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African American Women in Leadership Positions:
A Qualitative Study

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DISSERTATION

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Abstract

In today's society, an accurate representation of female minority leadership is needed. This study explored the (a) leadership development of African American women, (b) means and hindrances that African American women leaders met on their pathway to success, and (c) role of resilience among African American women. The current research was guided by the Smith (2010) study; Smith completed research on this subject matter using African American males. The current research used women rather than men but maintained the same methodology. The Consensual Qualitative Research Method (CQR; Hill, Thompson, & Williams, 1997; Hill et al., 2005) was used to analyze archived interviews of two past African American female presidents of a national diversity mental health association to identify themes and constructs that emerged from the interviews. The themes and constructs were used to identify the leadership development, the means and hindrances, and the role of resilience among African American women. The results of the current study also indicated that (a) positive feedback/success experience, (b) mentorship, (c) good educational experiences (d) early leadership involvement, and (e) attendance at conventions were instrumental for the participants' leadership development. The results of the current research are consistent with the Smith (2010) findings.

African American Women in Leadership Positions: A Qualitative Study

African Americans are underrepresented in leadership positions in the mental health field (Smith, 2010). Though there has been a recent movement to improve this, such as the creation of Division 45: Society for the Psychological Study of Culture, Ethnicity and Race, founded in 1986, along with the creation of the Society of Counseling Psychology American Psychological Association Division 17's Section on Ethnic and Racial Diversity (SERD), there continues to be a lack of African American female leadership in the mental health field. Improvement in this area would be beneficial for mental health professionals and for the clients they serve. An accurate representation of society's racial makeup in the mental health field may lead to a widened cultural lens for professionals in the mental health field. It may also lead to an increase in utilization of mental health services by African Americans.

There is limited research about African Americans in leadership positions (Charleston, 2001). There is, however, research on how stereotypes and African American's history of oppression contribute to African American women not attaining leadership positions as well as research on barriers to African American women attaining leadership positions (Reynolds-Dobbs, Thomas, & Harrison, 2008). Though there is some research in these areas, a more thorough search of the literature indicated that further research is needed on African American women in leadership positions.

Smith (2010) added to the limited research on African Americans in leadership positions by completing research that identified "(a) the development and characteristics of leaders, (b) the barriers and paths navigated by successful African American males, and (c) the research on resilience particularly in the African American community" (p.3). The Smith 2010 study was replicated; however, African American women were used rather than African American men.

This study sought to contribute to knowledge in the areas of (a) leadership development of African Americans, (b) the means and hindrances that African American leaders met on their pathways to success, and (c) the role of resilience among African Americans. A recent qualitative study explored these questions with African American males (Smith, 2010), so this research focused on African American women. The result of the current research on African American women in leadership positions in the mental health field contributes to the knowledge on how to cultivate future African American women leaders in the mental health field and can also be used to generalize how to cultivate successful African American women leaders in other areas.

Past African American Female Leaders

In 2011, a list of the most influential African American leaders was developed by TheGrio.com. The female leaders on the list were the primary focus. The first noteworthy female member on the list is Shirley Chisholm, who was born in 1924 in Brooklyn, New York, to West Indian immigrants (Mungen, 2000). At the age of three, Shirley was sent to live with her grandmother because her parents were unable to afford to care for her. She spent the next seven years of her life learning from her grandmother the importance of compassion and caring for the well-being of others. Shirley also learned about political awareness when she returned to live in Brooklyn's ethnically diverse Bedford-Stuyvesant neighborhood (Mungen, 2000).

Shirley's political awareness led to her involvement in the political world in the mid 1950s, with her involvement in several organizations (i.e., the Bedford-Stuyvesant Political League, the Democratic Women's Workshop, the National Association for the Advancement of Colored People [NAACP], the League of Women Voters, and the Seventeenth Assembly District Democratic Club). In 1960, she was a founding member of the Unity Democratic Club, and in

1964, her election to the State Assembly for the Fifty-Fifth District made her the first African American woman from Brooklyn to serve in state legislature. During this time, Shirley was one of eight total African Americans and the only female representative in the State Assembly. Her responsibilities at this time included developing a program that was designed to increase opportunities for disadvantaged youth. She also worked on legislation that provided unemployment insurance for domestic employees (Mungen, 2000).

Shirley contributed to the women's movement and was also known for requesting an increase in federal reimbursement of state welfare programs. She advocated for the National Abortion Rights Action League (NARAL), was one of the original members of the National Women's Political Caucus, and assisted in the formation of the National Political Congress of Black Women (NPCBW). In 1972, she campaigned for the presidency of the United States, which made her the first African American woman to do so (Mungen, 2000).

The second female member on the list is Barbara Jordan. Barbara was born on February 21, 1936, to a father who was a warehouse clerk and part-time clergyman in Houston, Texas (Marks-Ellis, 2000). Barbara lived in a home with her parents, two siblings, and grandparents. Her maternal grandfather, a former minister and businessman, was responsible for influencing Barbara to be strong and determined. This strength and determination was fostered when Barbara worked with her grandfather at his junk business. It was during this period, that Barbara's grandfather taught her to be self-sufficient, driven, and determined, and to be strong willed, and independent. These characteristics would serve her well in her pursuit to become an attorney. In 1959, she was one of only two African Americans that graduated from Boston University Law School. She then passed the Massachusetts and Texas bar examinations and opened up a law practice in Texas. Eventually, Barbara would become the first African American state senator

since 1883, the first female state senator, and the first congresswoman that was African American and from the South (Marks-Ellis, 2000).

Another African American woman of importance is Rosa Parks. Rosa Parks was born as Rosa McCauley in Tuskegee, Alabama, in 1913. She was born to Leona McCauley, a school teacher, and to her father, a construction worker. Rosa began working at the age of six as a field hand to supplement her mother's income during her father's absence (Smith & Wynn, 2009). Due to her father's absence, Rosa and her mother moved to Montgomery, Alabama. While in Montgomery, Rosa attended the Montgomery Industrial School for Girls, which was a school for African American girls (Smith & Wynn, 2009). Rosa's family could not afford the tuition, thus Rosa worked as a janitor in exchange for her tuition. Rosa then attended Booker T. Washington High School which she completed in 1934. Rosa was married to a civil rights activist and barber (Smith & Wynn, 2009).

