 = 14.7\%$, which is indicated by Cohen (1992) to be of moderate effect size with regard to this type of analysis at $N = 448$. This relates to the average variance between groups and warrants consideration as it is practically significant to the counseling profession. Table 20 serves to represent these

findings. As function two was not found to be statistically significant, it was not considered for further evaluation.

Table 20.

Wilk's Lambda and Canonical Correlations for Level of Income Allocation

Function	Wilk's Lambda	χ^2	<i>df</i>	<i>p</i>	Cum. %	<i>R</i> ²
1	.850	71.94	8	.000	98.1	.383

The standardized and structured canonical discriminant function coefficients were reviewed in order to determine what and how variables contributed to the group differences found to exist. Table 21 serves to represent both sets of coefficients for this analysis. It was found that professional engagement and development contributed the most to group separation, accounting for $R^2 = 94.7\%$ and 36% respectively. The beliefs and orientation subscales also contributed to the overall function.

With regard to group centroids (see Table 22), the group that contributed between 6% and 20% of their annual income to professional activities had a substantially higher relationship to the independent variables than other groups. More specifically, those participants who spent the amount of income indicated in this group had higher engagement and development subscale scores as well as higher agreement with professional orientation and beliefs items. According to classification results, 50% of the cases were correctly classified, indicating a moderately valid model.

Table 21.

Standardized and Structured Coefficient Functions for Income Allocation

Scale	Coefficient	<i>r</i>	<i>R</i> ²
Income Groupings			
PIES Belief Subscale Total	.125	.248	6.2%
PIES Engagement Subscale Total	.870	.973	94.7%
PIVS Orientation Subscale Total	-.049	.147	2.2%
PIVS Development Subscale Total	.217	.600	36%

Table 22.

Grouping Centroids for Income Allocation

Group	Function 1
0-5%	-.177
6-20%	.953
More than 20%	-.248

Engagement and Professional Identity

The sixth research question asked whether or not level of engagement would indicate a significantly stronger overall professional identity. A regression analysis was conducted in order to determine if engagement predicted greater professional identity as indicated by the PIVS total score. A simple linear regression analysis was performed and

engagement was found to be a significant predictor of overall professional identity as determined by the PIVS total score at $b = .421$, $t(485) = 10.23$, $p < .001$ (see Table 23) and explained a significant proportion of variance in depression scores, $R^2 = .177$, $F(1,485) = 104.5$, $p < .001$ (see Table 24 and 25). Durbin-Watson was within tolerance at 1.868 indicating a lack of serial correlation allowing for interpretation of the regression analysis.

Table 23.

Regression Coefficients

Model	Unstandardized		Standardized	<i>t</i>	<i>p</i>
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Engagement	.142	.014	.421	10.225	.000

Table 24.

Regression Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of Estimates
1	.421	.177	.176	9.758

Table 25.

Engagement and Professional Identity ANOVA

Model	Sum of Squares	df	Mean Square	F	p
1 Regression	9954.31	1	9954.31	104.55	.000
Residual	46177.29	485	95.21		
Total	56131.59	486			

Faculty Content Analysis

In order to conduct a content analysis of faculty within CACREP accredited programs, the chair and CACREP liaison for each of the 239 programs was contacted and asked to provide gender distribution information related to each faculty rank including adjunct instructors, full-time and clinical non-tenure track instructors, assistant, associate, and full professors. In addition to the information collected, statistics related to gender distribution for each rank participating in the study was conducted statistically using respondent data. Of the 239 programs that were contacted, 140 responded providing a 59% response rate. According to information received, 76 counseling programs had male department chairs and 64 had female department chairs. These faculty members were not necessarily counselor educators and some departments were structured so that the person who typically served in the chair position was rather analogous to a program director. One program indicated that their chair was an assistant professor and 10 programs indicated that their chair position rotated among the faculty on a semi-yearly basis.

A total of 487 male and 536 female full time faculty members are represented in this analysis and reported numbers of faculty at differing tenure-track and tenured positions are presented in Table 26. A total of 203 male faculty members were reported to be full professors and 104 female faculty members were reported to be full professors. A total of 154 male faculty members were reported to be associate professors and 174 female faculty members were reported to be associates. A total of 130 male faculty members were reported to be assistants whereas 258 female faculty members were reported as assistants. Of those 132 programs who reported their adjunct instructor numbers, 218 part-time or adjunct faculty members were male and 356 were female.

Table 26.

Faculty Status within CACREP Counseling Programs

Position	Male		Female	
	N	%	N	%
Full	203	28.8	104	11.7
Associate	154	21.8	174	19.5
Assistant	130	18.5	258	28.9
Adjunct	218	30.9	356	39.9
	705	100	892	100

ACA Leadership

In order to evaluate gender and representation within the American Counseling Association, the membership liaison at ACA headquarters was contacted. This person provided a list of leaders spanning from 1998 through to present day for gender analysis. If gender was unclear, the ACA liaison was contacted for this information if it could not be obtained through a search of online resources. Leadership numbers with regard to gender are provided in Table 27. It should be noted that the position of executive director has not been occupied by a female and is currently held by a specialist in administering non-profit organizations rather than a counseling professional.

Table 27.

Leadership Trends in ACA from 1998 – 2009

Organization	Position	Male	Female
ACA	President	5	7
	Treasurer	2	9
	Executive Director	1	0
	Parliamentarian	6	5
	Executive Council	122	204
ACES	President	7	4
AACE	President	6	5
AADA	President	2	9
ACC	President	1	5

ACCA	President	5	6
ACEG	President	6	5
ALGBTIC	President	3	8
AMCD	President	8	3
AMCHA	President	4	7
ARCA	President	3	8
ASCA	President	5	6
ASERVIC	President	5	6
ASGW	President	5	6
CHEAD	President	4	6
CSJ	President	4	6
IAAOC	President	3	8
IAMFC	President	7	3
NCDA	President	5	6
NECA	President	2	9
Midwest	Chair	1	10
North Atlantic	Chair	4	7
Southern	Chair	5	6
Western	Chair	5	6
		236	370

Conclusions

Significant results with regard to the impact of gender on perceived professional development and agreement with aspects of the counseling professional philosophy and beliefs is apparent. Being male or female in the counseling profession did have a significant impact on professional identity development and agreement with the counseling philosophy which could have implications for training, organizational structures, and tenure. Also, the amount of income one allocated to professional activities seemed to indicate professional development and orientation. While there is clear female representation at the highest levels of leadership within the American Counseling Association, deviations in status within counselor education continue to be prominent. Faculty gender distributions tend to match available data regarding male and female status within university settings throughout the United States spanning across disciplines. Implications regarding this result will be discussed.

Summary

The qualitative results obtained in this study are consistent with reports from the female participants who were involved in the qualitative study in many respects. With respect to the results related to success values, the two that emerged as significant with regard to gender included professional and personal integration and attention to external evaluation. The results of the qualitative study indicated that women value alignment between the personal and professional development and growth and consistent with this, quantitative results revealed that female professionals did include integration as a top priority, more often than their male counterparts. Women also stated that they preferred

to gauge their success based on their individualized values and personal understanding of life goals. This previously reported trend was consistent with the results in that women in this study were less likely than male counseling professionals to indicate that attention to external authorities for gauging level of success as a top priority. Implications and rationale for this result will be discussed in chapter 5.

The instrument developed from the qualitative study, overall, held up well for both men and women through the initial statistical validation process. Although confirmatory analysis is needed, this scale is reliable and valid with regard to the counseling profession and CACREP trainees in gauging orientation and development. Additional items related to perceptions of success might also be added in the future as the majority of those concepts did not result in significant gender differences. However, further analysis with regard to professional role, age, and other demographic variables may be warranted before inclusion is decided.

Gender differences found with regard to professional development and engagement fit with the perceptions relayed by the women who participated in the qualitative study. They indicated that males may feel more empowered in the field, gravitate towards leadership positions or positions of status more readily, and receive mentorship and encouragement in this direction. Self-efficacy could be seen to play a role in how males are relating to their own perceptions and comfort level as professionals within the field as thus their willingness to engage in it.

CHAPTER FIVE

DISCUSSION

Phase I: Qualitative

The research questions guiding the qualitative inquiry included concepts related to perceptions of the counseling philosophy and how those concepts related to development and success in the field. The resulting themes were interconnected through a guiding principle related to women's values and how those values affect the relationship between the personal and professional lives of female counselors. Women in this study sought to have congruence between their personal and professional guiding beliefs systems. For instance, if they believed in the importance of wellness in counseling, they would attempt to integrate this belief into their personal way of being. However, when expectations with regard to their role at work did not meet internal standards, a conflict emerged, affecting all aspects of their lives.

Previous research studies have suggested that women typically desire personal and professional congruence as well as balance with regard to time spent on their expected roles within each realm of their lives (Christie, 2006; Di Dio, et al., 1996; Dyke & Murphy, 2006; Frone & Rice, 1987). The results of this study indicated that women in the counseling field may desire philosophical continuity between personal and professional identity as well as professional support with regard to their personal obligations in order to maintain a sense of balance or wellness. This continuity also relates to the foundational counseling value of holism, in that female counseling

professionals may not only consider treatment options for clients within the framework of their many life roles and expectations, but also desire and expect this from themselves when making decisions about lifestyle.

Conceptualization of Professional Identity and Success

The women in this study related their thoughts about professional identity in counseling to include the tenets consistent with beliefs discussed in the literature. The majority mentioned wellness, development, and a holistic perspective as necessary to the counseling philosophy and approach. This may indicate the counselor training programs are accurately instilling core beliefs unique to the counseling field in their students in such a way as they are being adopted and implemented by current counseling professionals and educators. While women in the study stated that it was important for counselors to “teach a lot about social justice and advocacy work” and advocate for the profession as well as clients, they did not emphasize specific engagement activities beyond continuing education. Women in this study also seemed particularly concerned about the “publish or perish” expectations for success that they reported encountering not only in higher education but within the counseling field in general. This concept, in particular, seemed to cause conflict with women attempting to balance their life roles and focus on sustaining personal wellness and important relationships in their lives.

Some women in the study mentioned the need for mentorship in order to work on finding a way in which professional and personal expectations could be met in a genuine, balanced way. Women in the qualitative inquiry seemed concerned with becoming involved in research or professional activities that benefited their clients, students, and

the community in which they worked and did not seem overly concerned with the prestige associated with this work if they found it to be personally valuable and useful to others. However, there was concern with regard to promotion, tenure, and whether or not they were perceived as successful counselors. Women in this study seemed unsure how to balance what the field seemed to value versus the aspirational aspects of the counseling philosophy to which they personally ascribed. As one participant stated, "...counseling and counselor education has really become a part of who I am as a person." There seemed to be a belief among participants that stronger mentorship might assist them in bridging this conflict. "Women need more female mentors in the counseling field to help them navigate the system and show them how to do it successfully... women have a lot of roles and it's important to see someone managing them." Another participant stated that she thought "... just for me being a woman in this field, I think I want to be a role model for what that can look like and how that can look healthy and so I think role modeling for students what it looks like to be a man or to be a woman in this field is pretty significant and how to role model healthy behaviors and self care and wellness and all that for me is really important." Sentiments expressed are consistent with previous research stating that women tended to engage in professional activities perceived as less prestigious with regard to promotion and tenure (Briggs, 2006; Ramsey, Cavallaro, Kiselica, & Zila, 2002). Women in this study and those cited previously indicate a strong need for mentorship with regard to balancing and integrating the many gender role expectations they face in their personal and professional lives. Due to the lack of mentorship some participants related, they felt an urge or responsibility to serve as mentors to female trainees and therefore stated that they felt additional pressure to find

the balance they indicated was necessary to be well, or to be a successful and genuine counseling professional.

These issues related to role conflict and integration of personal and professional values provide clear implications with regard to tenure and promotion within agency or educational settings. For instance, one participant stated that “I think one of the things about counseling that stands out to me, is that your work is, theoretically, never ever done. And I’ve really had to work hard to carve out boundaries for myself, so that I don’t drop my relationships or not give enough time to them. In academia, I could potentially never sleep, and just write all the time, and still never be done.” This concept of work becoming life is not new and while women expressed that they readily adapt the philosophical beliefs of counseling into their personal lives, they may not be willing for their personal and professional roles to conflict with one another with regard to time spent building and maintaining important relationships. One woman conceptualized this by stating:

“I think the wellness piece for me... ties into authenticity a lot. I think that we are most well when we are being most authentic to who we are... I don’t think that... in academia, I don’t think (and society in general) we really value authenticity all that much. I think we’ve had a lot of this lip service. I think... we have a mold set up that people should fit into, and when we try and fit ourselves in those molds we get sick.”

The sentiment seemed to be that if professional obligations impinged too readily on personal values and role expectations, be them self or societally imposed, women choose

their personal relationships and obligations over their professional ones. Many women, as indicated in the results, worked to find a balance so that their professional lives could help them meet the expectations of their personal lives, but this balance can be tricky when institutions do not value the roles of women; "... this is how our university's going to reward us – if we exhaust ourselves." Issues related to expected roles, values, and the structure of the system with regard to success may all play a part in the pay and status disparities noted in higher education and management positions within agency settings.

Conceptualization of the Role of Development

This developmental process has been previously described by Skovholt and Ronnestad (1992a) and, specific to this research, describes a course by which participants recognized a movement through different ways of perceiving their role in counseling and finding their place within the field. They related stories involving a movement from imitation of experts and internalization of their beliefs about the field, to questioning to those beliefs and valuing their own experiences and voices. Once the participants felt they had a clear understanding of experts and their own perceptions, they began a process by which they attempted to balance the internal and external values and beliefs in order to find their place and role within the counseling field.

An example of this process was given by a participant who related her reliance on experts and moving to a place where she felt she had a voice, stating "... when I first started counseling I was so scared that I was going to mess something up or harm somebody and I think I have learned to trust myself more..." At this point, participants felt challenged as they attempted to integrate professional and personal values to find

their identity as counselors. A few participants related moving into a place where they felt they were comfortable with their professional role and had established a clear individual path and belief system with regard to the profession. This process of taking in opinions of others while focusing on personal knowledge and understanding was related by one participant who said "... evaluations aren't exactly... they might give opinions, but they don't exactly lead to whether I take the job or not, or whether I am doing well, or what I should be doing as far as [being] a counselor."