Rosa was influential in the civil rights movement. Rosa and her husband were dedicated members of the Montgomery chapter of the NAACP; she also served as the secretary and the youth leader of the Montgomery Chapter. On December 1, 1955, Rosa was arrested for refusing to give her seat on a city bus. The incident enraged the black community and sparked the Women's Political Council and the Montgomery Improvement Association (MIA) to start the Montgomery Bus Boycott. The boycott lasted 382 days and led to segregation on city bus services being deemed unconstitutional (Smith & Wynn 2009).

The next influential African American leader is Ida Bell Wells-Barnett. Ida was born in 1862, in Holly Springs, Mississippi, just before slaves in the south were freed by the Emancipation Proclamation. Ida's parents and a sibling died in 1878, as a result of a fever

epidemic. She was orphaned and left to care for her five siblings (Bay, 2002). She secured a teaching position at a country school so that she could care for her siblings.

Ida became actively involved in the pursuit for human rights and justice after an incident where she was removed from a Caucasian women-only coach bus. This incident angered Ida and sparked her writing career; she wrote about the incident in a church newspaper and then began writing in the *Free Speech and Headlight*; in which she primarily criticized the school system (Peebles-Wilkins & Francis, 1990).

Ida not only criticized the school system, but she actively denounced lynching (Peebles-Wilkins & Francis, 1990). Ida traveled throughout the East, Midwest, and even Great Britain to lecture about ending lynching. Her efforts were successful and Great Britain supported that lynching come to an end. Ida's efforts were also directed to creating and leading the Ida B. Wells Club (Peebles-Wilkins & Francis, 1990). This organization was responsible for creating the first kindergarten in Cook County, Illinois, and advocating for families. She was also responsible for establishing the Protective Association for Black Citizens and led Marcus Garvey's Universal Negro Improvement Association at the Paris Peace Conference (Peebles-Wilkins & Francis, 1990).

Another woman of importance, Ella Baker, was born in Norfolk, Virginia, in 1903 (Ransby, 2003); she was the granddaughter of slaves (Weltman, 2004). She was a graduate of Shaw University in 1927 (Weltman, 2004). After her graduation and during the Great Depression, Ella moved to Harlem, where she was employed by the Works Progress Administration and worked to organize consumer cooperatives (Weltman, 2004).

Ella was also a contributing factor in the Civil Rights Movement. She laid the groundwork for the movement while working as a field secretary and director of branches of the

NAACP. Ella contributed to the Civil Rights Movement by encouraging Rosa Parks and raising money to help sustain the bus boycott (Weltman, 2004). Ella served as an administrator, organizer, and executive director of the Southern Christian Leadership Conference (Weltman, 2004). Ella also contributed to the Civil Rights Movement by being instrumental in organizing the sit-ins to integrate lunch counters (Weltman, 2004).

Barriers to Leadership in the Workplace for African American Women

Consistent with all women in the United States, African American women struggle with attaining leadership positions due to common barriers such as limited networking opportunities, lack of available role models and mentors, and minimal high-visibility assignments (Reynolds-Dobbs et al., 2008). However, unlike Caucasian women, advancement of African American women in the workplace is negatively affected by racial stereotyping of African Americans.

In 2010, the Office of Federal Operations (OFO) directed the Equal Employment Opportunity Commission (EEOC) to investigate what negatively impacts African Americans in the workplace. The EEOC produced the African American Workgroup Report in 2013; the African American Workgroup reported detailed seven obstacles for African Americans in the workplace.

1. “Unconscious biases and perceptions about African Americans still play a significant role in employment decisions in the federal sector.”
2. “African Americans lack adequate mentoring and networking opportunities for higher level and management positions.”
3. “Insufficient training and development assignments perpetuate inequalities in skills and opportunities for African Americans.”

4. “Narrow recruitment methods negatively impact African Americans.”
5. “The perception of widespread inequality among African Americans in the federal workforce hinders their career advancement.”
6. “Educational requirements create obstacles for African Americans in the federal workforce.”
7. “EEO regulations and laws are not adequately followed by agencies and are not effectively enforced.”

The EEOC reported that unconscious biases are the first obstacle for African Americans in the workplace. Modern discrimination practices tend to be based on subtle stereotypical associations motivated by unconscious biases. An example is the stereotype-based view that African Americans are not suitable for high-level positions because these are seen as traditionally atypical for them. Additionally, since high-level positions are considered unconventional for African Americans, it is assumed that they will not be able to successfully manage these positions and thus, they are often determined to be not worthy of promotion (EEOC, 2013).

According to the EEOC, the second obstacle for African Americans in attaining leadership positions is their relative lack of networking opportunities and lack of adequate mentoring. Professional networks help by providing information on unadvertised employment opportunities and can also be a source for references. African Americans have weaker networking opportunities than other groups because they have limited associates and relatives that are in sufficiently high level positions to help with securing inter-professional relationships. Mentoring serves many purposes in professional and personal development. Mentoring aids with developing a person’s individual ability and knowledge. Mentoring also aids with entry and

advancement; the mentor may use his or her influence to promote the mentee. The mentor also serves as a model for the mentee on how to behave in an appropriate manner for their new social and professional role (EEOC, 2013).

The third obstacle reported by the EEOC for African American woman in attaining leadership positions is their insufficient training and development assignment opportunities; these assignments are often used to expand employees' knowledge required to perform adequately in a supervisory position. The lack of adequate training to be in supervisory positions further undermines African Americans' opportunities for advancement (EEOC, 2013).

The fourth obstacle faced by African Americans is the limited recruitment method used by employers to secure employees. This often leaves African Americans at a disadvantage. There are several recruitment processes that limit African American's access to securing employment. Candidates are often recruited from distinguished colleges and universities that tend to have few African Americans graduates. Leadership positions are advertised at predominantly African American institutions on a limited basis and professional African American organizations are underutilized in the recruitment of African Americans for employment. Predominately African American universities and African American organizations are also underutilized in the recruitment of interns (EEOC, 2013).