The developmental process related by women in this study also seemed to mirror the work of Belenky (1997) on women's ways of understanding the world, moving from received to constructed or a self-authorized understanding and awareness. When I developed the third sub-scale related to professional identity development, the information gathered from this study, the work of Skovholt and Ronnestad (1992a) and Belenky's (1997) were integrated to create a scale that encompassed and reflected avenues or stages of professional involvement and relationship. In Belenky's work, *Women's Ways of Knowing*, she highlighted five stages through which the women in her research study moved as they attempted to understand and think about society. These stages included received knowledge, where one simply follows direction of authority without reflection. Subjective knowledge followed, by which women would mostly sever their relationship with the opinions of others and would typically follow their own intuition or beliefs. This was then followed by procedural knowledge, through which the participants of this study would either attempt to connect knowledge to experience or separate it from feeling in order to create what was perceived to be a reasoned conclusion. Finally, some participant's related information pertaining to constructed

knowledge, through which they would make meaning based on their own values and sense of self while respectfully considering the voices and opinions of others. One participant summed up this process as follows:

I was so naïve. I think I see myself in a lot of students that are currently in intro to counseling, like they have all these preconceived notions of what counseling is, how they are going to give advice and they ask like a bazillion questions and in their first practice session and I think, when I tell them to trust the process, I think of faculty members saying that to me when I was new to the counseling field and I thought ‘you’ve got to be kidding me there’s got to be information that you can give you me I can’t just trust the process’ so, I think I’ve really learned to embrace the ambiguity and trust myself...

Gender and the Practitioner

Participants discussed concerns regarding gender in the practice of counseling from two perspectives: how gender affected client’s decisions to become involved in the counseling process as well as their relationships with counselors and how gender affected decisions to enter and then perform as professionals within the counseling field. One participant stated that gender might be an asset for women in that society generally perceives women to be naturally nurturing and caring; however, this stereotype might have a different effect for male counselors. Participants related the possibility that male counselors might be perceived as more of an authority and this could have an impact on the counselor’s way of being during session or the client’s behavior towards the counselor. “I also feel that because of that men don’t necessarily feel like counseling is

for them so that's something that women go and do, so there is that gender split with regard to the clientele." This perception of the counseling field as associated with nurturance also was thought by participants to affect the decisions of men and women when making career choices. One participant agreed with this sentiment and related it to innate gender differences stating:

I think that woman have innate nurturing ability as much as I think there should be an equality between women and men. I think that men would agree with us that there are just gender differences and I think that woman just have this innate nurturing ability and I think that woman can provide that a lot of times in the counseling profession, not that men cannot but I just think that women are really good at that. So, I think women have a huge role in the counseling field...

The existence of these beliefs within our society and among our practicing professionals has implications for training as well as promotion in tenure as these biases will affect how students are instructed to think about the field and how professionals determine the deservedness of promotion and leadership.

Limitations

Many of the women in this study discussed their perceptions of male professionals based on their personal encounters, experiences, and feelings about gender roles as it pertained to their particular working environments and personal lives. For instance, one woman stated that "... related to men in the profession I think that in my institution they're the ones making the rules about research and bringing grant money and that is maybe is what they would define success as and I'm not sure if there are lots of

men that would define success in terms of relationships, and collaboration as much as I do.” However, these personal perceptions, while they clearly affect how women perceive their place within the field, may not accurately reflect how male professionals view their role within the counseling field. Negative case analysis of male professional counselors would help to provide this viewpoint; however, this was outside the realms and constraints of the current study. Future research into how men regard their role in the counseling field as well as possible role shifting that could be occurring due to generational culture changes would be valuable to evaluate.

In general, demographics variation for this study was excellent with regard to professional role, age, income and level of education and exposure to the counseling field. However, all women with the exception of one indicated that they were Caucasian. In order to assess the emergence of and issues related to the counseling professional identity, it is important to assess questions posed in this study to a larger and more ethnically diverse professional population. The primary goal of this study was to assess intersections of gender and professional identity; however, issues related to both constructs will inevitably intersect with cultural experience. Assessing experiences in the counseling profession as it pertains to gender and ethnically diverse perspectives would be valuable and could serve as a possible direction for future research.

Participant mortality was not an issue for this study. All participants who began the interview series with the intention to complete it did so. Only one participant left the study after the first interview and did so due to fear that the information she shared might somehow link back to her. This could have been due to the fact that the interview was conducted by phone and the participant did not build a sense of trust with the researcher,

which was the sentiment stated by the participant in follow-up e-mails. One original coding team member asked to leave the study due to time constraints and did not participate in any coding of transcripts, thematic or theory development.

Another limitation included the researcher's early experience level in relation to conducting mixed methods research designs and the possible role of researcher bias in reporting the results. In order to address researcher bias, assumptions and perceptions regarding this topic were addressed prior to beginning the inquiry and coding team members were also made aware of my perceptions so that they could more accurately check for their involvement in data collection and evaluation. Consensus team members were also asked to divulge their perceptions regarding the topic prior to coding and theory development. Triangulation procedures were also used in order to account for researcher bias. Detailed descriptions of data collection procedures and results were also made available and reviewed in this document. A consensus auditor also reviewed all research documents for procedural accuracy.

Level of experience with qualitative and mixed methods research procedures may have influenced the process of theory development, coding, and the direction and development of interviews and focus groups. This may have contributed to the loss of one participant following the initial interview. In order to assure a proper procedure was followed, committee members were selected to check that the methodological plan was sound and implemented correctly. Source materials were used to guide the development of themes and coding procedures.

As generalizability was not the goal of this grounded theoretical inquiry, it is important to note that the experiences expressed by the women in this study may not translate to all counselor educators, practitioners, or doctoral candidates. This information is meant to highlight possible issues for further research and provide evidence for the perceptions expressed. The information gathered from participants was also used in order to substantiate conceptual work on the definition of the counseling philosophy for the development of an inventory meant to gauge professional identity agreement and development.

Delimitations

In conducting this study, it is possible that participants experienced reactive effects from presence and line of questioning presented by the researcher. This could have elicited socially desirable responses in the participant's desire to assist the researcher. Questions were developed in order to help minimize any possible translation of researcher bias and, during interviews, minimal responses and only clarifying follow-up questions were provided. Following both interviews, I entered freely into a discussion about emerging results as well as my perceptions and invited participants to enter into a collaborative discussion at that time. Participants were also provided with the final codebook and invited to make follow-up comments through e-mail, which many choose to do. Also, if a participant's statements were used to substantiate any theme discussed in the results of this study, she was notified which statement would be used and how it was categorized. All participants were in agreement with regard to the placement of their statements.

The selection process for participants involved in the study may have also had an impact on the results in that a general call was entered on the CESNET listserv and the New Faculty Interest Network listserv in order to help assure theoretical sampling. Once a female participant was obtained, she was encouraged to refer colleagues who also fit the criteria for inclusion, and therefore some participants were obtained through the use of a snowball sampling method. It is possible that participants referred in this way not only shared criteria for inclusion, but also shared certain perceptions related to the field with the participant who provided their referral.

Implications and Future Research

The results from the qualitative inquiry conducted in this study could conceivably have far reaching implications with regard to training, tenure, promotion, and the way in which the counseling field chooses to conceptualize successful professionals. If indeed the counseling profession chooses to base promotion and tenure on high level scholarship and notoriety within the field and community, this may leave behind women who are attempting to balance demanding personal and professional life roles; which can currently be seen in the educational statistics related to female salary and full professorship (National Center for Education Statistics, 2007). Issues related to time requirements, such as those discussed by Boulis and Jacobs (2003), seemed to be salient in this study in that women felt they needed to choose between professional obligations for success and personal role expectations. Also, women related that the integration of professional values into their personal way of being was also an important goal, which

substantiates the conceptualization of the need for an adoption of a discipline into personal philosophy as a professional development goal for women (DeVault, 1999).

Research needs to be conducted with regard to the importance of mentorship in the development of women as professional counselors and the role this has on perceived success within the counseling field (Casto, et al., 2005; Hill, Leinbaugh, Bradley, & Hazler, 2005). If women are indeed having difficulty finding a way to traverse their roles as counseling professionals and women in our society, it may be particularly important for them to build relationships with supportive female role models within the profession to help them find value and balance in their role as a professional (Hoffnung, 2004). This could be particularly important for women who enter into working environments that do not value or support additional personal roles. Professional mentorship might also be important for women who do not receive support from family with regard to their work as a counseling professional. Concerning the need for mentorship, one participant stated:

... I remember really wanting a woman role model when I was completing my dissertation or when I was starting out in my doctoral program I wanted to know so how do these women balance everything that they do in their life and how do they have a personal life and a professional life how do they maintain like how do they have children and have this family and then also be really successful in what they do, so I think of myself as I hope that I can be a mentor to people...

Phase II: Instrument Development

An exploratory factor analysis, inter-rater reliability, and convergent validity statistics were completed on the Professional Identity and Values Scale, all indicating the

development of a valid and reliable measure for agreement with the counseling philosophy, as defined by professionals in the field, as well as professional development. The scale was reduced from three subscales and 49 items to two subscales and 32 items indicating agreement with professional beliefs and development. However, these subscales also related to one another in that agreement with the professional philosophy also had an impact on the way in which counselors evaluated themselves, allowing for the creation of a total score indicating overall professional development. The orientation and values subscale included seven themes relating to advocacy and service, a strengths-based perspective, a focus on holistic or person-centered approaches, practices not consistent with the counseling philosophy, promotion of the counseling profession, and wellness. These subscale themes related to the original conceptualization of the counseling philosophy as based on the literature, which included concepts such as empowerment, wellness, prevention, and an understanding of developmental factors in framing client issues. While themes specifically related to prevention and a focus on development did not emerge in the factor analysis, the importance of these philosophical components emerged through the qualitative study and should therefore continue to be considered as key or peripheral components in the practice of counseling.

Implications

This scale could be used in order to gauge the continued development of the counseling profession as well as to track student development in masters and doctoral level counseling programs. As the counseling field is still establishing itself as a legitimate way to practice within mental health, assessment of this process would be

beneficial in determining the success of advocacy efforts and training programs in creating a clear role for the profession within the community and our culture. Within training programs themselves, assessment of student progress is important in determining how the program is meeting its educational goals. This inventory may help to determine how cohesive the counseling field is with regard to philosophy and how well accredited and non-accredited programs are preparing counselors to act within that philosophy.

As the success subscale was exploratory with regard to this initial validation process, it may be prudent to develop items from themes that had strong agreement as important to the field, such as genuineness, quality of work, client improvement and self awareness. The addition of these items may assist in further improving internal reliability and help assess perspectives related to what is valued within the profession. In general, the items and scales within this inventory can help inform instruction and program development, as well as indicate the continued growth of the counseling field. After further development and validation using a variety of samples from counselors in different roles and stages of development, this inventory may be useful throughout the profession to gauge development and orientation beyond training and superficial professional analysis.

Future Research and Development

In order to continue with validation of this scale, a confirmatory factor analysis is necessary to solidify the items, subscale components, and possible applications of this instrument within the counseling profession. Evaluation of a larger sample of doctoral students, counselor educators, school counselors, and mental health practitioners is

needed to assess validity across roles and levels. It would also be necessary to take into account the number of years counseling has been practicing within the counseling field in order to properly assess the progression of development subscale scores as well as the overall score from the inventory. These steps would help determine if indeed the instrument scores differ with regard to continuing exposure and experience.

This instrument also needs to be tested with regard to test-retest reliability. Items within the orientation and values subscale also need to be strengthened in order to create greater internal consistency. Work should continue to be done in order to establish construct validity, which would include discriminant validity and continued analysis of convergent validity. Predictive and concurrent validity should also be assessed with regard to success within the field and counselor perceived sense of development. This could be done using a concurrent mixed methods design. Criterion validity could further be established through treatment groups (workshops designed to orient emerging professionals to the counseling field) and comparisons between participants and supervisors.

Phase III: Quantitative

The final phase of this inquiry included evaluation of research questions based on the inventory developed to assess professional identity development. Further, an attempt was made to determine if the items developed from the qualitative inquiry accurately reflected philosophical and developmental constructs of the field. The purpose of this portion of the study was to validate the Professional Identity and Values Scale as well as address possible gender differences with regard to development and engagement in

counseling. The influence of income allocation to professional activities as well as family composition (family obligations) in relation to gender with regard to engagement, orientation to the profession and development were also evaluated. Issues related to multiple personal and professional roles, a concern women typically face, were assessed to assure that the conceptualization of professional identity did not preclude women from being considered successful within the field.

Status Issues and the Relationship to Prior Studies

Findings from the content analysis of counselor educators in CACREP programs reflect the possibility of women entering the field at higher rates, which relates to overall higher educational employment trends; however, there is a point that is reached where women may choose their personal needs or obligations over professional status (Briggs, 2006; Hill, 2009). Almost twice as many male professionals were represented at the full professor's level in CACREP programs. In contrast, female professionals represented over 60% of the total adjunct counselor education faculty in the programs reporting. These numbers are consistent with those reported for education departments by the National Center for Education Statistics (2007). While similar numbers of females and males were reported at the associate level, twice as many female professionals were represented at the assistant level. These numbers could represent an influx of female counselor educators, a trend showing that female counselor educators tend to reach assistant or associate level status but for many possible reasons including family obligations, do not seek full status, or a combination of both or other possibilities as yet unexplored. Current research seems to support the idea that women gravitate towards the

adjunct and assistant level positions in order to balance their professional and personal roles and perceived obligations within both realms (Briggs, 2006; Douglas & Michaels, 2004; Foels & Pappas, 2004; Hill, 2009; Hoffnung, 2004).

When evaluating presidential leadership trends within ACA over the past 10 years, it is noted that 90 men have served as divisional or ACA president versus 123 women serving in the same capacity. Although these trends are fairly recent, it does reflect a shift with regard to gender representation in leadership positions and the willingness of the organizational membership to accept both men and women in the highest status service positions. It is unknown what percentage of male counseling professionals versus female counseling professionals seek leadership positions such as these within our profession as it has been indicated in previous studies that highly prestigious service positions are not typically as valued by women as they are by men, thus affecting issues related to promotion and tenure (Briggs, 2006; Di Dio, et al., 1996; Fouad & Kammer, 1989; Medina, 2008; Simon, 1995).