The EEOC also reported that the belief held by many African Americans, that they will not be promoted to leadership roles, often hinders their career. If African Americans, or other underrepresented groups, perceive limited chances for advancement, it reduces their desire to secure career advancement. If African American employees feel as though their hard work will not be rewarded, it creates a feeling of injustice and leads to their not contributing to their organization (EEOC, 2013).

The sixth obstacle affecting African Americans with securing leadership positions in the workforce as reported by the EEOC is educational requirements. African American's history of being legally prevented from attending colleges in the past has also affected their ability to secure leadership positions. Despite African Americans being legally allowed to attend college presently, there continues to be a gap between the percentages of African Americans that have attended college compared to Caucasians that have attended college. This disparity contributes to having fewer African Americans to select from for leadership positions (EEOC, 2013).

The final obstacle affecting African Americans from securing leadership positions in the workforce, as reported by the EEOC (2013), is agencies not abiding by laws and regulations on equal employment opportunities. Agency managers are often not held responsible for discrimination issues and are often not disciplined for taking part in unlawful discrimination practices. Many agencies do not have standards with regards to disciplining management responsible for equal employment opportunities.

Multicultural and Gender Diversity in Mental Health Services

There are approximately 34 million African Americans in the United States, which is approximately 12% of the total population (U.S. Census Bureau, 2001). Heppner and O'Brien (1994) reported that as American society becomes more multicultural, multiracial, and multilingual, there is a need for counselors to provide more culturally competent services to a more culturally diverse group of people. Members of a minority group tend to underutilize services and terminate counseling services after one session at a significantly higher rate than the majority group. Sue, Zane, and Young (1994) also reported that when compared to Caucasians, African Americans terminate therapeutic services more abruptly. One explanation for this lack of utilization of services is due to the lack of representation of African Americans in the mental

health field. Holzer, Goldsmith and Ciarlo (1998) estimated that African Americans make up only 2% of psychiatrists, 2% of psychologists, and 4% of social workers. Thus, African Americans seeking to receive mental health services from African American providers would have difficulty doing so.

African American women's race and gender coalesce to affect their mental wellbeing. Specifically, their experiences of racism and sexism are fundamental in their mental health functioning (Robinson-Brown & Keith, 2003). Several studies have explored the prevalence of mental health illness in African American women. The Epidemiologic Catchment Area (ECA) Study, sponsored by the National Institute of Mental Health, gathered epidemiological data on mental illness (Robinson-Brown & Keith, 2003). The sample size was 18,572 and the Diagnostic Interview Schedule was used to assess for the presence of psychiatric disorders in the sample. The results of the study indicated that African American women experienced higher rates of schizophrenia and anxiety during a one-year period than African American men and Caucasians. The specific types of anxiety were: (a) generalized anxiety, (b) somatization, and (c) phobia. African American women also had higher rates of alcohol and drug abuse than Caucasian women and higher rates of major depression and obsessive-compulsive disorders than men. The study also found African American women had higher rates of mania than Caucasian men (Robinson-Brown & Keith, 2003).

Prevalence of Mental Illness in African American Women

The National Institute of Mental Health funded another epidemiologic study that measured the prevalence of mental illness. The aim of the study was to gather information on the comorbidity of substance abuse and non-substance abuse disorders in the United States population. The sample consisted of 8,098 participants ranging from 15 to 54 years of age and

from 48 states. A modified version of the Composite International Diagnostic Interview was used to assess for the presence of psychiatric illness. The results of the study indicated that African American women experienced higher rates of dysthymia, mania, phobia, post-traumatic stress disorder (PTSD), and schizophrenia during a one-year period than African American men and Caucasians (Robinson-Brown & Keith, 2003).

Minorities' Underutilization of Mental Health Services

The lack of multicultural competence of practitioners is also a factor in the underutilization and premature termination on the part of minorities. Increased multicultural competence can combat the concern expressed about mental health providers not meeting the psychological needs of diverse groups (Sue et al., 1994).

Roysircar (2003) reported that it is essential that counselors assess their qualifications to meet their culturally different client needs. Competence in working with diverse clients is essential for all therapists (Roysircar, 2004). Another effective way of improving the participation of African American women in mental health treatment is to increase the number of female African American mental health providers.

An increase in African American women leaders in psychology may attract more African American women to become psychologists. This increase in African American women providing mental health services could also provide more options for both male and female African Americans to receive treatment.

Purpose of the Study

This study builds on past literature in the areas of (a) leadership development of African Americans, (b) the means and hindrances that African American leaders met on their pathways to success, and (c) the role of resilience among African Americans; specifically, African

American women. The results of the present study contribute to the knowledge on how to cultivate African American women leaders in the mental health field and in other areas. Two archived interviews of past female presidents of a national diversity mental health association were analyzed to accomplish the goals of the study.

It is important to note that the organization in which the interviewees were past presidents maintained six bylaws promoting multiculturalism. The organization encouraged (a) multiculturalism, (b) improving standards of mental health services received by minorities, (c) discovering and eliminating negative conditions impacting people of all cultures, (d) developing programs to benefit minorities, (e) advocating for fair work conditions of all cultures, and (f) publishing a journal and career development resources (Smith, 2010). Due to the bylaws of the organization and its primary multicultural focus, some of the themes that arise may be due to the interests of the organization (Smith, 2010).

Research Questions

This study duplicated of the Smith (2010) study; thus, the research questions from the Smith (2010) study were used but made relevant to women. Like the Smith (2010) study, this study explored the interviewee's paths through their professional lives, and more specifically, their paths and functions in a national diversity mental health association. The Consensual Qualitative Research Method (CQR; Hill et al., 1997; Hill et al., 2005) was used in the analysis to identify themes and constructs that emerged from the interviews. Rather than posing a hypothesis based on literature, the CQR employs a method in which the findings emerge from interviews (Smith, 2010). The first set of research questions are general and guided by the original interview questions (See Appendix A for the interview questions posed to the leaders).

First Set of Research Questions

1. Were there common and unique critical incidents for these women that propelled them toward being active in the field of multiculturalism?
2. Are there commonalities and uniqueness in regards to how these women entered the counseling field?
3. Do these women have common and unique self-described leadership strengths?

Second Set of Research Questions

The second set of research questions are guided by Bennis (2009) literature on resilience and characteristics of a leader (Smith, 2010). It is important to note that these questions were not asked during the initial interview. Thus, the past presidents did not answer specific questions based on their resilience and leadership characteristics. However, based on a review of the literature, it was concluded that the past presidents would identify protective factors and leadership characteristics when discussing their personal lives and their paths to becoming presidents of a national diversity mental health association (Smith, 2010).

1. What protective factors do the interviewees identify or describe as assisting them in their successful trajectory through higher education?
2. What characteristics of the interviewees emerged from the data overlap with those found in Bennis (2009) leaders?

Summary

Though there have been efforts to change this, African American women continue to be underrepresented in leadership positions in the mental health field. This study builds on past literature in the areas of (a) leadership development of African Americans, (b) the means and hindrances that African American leaders met on their pathways to success, and (c) the role of

resilience among African Americans; specifically, African American women. Limited networking opportunities, lack of available role models, minimal high-visibility assignments, and being negatively affected by racial stereotyping were contributing factors to African American women's under representation in leadership positions in the mental health field.

The current state of multiculturalism and gender diversity in the mental health field is concerning. The impact of racism and sexism has increased the prevalence of mental health disorders for African American women. Despite this increased need for mental health services, African Americans underutilize mental health services. The lack of representation of African Americans in the mental health field has led to the underutilization of mental health services by many African Americans. The ability to cultivate African American leaders, especially female African Americans, in the mental health field will help improve this issue.

Review of the Literature

This literature review is divided in sections. The first section is barriers to academic success for African Americans. Barriers stemming from history of oppression, barriers stemming from social factors, barriers stemming from environmental factors, and barriers stemming from psychological factors are discussed. In the second section, racism and stress related to racism is discussed. Sexism and academic expectations is the third section of the literature review. The fourth section of the literature review is the intersection of race and gender. The fifth section, overcoming barriers to academic success, offers solutions to the academic gap. The subject matter then shifts from barriers to academic success to barriers to professional success. Barriers to professional leadership for African American women is the sixth section in the review of literature. The seventh section is critical experiences and women's leadership development. The final section offers solutions to barriers to leadership for African American women.

Barriers to Achieving Academic Success for African Americans

African American's history of oppression has been the most negative factor impacting their ability for academic success. African American's history of oppression has led to urban environments with high crime and poverty. The prevalence of violence in many urban communities has led to hyper-vigilance in schools and in communities, which has resulted in the reduced emotional availability of African American students to concentrate and complete assignments. Their emotional availability is also negatively affected by their hopelessness due to increased poverty.

Barriers Stemming from History of Oppression

There are several theoretical models that attempt to explain what may cause academic failures and academic success for African Americans. One such model proposed by Fordham and Ogbu (1986) stated that due to African Americans' history of being oppressed, they have developed an identity that rejects oppressive dominant culture and institutions. The American educational system is one such institution that has been rejected by African Americans due to their history of oppression and segregation in this setting. Older African American children that are aware of the job ceiling for African Americans often reject the value of working hard in school due to being aware that, despite their educational attainment, it will most likely not lead to successful job attainment (Fordham & Ogbu, 1986). The job ceiling for African Americans, as well as the history of substandard schools for African Americans, results in African Americans developing attitudes of mistrust towards the American educational system, which then results in non-compliance of school norms. Fordham and Ogbu also suggested that African Americans who identify with Afrocentrism and do not adapt "Uncle Tom" beliefs are not congruent with the beliefs that are necessary to do well in school.

Anderson (2012) reported that ongoing oppression of African Americans has led to distressed African American neighborhoods. This distress is due to social isolation, destitution, and unemployment. This distress impacts African Americans' ability to meet educational demands.

African Americans' history of oppression has also led to their rejection of dominant culture and institutions. It has also affected their socialization and how they interact with authority figures. Due to these factors, African Americans often feel less comfortable in the presence of authority figures and they are often hypervigilant about their safety needs, resulting in less emotional availability to meet academic demands.

Differences in socialization between African American and middle-class Caucasian children are also factors in poor educational performance of African American children. During their childhood years, African American children are often warned by their parents, and other African Americans, that they are at racial risk when they venture out in the world. Parents of African American children, and other African Americans the children know, often warn them of the prejudices of the world. African American children are told from an early age of the possible ills they may face if they do not behave in an appropriate manner when interacting with Caucasian authority figures. Such authority figures include police officers and teachers. This socialization impacts how African American children relate to authority figures (Anderson, 2012).

Unlike African American children, Caucasian middle-class children are encouraged to explore their environment. Middle-class Caucasian children are encouraged to be socially educated by attending libraries, galleries, and other places where they can express their beliefs and values. Taking part in these events further encourages Caucasian middle-class children to be

educated. By the time these children are of school age, they receive social encouragement in all aspects of their lives to be educated, value what they are taught in school, and not to misbehave at school. This experience is not one that is shared by inner city African American children (Anderson, 2012).

The socialization of African American and Caucasian children, in regards to exploration and their interaction with authority figures, is different and affects their academic performance. African American children are taught to feel safe in their own environment and to be wary when interacting outside of their neighborhoods and with authority figures. Thus, while interacting outside of their neighborhoods and with others, their focus is internal. They are hypervigilant about their safety and their behavior. African American children are focused on how they communicate, so that they do not offend anyone, especially authority figures, as it may jeopardize their safety. African American children are socialized to be concerned about the basic need of safety which reduces their ability to focus on educational learning. This can best be explained by Maslow's Hierarchy of Needs. Unlike African American children, Caucasian middle-class children are socialized to think that school is a safe place for exploration, to learn and that learning is facilitated by authority figures, specifically teachers, who can be trusted. Caucasian children are often not hypervigilant about a basic need, such as their safety, thus they are able to better focus on school lessons being taught as they do not experience the same dynamic of threat with an authority figure, their teacher (Anderson, 2012).