Gender and Professional Identity

Research questions related to gender, family composition, and income in conjunction with inventory subscale scores were evaluated. Findings suggested that men agreed more strongly with items on the engagement scale and items related to higher professional development than they did with professional beliefs and orientation. Items on the engagement scale related to organizational leadership and service, providing presentations and attending organizational conferences, as well as advocacy and promotion of the profession. These items were yes or no items weighted for perceived

importance to the field. For instance, if a participant stated that she or he attended a conference, their positive response would be weighted less than a positive response for serving as a presenter at a conference. All weighted items were then summed to create a total score for this scale. Since women in the qualitative portion of this inquiry stated a preference and placed value on continuing education, it may be that female professionals are attending conferences but perhaps they are not presenting. This would have affected their total score and would be consistent with previous research findings (Briggs, 2006; Hill, et al., 2005).

The total score for professional development was weighted in three stages depending on level of agreement with items in stages conceptually considered to be at earlier developmental phases. For instance, items like “Overall, I do not feel confident in my role as a counseling professional” were not weighted, whereas the scaled score items like “I feel confident in my role as a counseling professional” were multiplied by three as they represented the latest stage of development that this subscale assessed. All later stage items related to feelings of confidence and comfort with professional role as well as feeling as though a clear, congruent role had been established. This process may be easier for men to feel as though they have achieved due to the possibility of lesser experiences of professional and personal role conflicts. The content of the development items and the resulting gender differences also related in success item outcomes; women more commonly associated the idea of professional and personal integration as a higher priority than men. Female professional counselors and students were also less likely than male professionals to consider meeting external expectations or standards as a high priority. Although the correlation was small, these differing priorities or values could

have influenced total scores and thus resulting gender differences for each scale. A confirmatory factor analysis is needed in order to delineate clear group differences with regard to each scale and item.

Results pertaining to family composition were consistent to initial analyses regarding gender differences in that single, partnered, and men with dependent children typically had higher subscale scores for engagement and development. However, there was no significant gender difference found for any subscale score when men and women lived with extended family, whether they were partnered or living with dependent children. This may indicate a protective factor for women in that extended family may serve to mitigate domestic role obligations and allow for greater participation in professional activities and thus greater agreement with higher stage developmental items. Further research considering engagement, development, and cultural norms is warranted to investigate this possibility.

In determining the role of income allocation, or financial responsibilities and availability, it was found that those who spent between 6-20% of their annual net income on professional activities, such as licensure and conference attendance, tended to have higher subscale scores in all areas assessed. These higher assessment scores have particular pertinence with regard to engagement and development. This indicates that, in order to engage in the field and increase exposure to professional values and constructs, professionals must have the financial means to do so. Class and other income related implications could therefore play a role in a counseling professional's ability to become involved in counseling to a degree that would be considered successful. Available funds

and financial resources may also play a role in a professional growth and awareness with regard to identity constructs.

Limitations

During the quantitative research process it was noted that only one participant dropped out of the survey prior to agreement and 20 participants failed to respond to survey questions beyond the first 15 items associated with the orientation subscale. The average time for completion of the complete survey, which included the Professional Identity and Values Scale (PIVS), the Professional Identity and Engagement Scale (PIES), as well as a demographics section took close to 15 minutes to complete. Therefore, due to the time involved, participants may have left the study. Another eight participants completed the PIVS but did not complete any questions related to the PIES or demographics section of the survey.

The results of this survey may not be generalizable to all counseling professionals due to the process for obtaining participants and the small sample size obtained. The majority of those responding indicated that they were students either at the masters or doctoral level. More involvement from counselor educators, school counselors, and practitioners is necessary in order to provide solid indications of professional development an identity within each of these professional roles. Information gathered from content analysis data pertaining to CACREP institutions indicated that only 5% of those serving in counselor education positions responded to this survey. This response rate is not enough to indicate clear and strong generalizable trends within the profession,

rather results would only serve as a possible indicator for issues that need further evaluation.

Response Rate and Respondent Demographics. In evaluating data from the quantitative survey, it is important to note that 80% of those who participated were female, which is consistent with data associated with response rates for web-based and mailed surveys (Lyness & Kropf, 2007; Mackety, 2008). Van Horn et al. (2009) reported a typical response rate of 49% with regard to psychological studies ranging from 14% to 91% with faculty accounting for a lower response rate than other professional demographics (such as practitioners and students). Therefore, response rates pertaining to this study are consistent with previous research studies. Gore-Felton et al. (2002) indicated higher response rates with using mail-based recruitment and participation methods; however, although the current study implemented mail-based recruitment methods to elicit practitioner and faculty involvement, they response rate was not as high as web-based and e-mail based recruitment methods. It should be noted that web-based recruitment for this study was personalized, whereas the mail-based surveys were not. This may have had an impact on response rates and the demographics of the respondents.

Delimitations

In recruiting the participant pool, only CACREP institutions or those institutions currently applying for CACREP accreditation status were asked to refer faculty and students for involvement in this quantitative study. School counselors from a random selection of public schools in the Eastern-Coastal region of Virginia as well as community agency and service boards within the state of Virginia were pooled for

participation in this research. Department heads from non-participating CACREP programs received non-personalized follow-up e-mails and letters to elicit participation from students and faculty. Initial institutional recruitment was personalized and sent to all listed CACREP liaisons. When e-mails were returned, each program website was visited and personalized e-mails to department chairs and program coordinators were sent to elicit student and faculty involvement. A list of community service board practitioners and other mental health agency sites was obtained and all Licensed Professional Counselors, sites, as well as a random selection of non-specified practitioners received a mailed recruitment letter. Public school counselors also received a non-personalized mailed recruitment letter at one per school randomly selected from a pre-organized list. This methodology may have precluded participation from a comprehensive sample of practitioners and should be considered when evaluating the usefulness or practicality of results. Further research is indicated in order to gauge gender differences with regard to faculty and practitioners in a variety of roles and settings. Due to high student participation, results may be more relevant with regard to training.

Implications for Training

As the results indicated women were less likely to obtain higher scores on the engagement and development subscales, it may be important to evaluate how this gender difference might be prevented through or influenced by counselor training programs; especially since the majority of respondents were graduate masters and doctoral level students. Since women tended to obtain lower subscale scores for engagement, and these activities are typically associated with higher status positions, promotion, and tenure

requirements within the field, frank discussions about women's lower scores on engagement could be beneficial in helping women navigate the current systemic expectations with regard to their performance. With this information, female counseling professionals may have a better idea of how to navigate professional expectations in a genuine and congruent way. This belief or desire for congruence may or may not result in their attainment of higher status positions or notoriety in the field, but would meet the need for mentorship in developing a balance between personal and professional time commitments and integration of underlying beliefs and meaning.

Future Research

Further implications concerning gender and differing professional roles, such as those of student, practitioner, and educator need to be assessed. It may be informing to evaluate how item agreement differs with regard to position within the profession across subscales. This would help to inform not only how professionals within the field develop, but also how they view aspects of the professional philosophy. Engagement factors across gender, ethnicity, income levels and status within the profession would be important in order to develop focused training interventions, discussions, and may have systemic implications for evaluation of tenure and promotion. According to this study, it is interesting to note that women living with extended families did not experience the same gender differences in engagement and development subscales as women who were single or living with partners and/or dependent children. Further study is necessary in order to determine how living with extended family might play a role in assisting women in their level of engagement and identification with higher stage development items.

Conclusion

In reviewing information about women in leadership positions within the American Counseling Association (ACA), it is important to note that representation within leadership does not necessarily equate to power or a lack of marginalization. The current system for tenure and promotion within academic and corporate settings has been established and maintained over many years. While specifics for this process may vary, generally, the requirements are similar and widely recognized (publication, recognition, and outcomes). The relationship of promotional requirements should be assessed in terms of possible internalization of these expectations and aspirations toward a genuine relationship with the counseling philosophy creates a role conflict for women and therefore may preclude them from becoming involved in engagement behaviors seen as generally successful within the profession (Briggs, 2006). It is, therefore, important that women entering the profession have discussions about issues related to their perceptions of the field and how this relates to their personal goals as they train for the profession, so that they can begin work on integration of professional goals with their personal obligations and needs.

The conceptualization of professional identity presented from current literature (Figure 1) which included core beliefs related to empowerment, having a developmental perspective, prevention, advocacy, and wellness was upheld by participants. However, in the qualitative study, women also focused on the role of building and maintaining relationships and saw this as integral to wellness and empowerment. Female

professionals also stated that community, professional, and other service activities designed to assist clients indirectly were equally or more beneficial than direct advocacy. Teaching and direct work with clients were also seen as a key role and service by not only counselor educators, but also by practitioners and doctoral candidates. Based on the results of the qualitative study and good inter-rater reliability and internal consistency of the instrument based on this initial research, the current conceptualization of professional identity may need to be expanded to include the additional beliefs voiced by participants. Perhaps, if these values and beliefs are included, the counseling field can begin to change the current perceived markers for success to include community service, social justice, and indicators of purposeful and meaningful professional relationships that benefit clients, students, and the counseling field.

CHAPTER SIX
QUALITATIVE MANUSCRIPT

A Grounded Theory Study of Female Counselor Educators on Professional Identity:

Implications for Wellness and Training

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ABSTRACT

In counseling is the wellness philosophy represents a cornerstone of professional identity. This concept underlies professional beliefs regarding approaches to preventative practice, perceptions on the role of development in conceptualizing issues, and how counselors go about advocating for themselves, their clients, and the profession. This article presents data collected from a feminist grounded theory study with women in the counseling profession. Information related to the intersection of gender and wellness will be presented. Finding suggest that women in the counseling field may experience a conflict between maintaining personal wellness and meeting the established field expectations seen to be required for a successful career as a counselor educator; creating a conflict of congruence. Implications for counselor educators with regard to their personal way of being as well as their approach to training future counselors and counselor educators will be discussed.

A Grounded theory study of female counselor educators on professional identity:

Implications for wellness and training

The counseling philosophy includes several core concepts and perspectives on the role of development in determining treatment, a focus on prevention, advocacy for clients and the profession, as well as a holistic/wellness orientation (Calley & Hawley, 2008; Myers, 1992; Remley & Herlihy, 2007). A guiding orientation through which the counseling field functions as supported by training and practice is necessary in creating a differentiated and unified profession (Goodyear, et al., 2008; Hanna & Bemak, 1997; Kaplan, 2006). Calley and Hawley (2008) reported that factors related to professional identity included professional values, activities, scholarship, theoretical orientation, professional historical awareness, and credentialing. However, it could be argued that without a foundation of clear and consistent professional values, none of the other factors could be achieved accomplished in a consistent way.

The development of these professional values and subsequent actions within the profession begins with training and in order to maintain consistent training it is necessary for counselor educators to uniformly provide this information. CACREP (2009) provides a clear set of standards to assist in this process. However, in order for counselor educators to relay the fundamental tenets of the profession to their students it is important that they not only provide professionally orienting information but that they model professional behavior and values. This can be difficult in academia, especially with regard to wellness; however, this modeling behavior can be crucial in assisting future professionals in navigating the systems in which they will work (Briggs, 2006; Casto, et

al., 2005). Female counselor educators face additional struggles in their attempts to maintain a balance between personal and professional roles, be they self-imposed or expected systemically or culturally. Women who work as counselor educators have a unique opportunity to assist female counselors and educators in training as they attempt to find a balance that allows for them to maintain their own sense of wellness as they navigate the profession.

Academia and Gender

Beliefs surrounding what have traditionally been considered successful markers for a career in counseling can be evidenced by the requirements currently established and practiced for the attainment of tenure, as well as the perception of expectations new professionals hold regarding their role in the field. Counselor educators and tenure track faculty in other professions are familiar with the phrase “publish or perish” which has historically been and continues to be the mantra for academic success (Archer, 2008). This phrase highlights how a faculty member’s worth is evaluated as well as what is valued in the profession; moving away from a focus on teaching and service to an emphasis on research and productivity (Davies, 2005; Santo, et al., 2009).

At Each stage of professional identity development is identified through external markers, by which a counseling professional gauges success in terms of satisfaction and effectiveness (Skovholt & Ronnestad, 1992b). Given that professional identity includes the philosophical beliefs and values foundational to the counseling profession, it could be concluded that the externally established markers of success within the field should be congruent with those values widely held internally by counseling professionals.

However, as the definitional qualities of professional identity in counseling continue to develop, some ideals for success may not necessarily be in agreement with the philosophy that the counseling field holds as important in working with clients and students. If, according to Skovholt and Ronnestad (1992), counselors who have reached a higher level of development in terms of professional identity have congruent personal and professional values, one could then assume that the means by which a counselor is defined as successful must be congruent with our values in order for our professionals to have a strong professional identity. Assuming Calley and Hawley's (2008) assertions regarding factors for professional identity are agreed upon through the profession, it may be that in order for a professional to have a strong, developed professional identity, all factors must be congruent with one another; professionally and personally.

Calley and Hawley administered the Counselor Educators: Professional Identity and Current Trends Survey to 69 counselor educators, 75% of whom held a doctorate in Counselor Education and 77% of whom were full or associate professors. They found, that in terms of the previously identified factors related to professional identity, counselor educators preferred activities related to what they termed "a sense of belongingness" (p. 14) rather than activities conceptually deemed appropriate for a successful and engaged counselor to be involved with, such as participation in leadership and advocacy for the profession through scholarship. In this study, this lack of engagement could be due to the lack of equal representation from counselor educators involved in the tenure process, which is currently set up to require engagement in professional activities such as publishing, presenting, and involvement in service.

Wellness and Professional Expectations

In evaluating female counselor educators, Hill, Leinbaugh, Bradley and Hazler (2005) concluded that women have a higher sense of life satisfaction when involved with professional activities that allowed them to provide a significant contribution to the field, attend to student growth, and present information to fellow professionals. When women identified aspects of career that included a lack of significant mentors, overly controlling work environment in terms of defining work, or the involvement of an abundance of expense associated with engagement as discouraging, it was also found that their sense of life satisfaction was significantly impacted. In assessing issues that face female counselor educators, it was noted that relationship issues played a significant role in women's sense of satisfaction. Therefore, it could be concluded that in order for women to feel a sense of wellness in relation to the counseling profession, it is particularly salient for them to form significant relationships that result in positive contributions to their communities, students, and the profession itself. It is possible that if requirements for success are not linked to these factors, this lack of congruence could have an impact on female counselor educators' sense of personal and professional integration or genuineness in the way in which counseling professionals act and thus, wellness.

Study Purpose

The purpose of this study was to investigate the contextual and definitional qualities of professional identity as well as the perception of success as defined by female counseling professionals, including counselor educators, doctoral candidates, and practitioners. The ideals and beliefs related to professional identity were examined in

order to determine if they are being upheld by female counseling professionals in order to determine how this was being modeled, with regard to counselor educators, and how the counseling philosophy was being evaluated and put into action by doctoral candidates and practitioners. Findings indicated sixteen themes that addressed issues related to personal and professional congruence and the counseling philosophy.

Methodology

This research was conducted using a feminist grounded theory design (Charmaz, Hesse-Biber, & Leavy, 2008; Hesse-Biber, 2007). Interviews were conducted in order to discover how women perceive counseling as a profession, the counseling philosophy, and their perception of success with regard to the field. The first of the two individual interviews consisted of questions related to participants' view of the counseling field, purpose for entering the field, conceptualization of clients, success and possible gender issues in counseling. The second interview took place between two weeks and one month later and related to participants' personal and professional values, their definition of success with relation to the field and their observations of success related to that of their colleagues and supervisors.

Interviews were given in a series of two separated by 14 to 30 days to allow for reflection. Initial interviews took place, for the most part, in person or when it became necessary, by phone. At the completion of the initial interview, a time and place was scheduled for the final interview. Each interview took approximately 40 minutes to complete. Interviews were semi-structured with predetermined open ended questions and

questions related to material given within the context and moment of the interview.

Questions included the following:

1. How did you decide to pursue a career in counseling?
2. What does “being a counselor” mean to you?
3. What is your definition of success?
4. If you had to describe the counseling philosophy to someone thinking about starting their education in the counseling field, what would you say?
5. As a woman, how do you see your role in the counseling profession?

Following and during the interview process, two focus groups were held in order to triangulate the themes derived and address transferability of the interview results, including a focus group each of: (a) professional counselors in a Southern state; and (b) doctoral candidates and tenure-track faculty members attending a professional conference.

Sampling and Participants

Female professional counselors were recruited, using various communicative methods, to participate in interviews and focus groups in order to determine female perspectives of the counseling field. Snowballing or chain sampling was used in conjunction with theoretical sampling in order to recruit participants from a pool of counseling practitioners and educators through current professional connections, the professional listserv, and through CACREP liaisons. Participants were obtained using

CESNET (counselor educators and supervisors professional listserv), the CACREP list of program liaisons. From this pool, a criterion sample was taken and assigned to the interview process or a focus group based on participant availability and interest. A total of 17 women were interviewed twice individually and six additional women were recruited to participate in two separate focus groups. One participant chose to be involved in both the interview process and one focus group, bring the total number of focus group participants to seven.

All focus groups were conducted on site with the participants. Nine participants were involved in both phases of the interview process by phone. In order to build rapport and trust, time was taken to fully inform the interviewee of the study purpose, converse about questions, and make general conversation so that they would feel comfortable discussing issues pertaining to their experiences with and perceptions of the counseling field. Only one participant doctoral candidate refused to continue following the first phone interview and her audio data was deleted upon the request of the participant. This participant reported feeling uneasy discussing her perceptions of the field with the researcher, as she did not feel safe with regard to how her identity might be concealed.

With regard to ethnic background, 22 participants identified as Caucasian and one identified as Asian. The age of participants ranged from 26 to 60, with one participant not reporting. The average age of participants was 37. Demographic information was collected concerning licensure and 19 of those who participated indicated that they were licensed professional counselors. Concerning educational background and current employment, ten served a tenure-track counselor educators or adjunct instructors in

counseling, 21 reported that they received their masters from a CACREP accredited program, and all tenure-track educators received their doctorates from CACREP programs. Six participants stated that they lived with a partner and their children, one lived with a partner and was expecting a child, nine lived with a partner, one lived with a roommate, and six lived alone. Six of those living with partners indicated that they were married and one indicated that they were married but lived alone due to professional reasons. One participant reported their current residence and place of work as being in Canada and one identified as an international student. Attempts were made to solicit participants from a wide array of cultural and experiential backgrounds; however, lack of ethnic diversity among participants in this study presents an obvious limitation with regard to results and a possible area for future research development.

Wellness Themes

Philosophical constructs related to wellness and self-care permeated participant's discussions regarding their role in the counseling field, perceived gender inequities, and adherence to the counseling philosophy. Female counseling professionals in this study related a general theme concerning issues related to their internalization of the counseling philosophy, which included values related to wellness. In defining self in relation to the counseling philosophy one counselor educator stated that "I see it [the counseling philosophy] as a way of defining self in relationship to the context of counseling, and specifically the specialization that we have chosen... then it [professional identity] could be seen as the role that you play, the context that you're in, and what maybe specialization or approach that you take to the position." Following master degree level and sometimes doctoral level training, participants stated that they often found working

situations in which their professional values were not honored in terms of how their professional success was evaluated. Further, women's role obligations outside of the profession were, at times, not valued within the counseling profession, leading to further conflict in maintaining a healthy balance between their life-work tasks. For instance, one participant stated that:

“...my definition of counseling included developmental approach, lifespan, holistic, advocacy, and a lot of interpersonal growth and I also felt it looked at wellness, so that's where I am still conflicted because my views of success are so institutionalized and so what you need to be doing for promotion and tenure.... if I were to define success just based on my personal views that would be more based on balance and wellness... to really feel successful would involve more than just my work...”

Professional Identity. In defining professional identity, many participants included constructs related to wellness as integral to not only their professional work, but also their personal lives. One counselor educator stated that she liked “the counseling approach towards wellness and helping... it just seemed to be more natural to me...” linking her approach to counseling to her general way of being.

Gender, Wellness, and Counselor Education. Interviews revealed the following additional themes as they related to the wellness philosophy:

1. Success conflict resulting from a lack of congruence between internalized professional values and externally expected professional success outcomes.

2. Gender issues in counselor education, which included the perception that the system of higher education, did not value the multiple gender role obligations of female faculty.
3. Gender and success, as a theme, related to participants' perceptions that they counseling field valued traditionally male standards for success, such as leadership, recognition, salary, and status.
4. Participants discussed a need for mentorship and a sense of belonging in the profession – their work and presence in the field contributed to a larger societal purpose in order to bring personal meaning.
5. Building and maintaining professionally and personally meaningful relationships was a priority for women in this study and informed perspectives on success and wellness.

Women in the counseling field generally perceive that externally imposed markers for success are related to male values for success – leadership, recognition, salary, and devotion to work. One participant stated that she thought “[being] „successful“ , perhaps, for more men than women, being able to move up into different roles, and then having those as accomplishments... probably add more to their definition of success... the men, felt... more successful when they were able to take on those responsibilities or get that extra title... or money... or having that entitlement.” Because these values shape the focus for how they are evaluation in terms of their professional progress, women feel that personal sacrifices must be made that challenge traditional roles that are still expected with regard to child rearing, partnership, and family. “My husband and I made sure we

went on a date every week and, and I went without a lot of sleep because I was like, I've got so much work to do that I don't want to sacrifice this time, I'll sacrifice sleep instead. And so, then he would go to bed, I would stay awake and I would get work done." Due to this split focus, some of the women in the study perceived that women in general may need to work harder in all realms in order to be perceived as doing well or meeting expectations.

One woman talked about feeling as though she had to prove her credibility stating that she "always had to prove that I was smart and then I got glasses and it was like 'oh, she's smart' and I kind of think it's like the same thing with being a woman you have to prove that you are this credible resource, you know, and that you are there and are very competitive intellectually." When thinking about gender roles within the profession and decisions to pursue a doctorate, one participant stated that she had the experience that "most of the men that I have met in this profession have been professors or going for their doctorate, not just necessarily pursuing a counseling practitioner's degree. I guess they are more focused on like... on the details of the academy rather than just counseling. Like I see a lot of women counselors and they teach, and a lot of the men in the profession are teachers who happen to be in counseling." Another participant summed up this conflict related to gender roles, expectations and success by stating that it seemed to her like:

"... women we feel like we either have to strive to be [prolific male authors' names mentioned], like we have to do a bejilion publications and we have to adhere to that model of success which of course is a lot more difficult especially if women are married and have kids because they have much more domestic responsibility you

know there is cultural norms about women teach more and women do more service. All that stuff that we see in the research that continues to be the case that men are more liberated to do more research than women are. So I think women feel like they have to balance all that like crazy and have all these great politicians or I also see women and I found more in this category and who say you know what I am not buying into that life.”

Personal and Professional Roles

The need for balance between professional and personal roles is seen as a necessity in order to function optimally in both areas. Participants related a desire to attempt to balance the tasks or expectations associated with being a successful counselor with their personal lives while maintaining the professional and personal beliefs and values through which they function. When discussing personal relationships, one participant stated, “... the role of family in my life is huge because I’ve planned my whole life around it.” Due to the large amount of tasks related to the profession, women felt a conflict between their professional and personal values (specifically wellness) and their attempts to meet the expectations of the profession. “I think my personal beliefs really impact the way I do research. I think also... I’m real committed to having a life, and I... in our job, it’s super easy to allow work to kind of bleed into our lives... I work really hard to maintain a pretty good boundary between those two things, so they’re not bleeding into each other too much, and work isn’t eating into all my personal time.” One participant thought that achieving a personal and professional role balance was not feasible and stated “now that I know what it’s been like being in the [doctoral] program,

I'd almost want to have a parent to wait or a woman to wait... until their children are grown to the point where they are self-entertainers." Many women stated that they felt the need to sacrifice their values in order to succeed. "I remember having books on my lap and him [child] pushing the books on my lap to crawl on my lap, and that makes me tear up sometimes... I don't hear guys talk about their regrets."

As female professionals attempted to integrate their life tasks, many felt that *gender roles and professional behavior* related to traditional gender roles for women and how those influenced their actions as counselors – being supportive of clients and colleagues, playing a supportive role rather than seeking leadership, working collaboratively. One participant stated "... I'm a huge support and nurturer for my husband and for the kids and the role at work... it always seems like I'm the one pulling everyone together as a team. So I kind of feel like not that I'm a team leader and leading them not in a superior position at all, but I'm one who wants to make sure everyone's on board and if somebody is out of place and straying away then I try to find a way to bring the team back together."

In order to work within the process, participants stated a value for continued *growth and self-awareness* with regard to how personal and professional experiences affected one another in a way that lead to heightened self-awareness and personal growth. This process was seen as one that made counselors better in their roles within the profession as well as in their personal lives. Values such as acceptance, affirmation, advocacy, and service provided personal and professional challenges that influenced growth and confidence. One practitioner stated that "whether you're a counselor educator or not, even as a counselor, I think going through your own, continually looking at

yourself and growing as a person is important to be able to be a good counselor. To be able to sit in a room with someone who's struggling and to be able to relate to that... you have to be acknowledging the struggles in your own life." Another practitioner thought that "[being a counselor] means a constant willingness to grow and change and learn myself and to be open to have awareness about what's going on with the client or with the system or whatever; so, openness and awareness with myself but also awareness of things on larger levels."

Implications and Future Research

The qualitative inquiry conducted could conceivably have far reaching implications with regard to training, tenure, promotion, and the way in which the counseling field chooses to conceptualize successful professionals. If indeed the counseling profession chooses to base promotion and tenure on high level scholarship and notoriety within the field and community, this may leave behind women who are attempting to balance demanding personal and professional life roles; which can currently be seen in the educational statistics related to female salary and full professorship (National Center for Education Statistics, 2007). Issues related to time requirements, such as those discussed by Boulis and Jacobs (2003), seemed to be salient in this study in that women felt they needed to choose between professional obligations for success and personal role expectations. Also, women related that the integration of professional values into their personal way of being was also an important goal, which substantiates the conceptualization of the need for an adoption of a discipline into personal philosophy as a professional development goal for women (DeVault, 1999).

Research needs to be conducted with regard to the importance of mentorship in the development of women as professional counselors and the role this has on perceived success within the counseling field (Casto, et al., 2005; Hill, Leinbaugh, Bradley, & Hazler, 2005). If women are indeed having difficulty finding a way to traverse their roles as counseling professionals and women in our society, it may be particularly important for them to build relationships with supportive female role models within the profession to help them find value and balance in their role as a professional (Hoffnung, 2004). This could be particularly important for women who enter into working environments that do not value or support additional personal roles. Professional mentorship might also be important for women who do not receive support from family with regard to their work as a counseling professional.

... I remember really wanting a woman role model when I was completing my dissertation or when I was starting out in my doctoral program I wanted to know so how do these women balance everything that they do in their life and how do they have a personal life and a professional life how do they maintain like how do they have children and have this family and then also be really successful in what they do, so I think of myself as I hope that I can be a mentor to people...

The difficulties in finding an authentic balance between personal and professional ways of being are not issues unique to the counseling field (Boulis & Jacobs, 2003; Kurtz-Costes, 2006). Future research with regard to how this conflict effects feelings of self-efficacy and engagement in the profession may help highlight foundational issues related to salary and status disparities specific to higher educational settings. The role of mentorship in assisting women as they attempt to navigate the current system and

expectations associated with it may also allow for female professionals to build on their need for genuine relationships and belongingness within the field and create a greater sense of internal wellness. This process is not only valuable for female counselors, but may also be valuable for male professionals as they begin taking on greater responsibilities outside of work.

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APPENDIX A

IRB Application and Approval

Old Dominion University

APPLICATION FOR EXEMPT RESEARCH

From: Gomez, Edwin
Sent: Monday, February 23, 2009 7:32 AM
 Dr. Hays,

Your proposal submission titled, “**Female Perspectives of Professional Identity and Success in the Counseling Field**” has been deemed EXEMPT by the Human Subjects Review Committee of the Darden College of Education. You may begin your research. **Please send a signed hardcopy of your application submission** to the address below. Thank you.

Edwin Gomez, Ph.D.
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 Graduate Program Director
 Old Dominion University
 2010 Student Recreation Ctr
 Norfolk, VA 23529-0196

Note: For research projects regulated by or supported by the Federal Government, submit 10 copies of this application to the Institutional Review Board. Otherwise, submit to your college human subjects committee.

Responsible Project Investigator (RPI)		
The RPI must be a member of ODU faculty or staff who will serve as the project supervisor and be held accountable for all aspects of the project. Students cannot be listed as RPIs.		
First Name: Danica	Middle Initial: G	Last Name: Hays
Telephone: 757-683-xxxx	Fax Number: 757-683-xxxx	E-mail: dhays@odu.edu
Office Address: 110 Education Building		
City: Norfolk	State: VA	Zip: 23529
Department: Educational Leadership and Counseling		College: Darden College of Education
Complete Title of Research Project: Female Perspectives of Professional Identity and Success in the Counseling Field		Code Name (One word): Counseling

Investigators

Individuals who are directly responsible for any of the following: the project's design, implementation, consent process, data collection, and data analysis. If more investigators exist than lines provided, please attach a separate list.