Barriers Stemming From Social Factors

Barriers to African American's ability to achieve academic success that are not derived from their history of oppression are also detailed. School factors, social phobia, stereotype threat, and fear of being perceived negatively for doing well are all offered as contributing factors to

barriers of African Americans' academic success. School factors such as a lack of proficient teachers and lack of diversity among school staff negatively impact African American students. Social phobia may also develop in African Americans due to a constant fear of scrutiny which results in African Americans becoming avoidant and less emotionally available to meet academic demands. The threat of stereotype that develops due to a lack of diversity among graduate programs results in increased anxiety and a lack of emotional availability for African Americans to meet academic demands. African Americans' fear of being labeled a "sellout" by other African Americans also results in less emotional availability to meet academic demands.

Steele-Johnson and Leas (2013) reported that there are many explanations for the academic gap between African American and Caucasian students. A study by Bali and Alvarez (2003) explored individual, family and school factors on the academic achievement gap. The objective of the study was to determine the effects of school factors on students from different races, specifically African American, Hispanic, and Caucasian students. The study consisted of the analysis of approximately 23,400 students from the Pasadena Unified School District (PUSD), from 1999 to 2000. The students' scores from California's yearly mandatory academic tests were analyzed based on individual and family factors such as race, English proficiency, socioeconomic level, qualifying for the free lunch program, and the legal guardians occupying the home. School factors included the number of minority teachers, computers per student, number of students per class, and percentage of credentialed teachers. It was hypothesized that lower socioeconomic level would impact the students' scores negatively, while stability, such as being from a home with both parents present, would have a positive impact on the test scores. In regards to the effects of school factors, the results of the study indicated that credentialed teachers positively affected African American students, Hispanic students, and Caucasian

students. Having more computers positively affected Hispanic students and not the others. Having diverse teaching staff positively impacted African American and Hispanic students but negatively impacted Caucasian students.

A recent study by Oates (2009) explored the validity of five well known explanations for the achievement gap between African American and Caucasian students. Specifically, Oates explored how academic engagement, cultural capital, social capital, school quality, and biased treatment affected the achievement gap. To accomplish this, Oates analyzed data from the National Educational Longitudinal Study (NELS). The study consisted of a sample size of 24,599 eighth grade students, along with 8,047 10th and 12th-grade students. Results of the study indicated that through specific levels of academic engagement, cultural and social capital may have an impact on the achievement gap, however at times; they did not significantly affect the achievement gap. The study found that school quality and biased treatment also significantly affected the achievement gap between African American and Caucasian students (Oates, 2009).

Noguera (2003) provided an explanation of the difference between structuralist versus culturalist explanations for the academic gap between African American and Caucasian students. Structuralist explanations include variables such as lack of economic opportunity and high crime rate. Culturalist explanations include variables such as how African Americans view authority figures.

Barriers Stemming From Environmental Factors

A prominent factor in African American neighborhoods that affects African American children is the employment rate. The economy is changing to one in which education is needed to obtain and retain gainful employment. Low-skilled jobs that can provide adequate wages are diminishing from African American neighborhoods. This creates distress and a level of

hopelessness that becomes widespread throughout the community and negatively affects community residents, specifically the children of the community. Having to deal with these issues on a regular basis affects African American children's ability to focus during school and lowers their emotional availability to meet academic demands (Anderson, 2012).

Another factor that promotes poor academic performance of African American students is the negative labeling that may be attached to African Americans that achieve academic success by other African Americans. African American students that do well academically may be labeled a "sellout" and do not receive support from their own community. African American students that are intelligent and meet academic demands may be considered socially inept by other African Americans (Anderson, 2012).

An aspect of African American neighborhoods that affects the ability for African American children to meet academic demands is the prevalence of crime. Youth violence has reached epidemic proportions over the last two decades, particularly among adolescent and young adult males. Violence perpetuated both by and against youth has devastated urban communities in cities both large and small. In urban communities, there is a disturbing trend of inner-city children and teenagers losing their lives, losing their friends, and losing their family members. In these communities, there is a sense of fear, helplessness, horror, and the sense that life, along with safety, are constantly in danger. Viewed within an international context, youth violence related morbidity and mortality in the United States has reached crisis level. Fingerhut and Kleinman (1990) compared homicide rates for males 15 to 24 years of age in the United States with those in 21 other industrialized nations. The United States had a homicide rate of 21.9 per 100,000 people, which is four times higher than the second rate of 5 per 100,000 populations in Scotland (Whaley, 2003).

Although violence is a problem for the nation's youth as a whole, African Americans are at significantly higher risk than their European American counterparts (Whaley, 2003). Since the 1960s, social analysts have written of gaps of overrepresentation, over involvement, disparities, and disproportionality in describing ethnic, racial, and class differences. Most studies during this period have noted high rates of assault, robbery, rape, homicide, and other street crimes for African Americans. Recently, there is a notion of an urban underclass emphasizing the importance of social class status in determining risk of involvement in violent crimes.

Factors related to the link between adolescent and violence have been debated in present research (Hawkins, 1996). The link between adolescence and violence has been attributed to the developmental, physiological and psychological stress that already accompanies this period of transition. Factors ranging from excess energy to their temporary detachment from their families have also been noted as factors. Despite debate on the nature of the structural, environmental, and developmental factors that contribute to the elevated rates of adolescent violence, the years between 12 and 20 appear to be the peak ages for involvement in violence (Hawkins, 1996). In the United States in 2005, 5,686 young people age 10 to 24 were murdered, which is an average of 16 per day. Males make up the perpetrators in homicide involving youth, accounting for 90% of incidents involving those 10 to 17 years of age. Youths are three times more likely than adults to be victims of violence. In 2007, 5.5% of students reported that they did not go to school because they felt unsafe at school or on their way to or from school and 5.9% of students reported that they carried a weapon on school property (National Center for Health Statistics, 2007).

Not only is there disproportionate number of adolescents that commit violent crimes than of any other age group, there is also disparity based on ethnicity, race, and class. There are

higher rates of officially reported violence found in the central cities of the nation's largest urban areas than in other areas. Although adolescence is a period of heightened violence, the rate of perpetuation and victimization vary depending on the ethnic, racial, or class group to which the adolescent belongs. These regional and demographic disparities are more apparent for serious forms of violent crimes, notably homicide.

Since the 1990s, there have been hundreds of empirical investigations that examine the disparity of violence committed by different ethnic and racial groups. This research examined people within a single city in which there were also comparative analyses of people across several cities and states. The investigations have all reported African Americans to have consistently higher rates of homicide than other non-Caucasian and Caucasian Americans. The U.S. Census reported that in 1990, the homicide rate for African Americans per 100,000 were more than 16 times the Asian rate which is nearly 6 times the Native American rate, and nearly 7.5 times the rate for Caucasians. In 1991, 54.8 percent of persons arrested for murder and non-negligent manslaughter in the United States were African American (Hawkins, 1996). Supplement Homicide Reports suggested that African Americans constitute nearly 61% of all adolescents (10-20 years of age) were known to have committed murder in 1990. Firearm death rates for African American males aged 15-19 in the United States in 1989 ranged from 15.5 per 100,000 for those residing in the non-metropolitan areas to 143.0 per 100,000 for those residing in the central cities. Comparable rates for Caucasian males were 3.0 to 21.5, respectively (Hawkins, 1996).

Most of the current literature does not attempt to question the specific mechanisms that link particular demographic variables to offensive behaviors (Hawkins, 1996). Hammond and Young (1993) theorized high rates of interpersonal violence among African American youth

include (a) subculture of violence (b) poverty per economic inequality, and (c) a structural-cultural perspective that combines lack of opportunity and attitudes toward violence. Whaley (2003) proposed a cognitive-cultural model of identity development to explain the elevated risk for violence among African American youth. The cognitive-cultural model reports that maladaptive behaviors, such as violence, are a consequence of underdevelopment or imbalance in some aspect of the self or the adoption of social roles.

This high rate of violence in urban communities often leads to violent encounters at school, leaving schools in urban areas to increase security measures by installing metal detectors and be patrolled by guards and police officers (Anderson, 2012). This creates a more stressful environment for students and reduces their ability to pay attention and perform at school. When these students return home from school, they often return to homes located in high-crime areas resulting in hypervigilance and reduction in the ability to study or complete homework assignments.

Barriers Stemming from Psychological Factors

Social phobia is also offered as an explanation for the achievement gap between African American and Caucasian students. Social phobia is characterized by an intense fear of scrutiny by others and anxiety over anticipated disapproval of social failure. It is accompanied by a variety of distressing symptoms that heighten the distress or cause avoidance of the situations that create the discomfort. Public speaking, writing, eating in front of others, and conversing are all commonly avoided situations for social phobics (Johnson, 2006.)

Both prejudice and threat of stereotype contribute to symptoms of social phobia. Subtle forms of prejudice continue to exist today. This is exemplified by Duncan's study in the mid 1970s. In this study, when Caucasian students witnessed a Caucasian man lightly shoving an

African American man during an argument, only 13% of the observers viewed the action as violent. When the African American man was viewed shoving the Caucasian man, however, 73% claimed the action was violent. Although explicit attitudes may change dramatically with education, implicit prejudicial attitudes may linger (Myers, 2004).

Subtle forms of prejudice are also exemplified in educational material. For example, Erikson's (1950) *Childhood and Society* reported his theory of the *African American Identity*. Erickson reported in this theory that there are three identities formed for African American people: the honey child, the nigger, and the Caucasian man's Negro. Because Erickson is a highly revered psychologist, this theory and the acceptance of this theory may have a potentially negative impact upon an African American student's psyche. After reading Erickson's thoughts on the African American identity, African American students may become angry. This may then lead to African American students becoming concerned about how they are viewed in the program, which then creates a significant rise in anxiety. This hypervigilance about how one is viewed in the program can lead to a decline in the African American student's academic performance.

Due to the minimal diversity in graduate programs, there is the experience of stereotype threat. This threat has led to numerous negative experiences for African American students in non-diverse educational systems. African American students in non-diverse educational programs are often asked to give the African American perspective, which unfairly expects them to represent an entire racial group. In addition, there are times when African American students wonder if their classmates and instructors question if they were admitted only because of their race or because of their actual merit, which exponentially increases the already enormous pressure African American students feel to do well. Johnson (2006) reported that high

expectations are correlated with increased social phobia symptoms. Steele and Aronson (1995) reported that merely asking African American students to record their race is enough to impair their test performance (as cited in Jordan & Lovett, 2007).

Stereotype threat is also offered as an explanation for the academic achievement gap between African American and Caucasian students (Steale & Leas, 2013). An example of this is that African Americans fear that they will perform poorly academically, thereby reinforcing the negative stereotype.

Racism and Stress related to Racism

Racism and the stress related to racism is the second section detailed in the review of the literature. Unlike African American men, African American women are also subject to sexism, in addition to being subject to racism, due to their gender.

Steele-Johnson and Leas (2013) indicated that African American men suffer more consequences of stereotypes and racism than African American women. African American men are more likely to be stereotyped as criminals and having lower intelligence; they are also more likely to be marginalized. This contributes to African American women performing better educationally than African American men at the collegiate level. African American women earned 66% of the bachelor's degrees earned by African Americans. Of the 14 collegiate bachelor majors, African American women earned more degrees in 12 of the 14 majors than African American men (Freeman, 2004).

Despite African American women performing better academically than African American men, African American women not only face the effects of racism, they also face the effects of sexism. Women have a history of not being considered equals and they once did not have the right to receive education or voting rights. Women did not have access to the many of

the pleasures men had access to, such as not being allowed to smoke or drink in public. Women were also marginalized and did not have the legal right to property or control of their children (Stiss & Erikson, 1988).

Sexism and Academic Expectations

Sexism and academic expectations is the third section detailed in the review of literature. This section details a history of women being viewed as natural caregivers, thus they are encouraged to enter professions in which caregiving is the primary focus. This section also provides information on women underperforming academically when they feel inferior to men.