First Name: Amanda	Middle Initial: C	Last Name: Healey
Telephone: 423-676-xxxx	Fax Number: 757-683-xxxx	Email: ahealey@odu.edu
Office Address: 110 Education Building		
City: Norfolk	State: VA	Zip: 23529
Affiliation: <input type="checkbox"/> Faculty <input checked="" type="checkbox"/> Graduate Student <input type="checkbox"/> Undergraduate Student <input type="checkbox"/> Staff <input type="checkbox"/> Other _____		

Type of Research

1. This study is being conducted as part of (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Faculty Research | <input type="checkbox"/> Non-Thesis Graduate Student Research |
| <input checked="" type="checkbox"/> Doctoral Dissertation | <input type="checkbox"/> Honors or Individual Problems Project |
| <input type="checkbox"/> Masters Thesis | <input type="checkbox"/> Other _____ |

Research Dates

3a. Date you wish to start research (MM/DD/YY) 2 / 15 / 2009

3b. Date you wish to end research (MM/DD/YY) 1 / 15 / 2010

Human Subjects Review

4. Has this project been reviewed by any other committee (university, governmental, private sector) for the protection of human research participants?

- Yes
 No

4a. If yes, is ODU conducting the primary review?

- Yes
 No (If no go to 4b)

4b. Who is conducting the primary review?

APPENDIX B

INTERVIEW AND FOCUS GROUP INFORMED CONSENT

By signing this consent, you are agreeing to complete an individual or focus group interview series as indicated by your initials. All information obtained in the interview and focus group sessions will remain confidential. No one beyond the primary researcher (Amanda C. Healey) and the research team members will have access to the information provided. All sessions will be recorded using a digital audio recording device. Focus groups, additionally, will be recorded using a DVD-Recorder. Upon completion of transcripts, all video and audio recordings will be permanently deleted. The information gathered will be used to develop an inventory related to professional identity and success, specifically with concern to the counseling field. In addition to completing the interview and focus group sessions, you will be asked to complete a demographic sheet that will be kept by the primary researcher. By signing this document, you also agree to allow the researcher to contact you at a later date to clarify or discuss any comments made during this process. A copy of this form will be provided to you.

_____ **Interview:** By initialing, I agree to complete two separate interviews with the primary researcher. The first interview will be completed in person, while the second interview may be conducted live or over the phone. I understand that each interview will last approximately 90 minutes and that I will be asked to schedule the second interview within 30 days of completing the first. I understand that my conversations with the researcher will be recorded.

_____ **Focus Group:** By initialing, I agree to participate in a 90 minute focus group session with other professionals in the counseling field. I understand that my conversation will be recorded.

Participant Signature	Date	Researcher Signature	Date
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Amanda C. Healey

(423) 676-xxxx

ahealey@odu.edu

APPENDIX C

INTERVIEW/FOCUS GROUP RECRUITMENT LETTERS

Distinguished Professional Counselors, Counselor Educators and CACREP Liaisons,

I am writing to request your assistance in recruiting participants for the qualitative portion of my mixed-methods dissertation study concerning women's perspectives of professional identity and success in the counseling field. My name is Amanda C. Healey and I am a doctoral candidate at Old Dominion University. I am recruiting participants for interviews and focus groups in order to develop an inventory related to professional identity and success that is grounded in the perceptions of female professionals. I am in need of participants who meet the following criteria:

Tenure-Track Counselor Educators

Licensed Professional Counseling (*obtaining their license after 2006*)

Doctoral Candidates (*completed comprehensive examinations*)

I would very much appreciate it if you could either provide me with the names and contact information for professionals meeting these criteria, or extend a personal invitation to them for participation in my study. Interested individuals can contact me through e-mail at ahealey@odu.edu or by phone by calling (423) 676-xxxx. I am conducting this research under the guidance of my chair, Dr. Danica Hays, and with the assistance of my committee (Dr. Ted Remley and Dr. Jennifer Fish). If you have any questions, please do not hesitate to contact me or you may also contact my chair at dhays@odu.edu.

I know you are very busy and you likely receive requests similar to this often, so I am very grateful for any assistance you can provide.

Sincerely,

Amanda C. Healey

Amanda C. Healey, M.A., LPC-MHSP, NCC
Old Dominion University

Enclosed: Recruitment Letters

Dear Licensed Professional Counselor,

I am writing to request your participation in a study I am conducting on women's professional identity and success in the counseling field. You have been identified as a counseling professional who has received your state license as a professional counselor since 2006, and therefore, I would very much appreciate your involvement in my dissertation research. My name is Amanda C. Healey and I am currently a doctoral candidate at Old Dominion University. I am conducting individual interviews and focus groups as the first step in my mixed methods study. This study regards the current perceptions of professional counselors concerning the concept of professional identity as well as the meaning professionals ascribe to the idea of a successful counselor. If you are interested in participating in an individual interview or a focus group, I would ask that you contact me at ahealey@odu.edu or call me at (423) 676-xxxx. If you should have any questions or concerns at any time, please feel free to contact me or you can contact my chair, Dr. Danica Hays, at dhays@odu.edu.

I hope you will decide to take some time out of your busy schedule to meet with me as I think this is an important topic that needs to be explored regarding our emerging profession.

Sincerely,

Amanda C. Healey

Amanda C. Healey
Old Dominion University

Dear Doctoral Candidate,

I am writing to request your participation in a study I am conducting on women's professional identity and success in the counseling field. You have been identified as a counseling professional who has completed the comprehensive examinations related to your doctorate in counselor education, and therefore, I would very much appreciate your involvement in my dissertation research. My name is Amanda C. Healey and I am currently a doctoral candidate at Old Dominion University. I am conducting individual interviews and focus groups as the first step in my mixed methods study. This research project is being conducted to determine the current perceptions of professional counselors regarding the concept of professional identity, as well as the meaning professionals ascribe to the idea of a successful counselor. If you are interested in participating in an individual interview or a focus group, I would ask that you contact me at ahaley@odu.edu or call me at (423) 676-xxxx. If you should have any questions or concerns at any time, please feel free to contact me or you can contact my chair, Dr. Danica Hays, at dhays@odu.edu.

I hope you will decide to take some time out of your busy schedule to meet with me as I think this is an important topic that needs to be explored regarding our emerging profession.

Sincerely,

Amanda C. Healey

Amanda C. Healey

Old Dominion University

Dear Counselor Educator,

I am writing to request your participation in a study I am conducting on women's professional identity and success in the counseling field. You have been identified as a counseling professional who has entered the tenure process in counselor education, and therefore, I would very much appreciate your involvement in my dissertation research. My name is Amanda C. Healey and I am currently a doctoral candidate at Old Dominion University. I am conducting individual interviews and focus groups as the first step in my mixed methods study. This research project is being conducted to determine the current perceptions of professional counselors regarding the concept of professional identity, as well as the meaning professionals ascribe to the idea of a successful counselor. If you are interested in participating in an individual interview or a focus group, I would ask that you contact me at ahealey@odu.edu or call me at (423) 676-xxxx. If you should have any questions or concerns at any time, please feel free to contact me or you can contact my chair, Dr. Danica Hays, at dhays@odu.edu.

I hope you will decide to take some time out of your busy schedule to meet with me as I think this is an important topic that needs to be explored regarding our emerging profession.

Sincerely,

Amanda C. Healey

Amanda C. Healey
Old Dominion University

APPENDIX D
SURVEY RECRUITMENT LETTERS

Distinguished Professional Counselors, Counselor Educators and CACREP Liaisons,

I am writing to request your assistance in recruiting participants for my dissertation study concerning professional identity and success in the counseling field. My name is Amanda C. Healey and I am a doctoral candidate at Old Dominion University. I have developed an inventory and will be disseminating it through the online service "Survey Monkey." I am in need of participants who meet the following criteria:

- a. Professional counselors who are licensed or working towards licensure [LPC] (school, private practice, or other mental health settings)
- b. Counseling masters and doctoral students/candidates enrolled in CACREP institutions
- c. Counselor Educators

I would very much appreciate it if you could either provide me with the names and contact information for professionals meeting these criteria, or extend a personal invitation to them for participation in my study. They will need to go to the following website: TBA and access the site using the following password: TBA. I am conducting this research under the guidance of my chair, Dr. Danica Hays, and with the assistance of my committee (Dr. Ted Remley and Dr. Jennifer Fish). If you have any questions, please do not hesitate to contact me through e-mail at ahealey@odu.edu or you may also contact my chair at dhays@odu.edu.

I know you are very busy and you likely receive requests similar to this often, so I am very grateful for any assistance you can provide.

Sincerely,

Amanda C. Healey

Amanda C. Healey, M.A., LPC-MHSP, NCC
Old Dominion University

Enclosed: Recruitment Letters

Dear Professional Counselor,

I am writing to request your participation in a study I am conducting on professional identity and success in the counseling field. You have been identified as a masters or doctoral level counseling professional, and therefore, I would very much appreciate your involvement in my dissertation research. My name is Amanda C. Healey and I am currently a doctoral candidate at Old Dominion University. I am conducting this survey research as a second step in a mixed methods review. This study regards the current perceptions of professional counselors concerning the concept of professional identity as well as the meaning professionals ascribe to the idea of a successful counselor. If you are interested in participating in this online survey, I would ask that you go to the following website (TBA) and enter the following password (TBA). If you should have any questions or concerns at any time, please feel free to contact me through e-mail at ahealey@odu.edu or you can contact my chair at dhays@odu.edu.

I hope you will decide to take some time out of your busy schedule to complete my survey. Assuming your involvement in this research, I would like to thank you for contributing your time and thoughts to this project and I wish you well in your very important work as a professional counselor.

Sincerely,

Amanda C. Healey

Amanda C. Healey

Old Dominion University

Dear Counseling Graduate Student,

I am writing to request your participation in a study I am conducting on professional identity and success in the counseling field. You have been identified as a counseling professional who is completing your masters or doctoral degree, and therefore, I would very much appreciate your involvement in my dissertation research. My name is Amanda C. Healey and I am currently a doctoral candidate at Old Dominion University. I am conducting this survey research as a second step in a mixed methods review. This study regards the current perceptions of professional counselors concerning the concept of professional identity as well as the meaning professionals ascribe to the idea of a successful counselor. If you are interested in participating in this online survey, I would ask that you go to the following website (TBA) and enter the following password (TBA). If you should have any questions or concerns at any time, please feel free to contact me through e-mail at ahealey@odu.edu or you can contact my chair at dhays@odu.edu.

I hope you will decide to take some time out of your busy schedule to complete my survey. Assuming your involvement in this research, I would like to thank you for contributing your time and thoughts to this project and I wish you well in your very important work as an aspiring professional counselor and/or counselor educator.

Sincerely,

Amanda C. Healey

Amanda C. Healey
Old Dominion University

Dear Counselor Educator,

I am writing to request your participation in a study I am conducting on professional identity and success in the counseling field. You have been identified as a counselor educator, and therefore, I would very much appreciate your involvement in my dissertation research. My name is Amanda C. Healey and I am currently a doctoral candidate at Old Dominion University. I am conducting this survey research as a second step in a mixed methods review. This study regards the current perceptions of professional counselors concerning the concept of professional identity as well as the meaning professionals ascribe to the idea of a successful counselor. If you are interested in participating in this online survey, I would ask that you go to the following website (TBA) and enter the following password (TBA). If you should have any questions or concerns at any time, please feel free to contact me through e-mail at ahealey@odu.edu or you can contact my chair at dhays@odu.edu.

I hope you will decide to take some time out of your busy schedule to complete my survey. Assuming your involvement in this research, I would like to thank you for contributing your time and thoughts to this project and I wish you well in your very important work in shaping the future of our profession.

Sincerely,

Amanda C. Healey

Amanda C. Healey
Old Dominion University

APPENDIX E

INTERVIEW PROTOCOL

Semi-Structured Interview Session One:

1. How did you decide to pursue a career in counseling?
2. If you had to describe the field of counseling to someone, what would you say?
3. How is counseling different from other mental health fields, such as psychology or social work?
4. What does “being a counselor” mean to you?
5. If someone were to describe a successful counselor to you, what would you expect them to say about that professional?
6. What is your definition of success?
7. Do you consider yourself to be a successful counselor?
8. How does your definition of counseling influence your definition of success in counseling, if at all?
9. If you had to describe the counseling philosophy to someone thinking about starting their education in the counseling field, what would you say?
10. How does your personal life influence your professional life, if at all?

Semi-Structured Interview Session Two:

1. Tell me about how you see yourself.
2. Tell me about how you have developed as a counselor.
3. What does the word “family” mean to you?
 - a. What role does family play in your life?
4. As a woman, how do you see your role in the counseling profession?
5. How do you think male professionals perceive their role in the counseling profession?
6. Do you think male and female counselors define success differently, and if so, how?
7. How do you define personal success?
 - a. How is this different from your definition of professional success, if at all?
8. Is there anything pertinent to your life as a woman in the counseling field that you would like to discuss that perhaps has not been asked?

APPENDIX F

FOCUS GROUP PROTOCOL

Mixed Group (1):

1. How would you define the concept of professional identity?
2. How would you define professional identity as it relates to counseling?
3. What does it mean to be a successful counselor?
4. How do you think your professional identity relates to success in counseling, if at all?
5. What do you think is necessary for a person to be a counselor?
6. What does a counselor's life look like, personally and professionally?
7. How do you think your gender plays a role in your profession, if at all?
8. How does your gender impact your professional development, if at all?

Licensed Practitioner Group (2):

9. How are licensed professional counselors different from other mental health professionals, if at all?
10. How are practitioners different from other counseling professionals, such as counselor educators, in terms of professional identity if at all?

11. How are practitioners different from other counseling professionals, such as a counselor educator, in terms of how success is defined, if at all?

Doctoral Candidate Group (3):

9. How are those in the counseling field different from those working in other mental health professions, such as psychology or social work?
10. Describe your future goals following graduation.
11. How do you think your personal goals will influence your professional goals, if at all?

All Groups:

12. Is there anything else regarding your perspective of professional identity or success in counseling that you would like to share that perhaps has not been touched on thus far?