Stiss and Erikson (1988) report that conventionally women are thought of as loving, caring, and as nurturers. This translates to girls in school being reinforced into professions in which they care for others such as nurses, teachers, and secretaries. They are not typically encouraged to pursue male-dominant professions such as scientists, mechanics, and welders. Conventionally, the main identity of women has been thought of as contributing only babies to society. History identifies men as hunters and gatherers, a necessity in providing for their families, explorers and discoverers, such as Christopher Columbus, or philosophers such as Socrates and Plato. This translates to women feeling inferior to men which may affect their academic performance (Stiss & Erikson, 1988).

Stiss and Erikson reported that conventional wisdom encourages women to behave in a typically feminine manner, such as not being opinionated and rather being helpful, patient, and accepting. This translates to women being encouraged to be attractive rather than intelligent, which may lead to reduced academic performance (Stiss & Erikson, 1988). Research by Shih, Pittinsky, and Ambady (1999) shows reduced academic performance in women that identified with the socio-cultural stereotype of women's underperformance compared to men.

Intersection of Race and Gender

Intersection of race and gender is the fourth section detailed in the review of literature. This section details African American women's belief from a young age that they are not expected to do well academically due to their gender and ethnicity. The section then details four school based interventions made by the APA Presidential Task Force on Educational Disparities to reduce the educational gap between African Americans and Caucasian students.

The intersection of being a woman and a minority impacts academic performance. African American girls learn from an early age that because of their race and gender, they are not expected to do well academically (Shih, Pittinsky, & Ambady, 1999), or have gainful employment (Stiss & Erikson, 1988).

Overcoming Barriers to Academic Success

Overcoming barriers to academic success is the fifth section of the literature review. Despite the numerous explanations for the academic gap between African American and Caucasian students, the solution to the academic gap focuses on interventions that can take place at schools, as this environment is the most controllable. The 2012 report published by the APA Presidential Task Force on Educational Disparities (PTFED) makes recommendations for educational practice to reduce the educational gaps between African American and Caucasian students. The first recommendation made by the APA Presidential Task Force on Educational Disparities is to increase cultural competencies of professionals in the Early Childhood Education field. It is believed that if service providers are able to communicate in a culturally competent manner, this would improve the African American child's ability to be successful in an educational setting (PTFED, 2012). The second recommendation made by the APA Presidential Task Force on Educational Disparities to improve the academic performance of

African American children is to provide extra educational and behavioral services to minority children with low literacy rates and behavioral problems (PTFED, 2012). The third recommendation is for teachers to become more aware of the possible negative experiences that minority students are exposed to so that teachers may provide appropriate social and psychological interventions (PTFED, 2012). The fourth recommendation is for educators to build on the strengths of minority students, rather than focus on their disparities (PTFED, 2012).

Barriers to Professional Leadership for African American Women

Barriers to professional leadership for African American women are the sixth section detailed in the review of literature. This section details the common experience of a lack of networking opportunities, lack of role modeling, and minimal high-visibility assignments as contributing barriers to women attaining leadership positions. This section then details how historical and non-historical stereotypes are also barriers for African American women to attain leadership positions. The effects of historical stereotypes such as the “Mammy”, the “Jezebel”, and the “Sapphire” are discussed. The effects of non-historical stereotypes such as the “Crazy Black Bitch” and the “Superwoman” are also discussed. The section then concludes with recommendations made by the Equal Employment Opportunity (EEOC, 2013) to address African American women’s barriers to attaining leadership positions in the workplace.

African American women, similar to most other women, struggle with attaining leadership positions due to experiences such as lack of networking opportunities, lack of role models and mentors, and minimal high-visibility assignments (Reynolds-Dobbs, Thomas, & Harrison, 2008). However, unlike other groups of women, the advancement of African American women in the workplace is also affected by historical and emerging stereotypes.

African American women face many barriers to attaining leadership in the workplace. Such barriers include facing stereotypes, having a lack of networking opportunities, the void of professional mentors, and the lack of high-visibility assignments. Historical African American women stereotypes are affecting the modern African American woman in hopes of attaining leadership positions. One particular stereotype that affects African American women seeking leadership roles is the “Mammy.” The Mammy is depicted as Aunt Jemima or the servant or slave that put the needs of her Caucasian master’s before her own needs. The Mammy was viewed as being satisfied with being a caretaker for Caucasians during slavery. In the workforce, the Mammy is also viewed as being a support system. She is typically an older African American woman who is caring and supportive to others. Despite being proficient at meeting workplace demands, her care for others eclipses her professional capacity and she is viewed primarily for her emotional responsiveness rather than for her professionalism (Reynolds-Dobbs et al., 2008).

Another historical stereotype for African American women is the “Jezebel” (Reynolds-Dobbs et al., 2008). Jezebel is depicted as the light-skinned, voluptuous, sexually enticing woman who uses her sexuality for personal gain. The stereotype originated from African American female slaves lacking power over their sexuality, as their sexuality and reproduction were controlled by Caucasian slave owners. In the workforce, the Jezebel is viewed as an African American woman that uses her sexuality to be promoted. Her professionalism, dedication, and competence are ignored (Reynolds-Dobbs et al., 2008).

The “Sapphire” is another historical stereotype for African American women. The Sapphire refers to a chatty, dramatic, overbearing African American woman that is mistrustful of others and is often complaining. She is also considered quick witted and overly assertive. These behaviors are often directed at African American men and the Sapphire’s characteristics often

reinforce the stereotype of the irresponsible, deceitful African American man. In the workforce, the Sapphire is viewed as the “Sista” with an attitude. The Sapphire often complains about racial bias and is charged with using this to her advantage (Reynolds-Dobbs et al., 2008).

Moving from historical stereotypes to more current stereotypes, emerges the notion of the “Crazy Black Bitch (CBB).” The CBB is a modern stereotype of an overly aggressive African American woman that is often seen as vengeful, emotional, and untrustworthy. She is difficult to manage and also has difficulty working as a member of a team. The CBB’s focus is on attaining a leadership role with no concern about the damage that may be done to others during her pursuit (Reynolds-Dobbs et al., 2008).