APPENDIX G

DEMOGRAPHIC SHEET

1. What is your sex? _____
2. What is your age? _____
3. Describe your racial/ethnic identity: _____
4. What is your religious affiliation or spiritual belief? _____
5. Are you (check all that apply):
 LPC Tenure-Track Counselor Educator Doctoral Candidate
6. How much of your annual income do you devote to professional development expenses, such as conferences, professional memberships, licensure renewal, and travel?
 Less than 1% 1-5% 6-10% 11-20% More than 20%
 (Ex) Based on a net income of 25,000: 1% is \$250, 5% is \$1,250, 10% is \$2500
7. What is your relationship status?
 Co-Habiting with a Partner/Committed Relationship
 Single
8. What is your family compositional living arrangement?
 I live alone I live w/ a partner I live with a partner & our children
 I live with a partner, children, and extended family
 I live with immediate/extended family
 Other: _____

APPENDIX H

PROFESSIONAL IDENTITY AND ENGAGEMENT SCALE (PIES)

Section 1. Beliefs about Counseling

Indicate your level of disagreement or agreement with each statement below.

Strongly Disagree -----Strongly Agree

1 2 3 4 5 6

Education

1. A counselor's role is to educate clients about dealing with future life stressors.
2. Guiding a client to achieve balance in all aspects of life is an important part of counseling.

Strengths

3. A goal of counseling is for clients to develop their ability to make their own choices.
4. Assist clients to identify available resources.
5. Client empowerment is an important aspect of counseling.
6. Counselors build on clients' strengths.
7. Counselor's help clients advocate for themselves.

Organization

8. Counselors should be active members of the American Counseling Association.
9. It is important for counselors to become licensed by their state if their job does not require that they be licensed.
10. It would be best if all counseling graduate programs were CACREP-accredited or CORE-accredited.
11. All counselors should become certified by the National Board for Certified Counselors (NBCC) or the Council on Rehabilitation Counselor Certification (CRCC).

Professional Distinction

12. Counselors should hold graduate degrees from academic programs in "counselor education," or "counseling," as opposed to holding graduate degrees from academic programs in "psychology."
13. The counseling profession is best described as a profession that is very similar to the profession of psychology and social work. R

14. It is acceptable for counselors to use titles such as “therapist,” psychotherapist, “human development professional,” or “mental health professional,” instead of the title, “counselor.” R
15. It is appropriate for counselors-in-training to receive their clinical supervision from related professionals including psychologists, social workers, psychiatrists, or psychiatric nurses. R

Therapeutic Relationship

16. It is important for counselors to pursue a long term relationship with clients. R
17. After completing counseling, clients need to return to counseling each time the same stressors reappear. R
18. Clients should depend on their counselors throughout their lifespan. R

Preparation

19. Counselors should more strongly identify with their counseling specialty area (such as rehabilitation, marriage and family, school, or career) rather than with the overall profession of counseling. R
20. Psychologists are generally better prepared than counselors for positions in the field of mental health. R

Spirituality

21. Addressing the mind-body-spirit connection is preferable in counseling.
22. Including spiritual concerns in counseling is inappropriate. R

Section 2. Professional Engagement

Organizational Activity

1. Are you an officer in any of the counseling associations mentioned above?

Yes Not applicable

No

2. Are you a committee member of any of the organizations mentioned above?

Yes Not applicable

No

Involvement

3. Have you ever volunteered for service to any of the organizations mentioned above?

Yes N/A

No

4. Have you ever attended a professional counseling conference?

Yes N/A

No

5. If you answered yes, how many conferences did you attend at each of these levels?

National

Regional (Multi-state)

State

Local

Not applicable

6. Have you ever presented at a professional counseling conference?

Yes

No N/A

7. If you answered yes, how many presentations did you make at each of these levels?

National

State

Regional (Multi-state)

Local

Not applicable

Promotion

8. Have you had a conversation with another mental health professional (not a counselor) about how professional counselors differ from other mental health professionals?

Yes

No

N/A

9. Have you ever had a conversation with someone who is not a mental health professional about how professional counselors differ from other mental health professionals?

Yes

No

N/A

Advocacy

10. Have you ever sent a communication (letter, e-mail, phone call, etc.) to a government office about a professional counseling issue?

Yes

No

N/A

11. Have you ever signed a petition about a professional counseling issue?

Yes

No

N/A

APPENDIX I

PROFESSIONAL IDENTITY AND VALUES SCALE (PIVS)

This inventory will assess your attitudes, beliefs and practices regarding your role in the counseling profession. As you take this inventory, apply the questions to your current role in the counseling profession, be it work with clients, students, or supervisees. Please indicate your agreement with each question by circling the number that best fits with your response impression.

SD= Strongly Disagree D=Disagree DS=Disagree Somewhat

AS=Agree Somewhat A=Agree SA=Strongly Agree

Use the scale above to determine your numbered selection.

Professional Orientation	SD	D	DS	AS	A	SA
1. It is important for clients to define their own personal goals.						
2. Clients should be dependent on counselors to help them cope with life issues.						
3. Building a strong relationship with a client is essential to the counseling process.						
4. Therapeutic interventions should be flexible with regard to a client's presenting concerns.						
5. Having a holistic perspective is an essential part of being a counseling professional.						
6. It is not conducive to the counseling process to take an expert position in determining what is best for my client(s).						
7. Assisting clients in advocating for their needs is an important component of one's role as a counseling professional.						
8. Client empowerment is a fundamental component in the counseling process.						
9. I believe most mental health issues are the result of diagnosable illness, requiring long-term medical and/or behavioral intervention.						
10. It is a counselor's primary goal to take responsibility for finding and connecting clients with community resources.						
11. An integral part of the counseling process is assisting clients in recognizing their strengths.						

12. An important part of a counselor's role is to provide an objective perspective for clients.						
13. Empathy is a necessary component in building a therapeutic alliance.						
14. It is important for counseling professionals to be involved in promoting the counseling profession.						
15. Integrating a focus on wellness is an important part of the counseling process.						

Professional Values	SD	D	DS	AS	A	SA
1. Community service is valuable for my work as a counseling professional.						
2. My work as a counseling professional is fundamentally connected to my personal spirituality.						
3. Counseling professionals work best when professional expectations are congruent with personal values.						
4. I think counselor educators and supervisors should also seek to work as counseling practitioners.						
5. Building strong professional relationships with other counselors is important to me.						
6. It is important that my professional and personal growth influence one another.						
7. Support from friends/family is a major factor in my decision to pursue professional endeavors.						
8. The quality of my professional work is more important than the quantity of work completed.						
9. My personal wellness is important to my work as a counseling professional.						
10. Awareness of social justice issues is an integral part of being a competent counselor.						

Professional Development	SD	D	DS	AS	A	SA
1. Overall, I do not feel confident in my role as a counseling professional.						
2. My approach to my work in counseling is largely modeled after those I perceive to be experts.						
3. Feedback from supervisors and experts serve as the primary means by which I gauge my professional competence.						
4. I am competent as a professional when my clients make prompt, noticeable progress towards their goals.						
5. I am unsure about who I am as a counseling professional.						
6. My current career path has been largely the result of happenstance.						
7. When determining my level of competence, I rely on my own self perception and tend to discount the opinions of others.						
8. I am beginning to formulate my personal definition of the counseling process based on my clinical experiences.						
9. I understand theoretical concepts but I am unsure how to apply to them.						
10. As I am constructing my role as a counselor, I focus largely on those opinions that validate my self perception.						
11. I am still in the process of determining my professional approach.						
12. My clinical intuition is typically more important than expert opinion with regard to my professional work.						
13. I always gauge my professional competence based on both internal criteria and external evaluation.						
14. In making professional decisions, I balance my internal professional values and the expectations of others.						

15. My professional knowledge is equally shaped by reflecting on both my experiences and expert opinion.						
16. I continually explore different areas of the counseling profession beyond my current competency to shape my professional identity.						
17. I am working on developing congruence between my professional and personal values.						
18. Based on my level of experience within the counseling profession, I have begun developing a specialization with the field.						
19. I have developed personal indicators for gauging my own professional success.						
20. I feel confident in my role as a counseling professional.						
21. I feel comfortable with my level of professional experience.						
22. At this stage in my career, I have developed a professional approach that is congruent with my personal way of being.						
23. I am fully confident that I can build a genuine professional relationship with anyone despite their background.						
24. I have developed a clear role for myself within the counseling profession that I think is congruent with my individuality.						

Success Values	1	2	3	4	5	6	N/A
<i>Please rank each value according to professional priority, 1 being the highest priority and 6 the least considered priority. Each ranking should be used only once. If an item listed is not a value for you in any way, please select "N/A" for not applicable.</i>							
Balance							
Recognition/Rewards for accomplishments							
Salary Level							
Time with Family/Friends							
Position of Leadership							
Feeling of Happiness							

Success Values	1	2	3	4	5	6	N/A
<i>Please rank each value according to professional priority, 1 being the highest priority and 6 the least considered priority. Each ranking should be used only once. If an item listed is not a value for you in any way, please select "N/A" for not applicable.</i>							
Quality of Work Completed							
Quantity of Work Completed							
Service to the Profession							
Client Improvement							
Productivity							
Number of Publications							

Success Values	1	2	3	4	5	6	N/A
<i>Please rank each value according to professional priority, 1 being the highest priority and 6 the least considered priority. Each ranking should be used only once. If an item listed is not a value for you in any way, please select "N/A" for not applicable.</i>							
Genuineness							
Confidence							
Personal and Professional Integration							
Personal and Professional Boundaries							
Meeting externally imposed expectations							
Meeting internally imposed expectations							

Success Values	1	2	3	4	5	6	N/A
<i>Please rank each value according to professional priority, 1 being the highest priority and 6 the least considered priority. Each ranking should be used only once. If an item listed is not a value for you in any way, please select "N/A" for not applicable.</i>							
Self Awareness							
Sense of Belonging							
Spirituality							
Authority							
Control							
Independence							

Of the values listed above, please write your top four with regard to your personal life:

Of the values listed above, please write your top four with regard to your professional life: (these can be the same as your personal values)

Demographic Sheet

Age:

Gender: Male Female Transgender Other

Religion: *(please select one with which you identify the most)*

Christian Islam Hindu Buddhist Jewish
 Agnostic Atheist Other

Ethnicity: *Please indicate the ethnic/cultural background to which you most identify
 (with the understanding that groupings provided may not entirely represent your identity)*

Caucasian/European Descent African-American/Caribbean/African Descent
 Native American/First Nation Hispanic /Latino/Latina Asian/ Polynesian
 Other

Are you currently serving as a: *(select all that apply)*

LPC Doctoral Student Masters Student School Counselor
 Tenured Counselor Educator Tenure-Track Counselor Educator Agency
 Counselor
 Adjunct Counselor Educator Private Practitioner

What is/was your primary or only masters level concentration?

School Rehabilitation Marriage and Family/Couples Gerontology
 Community/Mental Health Higher Education/College Counseling Other: _____

Please check all organizations to which you belong:

ACA CSI APA AAMFT ASCA CSJ
 ALGBTIC AMCD IAMFC ACES AACE ACC
 AADA ACCA ACEG AMHCA ARCA ASERVIC
 ASGW C-HEAD IAAOC NCDA NECA Other: _____

Family Composition:

- I live alone I live with a partner I live with a partner and our children
 I live with a partner, children, and extended family
 I live with immediate/extended family
 Other: _____

Relational Status:

- Co-Habiting with a Partner/Committed Relationship
 Single Married

How much of your annual income do you devote to professional development expenses, such as conferences, professional memberships, licensure renewal, and travel?

- Less than 1% 1-5% 6-10% 11-20% More than 20%

(Ex) Based on a net income of 25,000: 1% is \$250, 5% is \$1,250, 10% is \$2500

Counseling Approach

1 2 3 4 5 6

Please rank each value according to professional priority, 1 being the highest priority and 6 the least considered priority.

Focus on examining faulty beliefs and misconceptions to assist in the change process

Focus on the providing a safe environment for exploration of present experience and expressing feelings

Focus on providing encouragement towards changing perspective and behavior in developing socially useful goals

Focus on consciously resolving repressed and unconscious processes

Focus on collaborative dialogue for the co-creation of solutions and self meaning leading to positive change

Focus on empowerment and creating awareness of self in relation to external influences

APPENDIX J**PROFESSIONAL IDENTITY AND VALUES SCALE (PIVS)****EXPERT REVIEWER PACKET**

August 10, 2009

Amanda Healey
Old Dominion University
Department of Counseling and Human Services
110 Education Building
Norfolk, VA 23529

Expert Review Panelist:

Thank you for taking time out of your busy schedule to review this inventory. I would like you to know that I am extremely appreciative of your willingness to assist me in perfecting this assessment. Following, you will find information concerning the purpose and future of this research on professional identity in counseling. I have developed 49 items relating to three subscales. Each conceptual definition relates to a theme or themes pulled from a qualitative research study involving female professional counseling practitioners, tenure-track educators, and doctoral candidates. The inventory you will review is directly related to their opinions and perceptions of the counseling field. The purpose of this expert review is to gather data that will be used to provide information concerning inter-rater reliability and to perfect the final version of the inventory. Please feel free to contact myself or my dissertation chair, Dr. Danica Hays (dhays@odu.edu), with any questions or concerns you may have while conducting your review. I ask that you attempt to complete your work within **30 days** from receipt. I would like to begin the pilot study of this instrument as soon as possible, so as to adhere to the deadlines I have imposed for this research process. If you cannot adhere to this timeline, please let me know how much additional time you will require so that I can make adjustments, if I am able to do so.

Again, I very much appreciate the dedication of your time and effort associated with the final evaluation of this instrument. I would ask that you please take the time to thoroughly review the conceptualizations of each sub-scale prior to scoring and feel free to make comments concerning them. Additionally, make sure to reference these conceptual definitions when rating each item. I look forward to hearing back from you!

Sincerely,



Amanda C. Healey, M.A., LPC-MHSP, NCC
Doctoral Candidate
ahealey@odu.edu

Expert Reviewer Instructions

Enclosed you will find descriptions for three (3) conceptual dimensions and 49 items that comprise an instrument to assess professional orientation, professional values, and professional development. By assessing these three areas, a person's level of agreement with the current conceptualization of the counseling philosophy can be gauged and their professional development assessed. Professional development questions are in part based on information gathered from a qualitative study conducted prior to development as well as the information gathered by Skovholt and Ronnestad (1992) in their qualitative research on counselor development. A fourth area related to success values (24 items) is included as a purely exploratory measure that may warrant inclusion in the overall scale following pilot study and analysis.

Your participation is needed in order to verify that items correspond to the related dimensions. Please attend to the following tasks:

- 1) Complete the one-page demographic sheet.
- 2) Read the description for each of the three sub-scales and the exploratory success scale.
- 3) Rate the degree to which each item assesses EACH of the dimensions according to the following scale:

Not at All							Excellent
0	1	2	3	4	5	6	7

Place the appropriate number on the line below each dimension label. I intend to have each item correspond strongly to only one dimension, but would like feedback regarding the degree to which you believe each item corresponds to all dimensions. Each sub-scale will relate somewhat to one another, as they all are conceptually related to professional identity.

- 4) Attend to the clarity, flow, and wording of each item. Please provide comments beside the items (left column) as you see necessary. Additionally, you may make minor edits to items. This scale is intended for pilot release following your review in preparation for an exploratory factor analysis.

It is not necessary for you to be knowledgeable on concepts related to each individual item. I am most concerned with the clarity of the items and the degree to which an item corresponds with one or more dimensions. However, it is important that you review each sub-scale conceptualization prior to scoring the items. Please complete the reviewer demographic sheet.

Thank you for your participation.

The conceptualization for the **Professional Identity and Values Scale** is based on information gathered through a qualitative research process which involved female

counseling professionals serving in various professional roles within the field. The subscale related to professional orientation gauges agreement with beliefs commonly held with regard to the counseling profession. These beliefs are directly pooled from the voices of those professional individuals who participated in interviews and focus groups conducted on the topic.

Participants defined the counseling philosophy or **professional orientation** (15 items) as including the following:

The counseling philosophy consists of beliefs and values underlying the practice of counseling, counselor education and supervision. These beliefs embrace practice from a wellness perspective (which included a focus on strengths and prevention), empowerment, social justice and awareness, engaging others from a holistic point of view, advocacy for the profession as well as those being served, community and professional service, and recognition of the role of development with regard to presenting issues.

In addition to this philosophical underpinning, participants identified personal values they felt directly related to the profession of counseling. Participants related a strong connection between their personal value system and their engagement in the profession. Participants also felt that no matter what role one took within the counseling field; time should always be made to work as a practitioner. This was seen as important in the sense that this role would allow professionals to remain connected with community needs and issues related to practice. The actions those involved in this study choose to take as counseling professionals were therefore directly related to congruence with the following definition of **professional values** (10 items):

Congruence between personal and professional values allowed for a feeling accomplishment. In order to feel successful, it was important that certain personal values be met in conjunction with their professional life. These values included devotion to family/friends, belongingness, personal and professional growth through continuing education/journey toward self awareness, collegial support, spirituality, happiness, and a general feeling that their work offered a needed contribution to others. It was important for counseling professionals to feel as though they made a difference not only professionally, but in their own personal journey.

The third subscale gauges a counselor's level of **professional development** (24 Items). Based on answers in this section and scores from the professional orientation scale, those who complete this inventory will be placed into one of four developmental categories. These categories are based on participants' comments with regard to their own developmental process in the field, the work of Skovholt and Ronnestad (1992), as well as the work of Belenky, Clinchy, Goldberger and Tarule (1986) published under the title "Women's Ways of Knowing." Participants defined the overall concept of professional development in the following way:

A journey of discovering one's purpose with regard to their identity as a professional which moves from exploring different professions aligning with personal interest to a

commitment to involvement in the counseling field. Once this commitment is made, counselors move through stages of taking information in from expert sources, learning to value their own voice, integrating their experience and the opinions of others, through to constructing their own individualized perspective on their role within the counseling profession. Relationships and interactions with family, friends, and other professionals play a strong role in guiding the professional identity development.

Categorical definitions for development as a counseling professional are as follows:

Stage One: Imitation and Internationalization of Expert Beliefs (6 items)

At this stage of counseling development, an individual has identified the counseling profession has a field that seems to fit with their current personal values and needs. An individual may identify with certain aspects of the counseling philosophy, but is unsure as to how one would go about putting them into action as a practitioner. Someone at this level would not feel confident in their role as a professional and thus would be more likely to imitate those they perceive to be experts. Given their lack of familiarity regarding the profession, they are also likely to take on the beliefs and values of those they perceive to have more experience. These beliefs include not only an approach to practice but also values related to achievement and success; therefore, individuals at the stage may seek constant feedback and approval from not only experts but their clients. They may also have difficulty conceptualizing their own role in their professional development.

Stage Two: Acceptance of Inner Voice as Expert (6 items)

An individual at this stage has likely completed some training in the counseling field and has had some experiences working with clients as a mental health provider either through internship or employment. This individual may disregard the opinions of those who have had more experience or are in a teaching role if that information is in conflict with their own beliefs about the counseling profession. This is due to an increased level of comfort and a need to support a growing sense of competency. Experiences in the field have provided a base of knowledge from which a professional at this level can begin to determine their own approach to counseling and begin a process journey of self awareness. As this stage presents some personal vulnerability, professionals may be particularly sensitive to feedback and require support and empowerment. Information and feedback and evaluated skeptically but are reflected upon. At this stage, professionals may still have only a vague concept of their identity as a professional due to a lack of actionable theoretical and philosophical understanding.

Stage Three: Role Exploration and Balance of Voices (6 items)

At this stage, professionals have a clear concept of professional identity and are working on integrating the philosophy into their practice and personal beliefs. They may feel reasonably confident in their role as a counseling professional and seek to expand their knowledge by exploring other roles or specializations within in the profession. Due to this exploration, they may continue to experience aspects of the first two stages in an attempt to determine their authentic self within the field. Opinions from professionals viewed as respected experts are highly valued and critically evaluated in a process of personal growth and self reflection. Developing a sense of balance between personal and professional tasks is of great importance; however, they may seek a full integration of personal and professional values and philosophy. At this stage, professionals seek out and rely upon mentors to help guide them and provide perspective. If external expectations are at odds with their professional identity, a personal conflict can arise.

Stage Four: Individualization of Professional Beliefs (6 items)

An individual at this stage of professional identity development has a clear concept of their role as a counseling professional and what they can contribute to the field. They are involved in professional activities that are congruent with their personal values; however, they may “play the game” in an attempt to meet external expectations that are not in line with what they have determined to be their professional beliefs. The conflict between externally imposed values and professional identity may not be completely resolved, but the professional has developed a way in which they can deal with these pressures in an authentic and genuine way. The counseling philosophy is not just something that is practiced within the confines of their work, but is also an essential part of their personal life and relationships with others. A professional at this stage continues to engage in new learning and expose themselves to new professional experiences; however, the resulting knowledge and insight is integrated into what is a clearly defined, individual professional style.

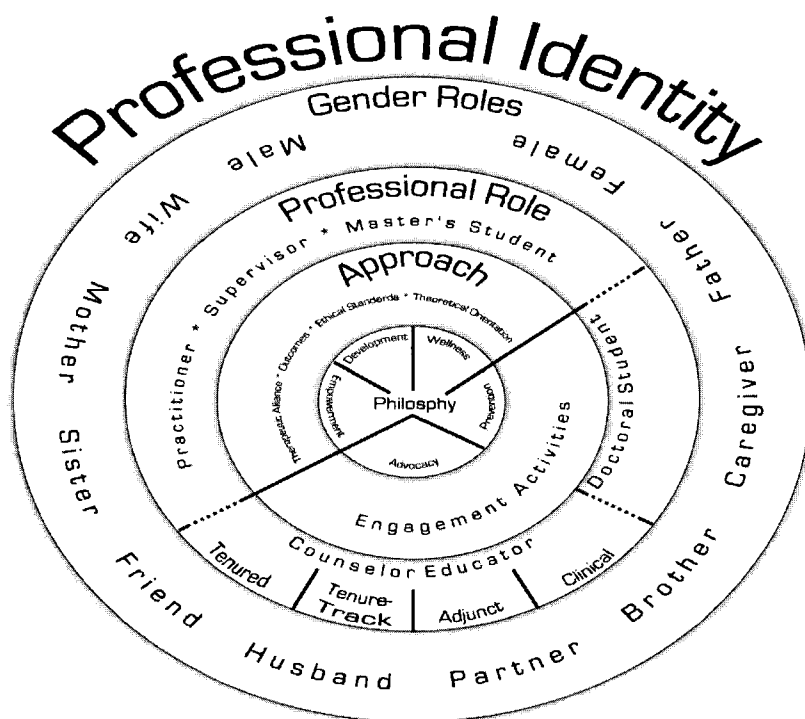
The final subscale relates specifically to **success values** (24 items) and is being used to determine if demographical differences exist prior to possible inclusion in the professional values subscale. As a result of this study, participants identified success values they perceived to be related to socially constructed gender roles. Women in this study felt their values related to success and achievement were different than those of many male counselors; however, they perceived their values to be in line with the counseling philosophy and some male values to be in conflict with that philosophy. Therefore, this portion of the scale will be devoted to evaluating that perception quantitatively prior to including possible gendered values into the overall identity scale.

The inventory will begin by providing the following instructions:

“This inventory will assess your attitudes, beliefs and practices regarding your role in the counseling profession. As you take this inventory, apply the questions to your current role in the counseling profession, be it work with clients, students, or supervisees. Please indicate your agreement with each question by circling the number that best fits with your response impression.

SD= Strongly Disagree D=Disagree DS=Disagree Somewhat
AS=Agree Somewhat A=Agree SA=Strongly Agree
 Use the scale above to determine your numbered selection.”

This conceptual map serves to depict the definition of the counseling professional identity as it relates to this study:



Reviewer Demographic Information

Age:

Gender:

Ethnicity:

Current Position (i.e. Counselor Educator):

Years of Experience in the Counseling Field:

Please provide your definition of or perceptions regarding the counseling philosophy:

What is, in your opinion, necessary for one to be a successful counseling practitioner?

How do you know if someone is a successful counselor educator?

(Success as an instructor in Higher Education)

Example Review:

Not at All

Excellent

0 1 2 3 4 5 6 7

Question	Goal	Comments
Counseling is the best mental health field in the United States.	Professional Orientation <u> 2 </u> Professional Values <u> 6 </u> Professional Development <u> 0 </u> <i>Stage One</i> <u> </u> <i>Stage Two</i> <u> </u> <i>Stage Three</i> <u> </u> <i>Stage Four</i> <u> </u>	
I am a counselor and I have no idea what I am doing.	Professional Orientation <u> 0 </u> Professional Values <u> 0 </u> Professional Development <u> 7 </u> <i>Stage One</i> <u> 7 </u> <i>Stage Two</i> <u> 0 </u> <i>Stage Three</i> <u> 0 </u> <i>Stage Four</i> <u> 0 </u>	

Exploratory Success Sub-scale:

Question	Goal	Comments
Dominance	Personal Value <u> 6 </u> Professional Value <u> 1 </u> Male <u> 5 </u> Female <u> 2 </u> Both <u> 0 </u>	I think this could be gendered in the sense that traditional cultural values influence...

APPENDIX K

SURVEY INFORMED CONSENT

The inventories presented in this study are intended for:

- a. Professional counselors who are licensed or working towards licensure [LPC]
(school, private practice, or other mental health settings)
- b. Counseling masters and doctoral students/candidates enrolled in CACREP institutions
- c. Counselor Educators

There is no known risk to those who choose to participate in this study. Questions pertain to your perceptions of constructs related to professional identity, development and values you ascribe to as a counselor. Questions regarding demographic information will also be collected. The information provided in this survey will be analyzed reported as part of the completion of the dissertation process at Old Dominion University. If you would like information regarding the results of this inquiry, please e-mail the primary researcher, Amanda C. Healey, at ahealey@odu.edu. This process includes the completion of two inventories designed to gauge professional identity: the Professional Identity and Values Scale (developed as part of this mixed-methods review) and the Professional Identity and Engagement Scale (developed by Puglia, 2008). If you choose to participate, it will likely take approximately ten to twenty minutes to complete all aspects of this research. We would ask that you take steps to ensure you are seated in a location that will allow for you to complete this survey without distraction or input from other professionals. Please indicate your agreement by selecting "I agree." If you do not wish to continue, please close your browser window.

Please use the back and forward buttons at the bottom of the survey page to navigate through the questions rather than using the back button on your browser.

This dissertation research is being chaired by Dr. Danica Hays (dhays@odu.edu) and committee members include Dr. Ted Remley, Jr. and Dr. Jennifer Fish.

Your participation is appreciated.

I AGREE to participate

I do NOT wish to participate

APPENDIX L

Qualitative Codebook

Theory:

Philosophical underpinnings of counseling are joined with the personal value system of female counselors. Women's values create the internal markers used to gauge personal and professional success. When there is a conflict between external expectations and internal values, women are confronted with a choice to determine how to meet external professional standards, superficially or otherwise, and still maintain their value system and priorities. This process of meeting standards (especially professional expectations) may be particularly difficult if the system in which women work does not account for women's multiple roles and may not be in line with core personal values, which creates an internal conflict.

» CODE BOOK «

Female Perspectives of Professional Identity and Success in the Counseling Field

Theme 1: Professional Development

Definition: A journey of discovering one's purpose with regard to their identity as a professional which moves from exploring different professions aligning with personal interest to a commitment to involvement in the counseling field. Once this commitment is made, counselors move through stages of taking information in from expert sources through to constructing their own perspective on their role within the counseling profession.

Sub-Theme: *Career Decision Making*

This theme represents the process by which individuals attempt to find a field in line with their personal beliefs and values. They may not perceive this process to be a result of conscious decision making but may view it as a process of happenstance and intuition.

Sub-Theme: *Counselor Development*

This theme describes a process by which participants recognized a movement through different ways of perceiving their role in counseling and finding their place within the field. They related stories involving a movement from imitation

of experts and internalization of their beliefs about the field, to questioning to those beliefs and valuing their own experiences and voices. Once the participants felt they had a clear understanding of experts and their own perceptions, they began a process by which they attempted to balance the internal and external values and beliefs in order to find their place and role within the counseling field. At this point, participants felt challenged as they attempted to integrate professional and personal values to find their identity as counselors. A few participants related moving into a place where they felt they were comfortable with their professional role and had established a clear individual path and belief system with regard to the profession.

Theme 2: Counseling Philosophy

Definition: The philosophical beliefs and values underlying the practice of counseling or counselor education. These beliefs embrace practice from a wellness perspective (which included a focus on strengths and prevention), empowerment, social justice and awareness, engaging others from a holistic point of view, advocacy for the profession as well as those being served, community and professional service, and recognition of the role of development with regard to presenting issues.

Theme 3: Practice of Counseling

Definition: The work of a counselor is one dependent on one's role or specialty within the field as well as their role within the profession. Roles may include that of a licensed professional counselor, student, supervisor, or educator. Counselors should be able to provide a supportive perspective, conceptualize client/student concerns, follow ethical standards, understand community resources and empower those they work with to utilize them, building a relationship and rapport with clients, and work with clients on goals that are determined collaboratively. Therapeutic interventions should be geared towards individual client needs. Continuing education is seen as a necessity. Counseling was seen as a multidimensional field with many options with regard to specialty and flexibility in terms of working environments.

Sub-Theme: Roles

The practice of the counseling profession is specific to the role that one serves within the field. This influences which practice areas are emphasized and how they are made actionable. Roles include counselor education, supervision, clinician, and student. Education emphasizes teaching the process by which one practices counseling and transfers alliance building and support to mentoring relationships with students. Counselor educators also focused on leadership, service, and scholarship. The counseling practitioner's role was directly related to client care and building cooperative relationships with colleagues and other mental health professionals in ensure client care. Supervision was mentioned in

conjunction with the practitioner role as a supportive function. Students were classified as those professionals who explore experiences within all of the aforementioned roles in order to determine their eventual position within the field.

Sub-Theme: *Professional Relationships*

The process of building relationships with clients, students, the community, counselors, and personally supportive individuals was voiced as an integral and foundational component to the appropriate practice of counseling within any role or specialization.

Theme 4: Mental Health and Counseling

Definition: The counseling field is perceived as one that has a different focus than other mental health fields such as social work and psychology; however, the practice of counseling overlaps with the process of other mental health professions. Counseling is seen to overlap with psychology in that counselors implement assessment and testing as well as diagnosis in conjunction with the holistic philosophical stance. However, these practices are not the focus of the counseling process as they might be for psychologists. Counselors overlap with the practice of social work in that they should be aware of community resources and services in the event that their clients may need to be educated about potential resources. Unlike social workers, counselors do not involve themselves in obtaining these services for clients but rather they educate and empower their clients to obtain these services on their own. Collaborative assistance may occur when there is an issue pertaining to social justice or client advocacy. Counselors also place an emphasis on a wellness orientation with regard to conceptualizing issues.

Theme 5: Success Expectations for Counselor Educators

Definition: External expectations for gauging success in academia is dependent on the focus of the university (research v. teaching focus) and one's track as an educator (tenure v. non-tenure track). Typically, the perception is that success is based on number of publications, research involvements, university and professional service, teaching evaluations, positions of leadership, and professional recognition. Therefore, successful doctoral students or counselor educators are those who devote time and effort into specifically into areas of research, publication, and professional leadership roles. When a professional has a high quantity of publications, presentations and leadership involvements, this person would then receive organizational recognition/be regarded as successful.

Sub-Theme: *Success Defined outside of Externally Imposed Values*

Female counselor educators and doctoral students defined success more in terms of the relationships that were established with students, providing mentorship, having good teaching evaluations, teaching according to student need, honoring student perspectives and providing service to the community in which they worked. This also included ascribing to and applying the counseling philosophy in the classroom. There was also a sentiment that, despite earning a doctorate, in order to teach well, an educator should still practice as a counselor.

Theme 6: Personal Values and Success

Definition: Congruence between personal and professional values/perspectives allowed for a feeling accomplishment. In order to feel successful, it was important that certain personal values be met in conjunction with their professional life. These values included devotion to family/friends, belongingness, personal and professional growth through continuing education/journey toward self awareness, wellness/balance, collegial support, spirituality, happiness, and a general feeling that their work offered a needed contribution to others. It was important for counseling professionals to feel as though they made a difference not only professionally, but in their own personal journey.

Theme 7: Success Conflict

Definition: A conflict arises when counselors value the integration of their personal values and beliefs with their practice within the profession. Externally imposed expectations with regard to assessment of success can create dissonance between what is valued by the counseling professional with regard to the counseling philosophy, and what is valued by the university, school, or agency. In order to meet external expectations that determine promotion and perceived success, personal sacrifices must be made with regard to time with friends and family as well as time for self care.

Theme 8: Gender Issues in Counseling

Definition: Perception that counseling is generally a field dominated by women due to the underlying philosophy alignment with values typically consistent with females. There is a perception that counseling is not as highly regarded as other mental health fields, such as psychology, due to the large number of female practitioners. Perceptions regarding the influence of gender roles in defining the counseling field may also impact client understanding and expectations with regard to the therapeutic process. Some participants felt client's would perceive women as natural caregivers and listeners and would view males as more directive; some women saw this as a logical conclusion because they believe traditional gendered views of behavior were possibly inherent.

Sub-Theme: Client Choice

Clients may select a counselor based on their gender for various reasons. Client's who may have issues or trauma related to a specific gender may make a choice regarding their counselor based on their past experiences. Clients may also view the counseling process as being more consistent with traditional views of acceptable female behavior, such as listening, being supportive, caring, and nurturing. Therefore, women who do not meet this expectation or men who are not expected to meet this expectation may have difficulties building a relationship or rapport with clients.

Theme 9: Gender Issues in Counselor Education

Definition: View that university system does not value the multiple roles women are societally expected to maintain outside of their professional responsibilities. These perceptions lead to concern that male counselor educators were better able to meet the requirements of tenure as society did not expect them to adhere to multiple roles outside of their chosen career path. There was also a perception that teaching and community service were not highly valued, which may be more consistent with female priorities. Student perceptions of female instructors also played a role in relationships with students and student evaluations of instruction.

Sub-Theme: Student Gendered Expectations of Faculty

There was a perception that students expected different treatment from and/or responded differently to faculty members based on gender. Female instructors felt that students were sometimes less respectful, overly challenging, and expected to discuss their personal issues with them in order to receive nurturance or build a friend-like relationship. Whereas male instructors were not expected to be nurturing and received greater automatic respect due to their gender. Age was also seen to be a contributing factor with regard to this issue. There was concern that if female instructors did not meet these traditional gender role expectations, they could receive poor student evaluations.

Sub-Theme: Power and Values Conflict

Some female faculty perceived that in order to receive the same respect from students that male instructors received, they have to compensate for their gender by keeping hierarchical boundaries. Women involved in the study voiced concern about this, in that it was not their preferred way of relating to students, but felt it was necessary to maintain a respectful and appropriate learning environment.

Theme 10: Gender and Success

Definition: Women in the counseling field generally perceive that externally imposed markers for success are related to male values for success – leadership, recognition, salary, and devotion to work. Because these values shape the focus for how they are evaluated in terms of their professional progress, women feel that personal sacrifices must be made that challenge traditional roles that are still expected with regard to child rearing, partnership, and family. Due to this split focus, some of the women in the study perceived women as needing to work harder in all realms in order to be perceived as doing well or meeting expectations.

Sub-Theme: *Agreement* with masculine values as a necessary process for success.

Through this process, women questioned their own perceptions of gender bias (sometimes stating they did not want to be biased towards men) in the counseling field and some equated gender issues to biological fact (i.e. women are better nurturers and men are better leaders) or did not notice gender issues as being relevant or even feel reverse discrimination is occurring.

Sub-Theme: *Awareness* of culturally imposed gender role expectations and the possible impact on evaluation of professional success.

Sub-Theme: *Women and gender role expectations* regarding the need for balancing and succeeding in traditional roles as well as excelling with regard to professional expectations.

Theme 11: Belonging and Mentorship

Definition: General feeling of being part of something greater than oneself that is serving a societal purpose and provides personal meaning. In order to obtain this feeling of belonging within the profession, the need for mentorship is needed to provide direction and help create awareness of professional expectations. This feeling of belonging also assisted in providing a sense of comfort for self exploration and influenced spiritual beliefs.

Theme 12: Blending of Personal and Professional Roles

Definition: The need for balance between professional and personal roles is seen as a necessity in order to function optimally in both areas. Participants related a desire to attempt to balance the tasks or expectations associated with being a successful counselor with their personal lives while maintaining the professional and personal beliefs and values through which they function. Due to the large amount of tasks related to the profession, women felt a conflict between their professional and personal

values (specifically wellness) and their attempts to meet the expectations of the profession. Many women felt they needed to sacrifice their values in order to succeed.

Sub-Theme: *Gender Roles and Professional Behavior*

Women discussed traditional gender roles for women and how those influenced their actions as counselors – being supportive of clients and colleagues, playing a supportive role rather than seeking leadership, working collaboratively.

Sub-Theme: *Growth and Self Awareness*

High value was placed with regard to how personal and professional experiences affected one another in a way that lead to heightened self awareness and personal growth. This process was seen as one that made counselors better in their roles within the profession as well as in their personal lives. Values such as acceptance, affirmation, advocacy, and service provided personal and professional challenges that influenced growth and confidence.

Theme 13: Success Expectations for Counseling Practitioners

Definition: Practitioner success is defined as a process restricted by managed care and agency oversight bodies as well as one influenced by counseling associations. This would include the need for client chart maintenance, measureable client improvement/outcome research, coordination of client care with other mental health professionals, promotion and salary, recognition, and ethically responsibly practice. However, practitioners focused on the counselor-client relationship and improvement or success as noted through that relationship. They also related success to integration of the counseling philosophy to meet individual client needs.

Theme 14: Relationships

Definition: Throughout career roles and decisions, professional responsibilities, perceptions of success and individual growth was the need for and focus on building and maintaining relationships with others. These others included mainly family and friends but also involved the need for supportive collegial relationships as well. Building relationships was seen as foundational to the counseling process and essential to the attainment of success. Through these relationships, participants felt a sense of belonging, support, and self grounding. Women also felt that through their relationships with clients, they would be in a position to provide needed support for client growth and insight. Many counselors felt honored by their client's stories and felt that their therapeutic relationships also influenced their own individual growth.

Theme 15: Perceptions of men and women in counseling

Definition: Participants discussed the influence of traditional gender roles on the counseling field and how those expectations become actionable on a daily basis. The

women who participated in this study felt that the theoretical development of the counseling field was male dominated and felt this influenced, in addition to sustained cultural forces, the development and status of women in the profession. There was a perception that women were seen as naturally good at caring for, supporting and nurturing others and therefore were particularly suited for the role of counseling practitioner. However, participants felt that if a woman attempted to enter into leadership or was involved in research, she had to work harder than her male counterparts in order to receive the same respect.

Theme 16: Values

Definition: Those things that were recognized by participants to be the most important aspects of women's personal and professional lives. It was widely recognized that these values were very inter-related and either could not be separated, or strongly influenced one another.

APPENDIX M

Professional Identity and Values Scale – Revised

Professional Orientation and Values	SD	D	DS	AS	A	SA
1. Awareness of social justice issues is an integral part of being a competent counselor.						
2. Clients should be dependent on counselors to help them cope with life issues. (R)						
3. Building a strong relationship with a client is essential to the counseling process.						
4. Therapeutic interventions should be flexible with regard to a client's presenting concerns.						
5. Having a holistic perspective is an essential part of being a counseling professional.						
6. Assisting clients in advocating for their needs is an important component of one's role as a counseling professional.						
7. Client empowerment is a fundamental component in the counseling process.						
8. I believe most mental health issues are the result of diagnosable illness, requiring long-term medical and/or behavioral intervention. (R)						
9. It is a counselor's primary goal to take responsibility for finding and connecting clients with community resources. (R)						
10. An integral part of the counseling process is assisting clients in recognizing their strengths.						
11. An important part of a counselor's role is to provide an objective perspective for clients.						
12. Community service is valuable for my work as a counseling professional.						
13. It is important for counseling professionals to be involved in promoting the counseling profession.						
14. Building strong professional relationships with other counselors is important to me.						
15. The quality of my professional work is more important than the quantity of work completed.						

16. My personal wellness is important to my work as a counseling professional.						
17. My work as a counseling professional is fundamentally connected to my personal spirituality.						
18. Counseling professionals work best when professional expectations are congruent with personal values.						

Professional Development	SD	D	DS	AS	A	SA
1. Overall, I do not feel confident in my role as a counseling professional. (R)						
2. My approach to my work in counseling is largely modeled after those I perceive to be experts.						
3. Feedback from supervisors and experts serve as the primary means by which I gauge my professional competence.						
4. I am unsure about who I am as a counseling professional. (R)						
5. I understand theoretical concepts but I am unsure how to apply to them. (R)						
6. I am still in the process of determining my professional approach. (R)						
7. I always gauge my professional competence based on both internal criteria and external evaluation.						
8. In making professional decisions, I balance my internal professional values and the expectations of others.						
9. Based on my level of experience within the counseling profession, I have begun developing a specialization with the field.						
10. I have developed personal indicators for gauging my own professional success.						
11. I feel confident in my role as a counseling professional.						
12. I feel comfortable with my level of professional experience.						
13. At this stage in my career, I have developed a professional approach that is congruent with my personal way of being.						
14. I have developed a clear role for myself within the counseling profession that I think is congruent with my individuality.						

VITA

Amanda C. Healey earned her masters degree from East Tennessee State University in Counseling with a dual concentration in Marriage and Family Therapy and Community Counseling. She is a Licensed Professional Counselor (LPC) in the state of Tennessee where she worked as a masters level practitioner for two years prior to beginning her doctoral studies. She received the American Counseling Association's Glen E. Hubele Graduate Student Award, the Chi Sigma Iota National Honor Society award for Outstanding Doctoral Student and a national fellowship from the same organization in 2009. Ms. Healey also received the Nancy Topin-Bazin scholarship from the Women's Studies Department at Old Dominion University for the 2008-2009 academic year. She was a doctoral student in the Counseling and Human Services Department at Old Dominion University, 110 Education Bldg. Norfolk, Virginia 23529.

Ms. Healey is currently employed as a graduate teaching assistant at Old Dominion University where she has taught undergraduate human services courses and masters level counseling courses under the supervision of full-time faculty. She is also employed as a research assistant at Eastern Virginia Medical School and an adjunct instructor at Tidewater Community College. Ms. Healey serves as the editorial assistant for the *Counseling Outcome Research and Evaluation* journal, is a member of the Counselor's for Social Justice Membership Committee, and is the editor for the *NewsNotes* quarterly newsletter publication for the Association for Assessment in Counseling and Education. She has presented over 20 times at international, national, regional, and state conferences and has published four referred journal articles on topics including self injury, Adlerian and feminist theory in counseling, and dating violence.