Another stereotype that emerged more recently about African American woman is the “Superwoman.” The Superwoman is a highly educated African American woman from a middle-class background. She is strong, lacks fear and insecurities, is able to communicate effectively, is motivated, and is extremely talented. The Superwoman is expected to meet all demands at all times (Reynolds-Dobbs et al., 2008).

Critical Experiences and Women’s Leadership Development

Critical experiences and women’s leadership development is the final section of the review of literature. This section details the experiences that are specific to women, such as how women in leadership positions view themselves and how they lead differently than men. This section also notes the negative manner in which female African American women in leadership positions are viewed.

Black and Magnuson (2005) reported that there are experiences that are specific to women in leadership positions. One such experience is the self-doubt women in these positions often feel. Despite this self-doubt, they view themselves positively. Women’s leadership style

can also be different as they often do not micromanage their employees. Female leaders also tend to be more team oriented and collaborative, rather than fostering competition as male leaders tend to do. Female leaders are also more aware of the benefits and the importance of mentorship (Black & Magnuson, 2005).

In addition to these gender related factors, African American women in leadership positions are often viewed more negatively. Specifically, they are stereotyped, viewed as less competent, and their performance is often scrutinized (Black & Magnuson, 2005). African American women leaders are often viewed as intimidating due to their direct leadership style (Chin, 2011).

Overcoming Barriers to Professional Leadership for African American Women

In regards to barriers to attaining leadership positions for African American women in the workplace, there are several recommendations made by the EEOC (2013). To tackle the unconscious biases that affect African American women in the workplace, it is recommended that employees participate in trainings to make them aware of their biases. The EEOC recommended that mentoring programs become a formal part of the workplace. Mentoring programs can be in the form of single or group mentorship. Senior staff can assist employees with developing their career plans and assist with identifying training needed for career advancement. Due to the lack of training and developmental experiences of African American women, it is recommended that the workplace monitors the participation of African American in trainings to ensure that this is occurring on a regular basis. Due to the lack of recruitment measures affecting African American woman, the EEOC recommended that the workforce broadens the recruitment method to include partnership with groups and organizations that African American woman have access to. To address the inequality faced by African American

women in the workplace, the EEOC recommended that agency heads are proactive as well as effective in addressing diversity issues.

Summary

The underrepresentation of African American women in the mental health field was the research problem of the current study. The context of the problem is then identified – specifically, limited networking opportunities, lack of available role models, minimal high-visibility assignments, and being negatively affected by racial stereotyping are contributing factors to African American women’s under representation in leadership positions in the mental health field.

The current state of multiculturalism and gender diversity in the mental health field is then detailed. The impact of racism and sexism has increased the prevalence of mental health disorders for African American women. Despite this increased need for mental health services, African Americans underutilize mental health services, and African Americans’ lack of representation in the mental health field is offered as the explanation for the underutilization of mental health services by African Americans.

Methodology

This study used a qualitative research method to answer the research questions. This approach was chosen for this study because qualitative studies are used to more accurately represent the thoughts and beliefs of marginalized populations (Stein & Mankowski, 2004). A qualitative approach allows for intragroup diversity of racial/ethnic minority groups to be presented and allows racial/ethnic group members to voice their own views (Orbe, 2000).

Like the Smith (2010) study, this study builds on the leadership development of African Americans. The major themes identified in the literature review will be shared experiences of the

participants of the study. Specifically, it was expected that the participants will have experienced barriers to academic and professional success, such as racism and sexism, and that the participants would identify similar experiences that led to their academic and professional success. The interpretation of themes was not only be limited to these areas. The interviews were also analyzed for perspective themes that were not identified in a review of the literature.

Participants

The participants were three female African American past-presidents of a racial and ethnic minority division of a national mental health association. Based on the policy of the racial and ethnic minority division of the mental health association, all the presidents were American racial and ethnic minorities (Smith, 2010). The participants were not randomly selected but rather selected based on their willingness and availability to participate in the interview (Smith, 2010). The participants agreed to make themselves available at the racial and ethnic minority division of the national mental health association's 2002 national conference where the interviews were conducted (Smith, 2010). There were a total of eight past presidents (five males and three females) of a national diversity mental health association that participated in the interviews held in 2002 at the association's national conference. The interviews of the past African American male presidents were analyzed in the Smith (2010) research study. The remaining three past presidents were analyzed in the current research; however, only two of the three interviews were analyzed due to the poor audio quality of the audiotape of one of the interviews.

Procedures

The Council of Past Presidents of the Racial and Ethnic Minority Division of the National Mental Health introduced the idea of conducting the interviews (Smith, 2010). It then became an

initiative of the 2001-2002 president of the Racial and Ethnic Minority Division of the National Mental Health, entitled “Honoring our Past Presidents.” The interview questions (see Appendix A) were developed by the 2001-2002 president with the assistance of the Council of Past Presidents (Smith, 2010). The initiative of the 2001-2002 president was to combine and honor the history of the Racial and Ethnic Minority Division of the National Mental Health Association (Smith, 2010).

The process of how the interviews were completed was developed by the 2001-2002 president of the association (Smith, 2010). The process included interviewing past presidents of the Racial and Ethnic Minority Division of the National Mental Health Association at the association’s 2002 national conference by graduate students in counselor education, counseling psychology, and clinical psychology (Smith, 2010). Once the interviews were audiotaped, they were then stored by the 2001-2002 past president (Smith, 2010).

Ethics

Appropriate steps were used to maintain confidentiality. The interviews were de-identified before being reviewed by the team of research coders. However, there is risk of participant disclosure due to the sample being past female presidents of the Racial and Ethnic Minority Division of the National Mental Health Association. The risk was detailed at the time the initial interviews were conducted in 2002. The participants also gave their consent for the interviews to be used for future research as attested in the statement by the 2001-2002 president of the association (see Appendix B).

Data Analysis

The Consensual Qualitative Research Method (CQR; Hill et al., 1997; Hill et al., 2005) is a qualitative method of analyzing interviews, narratives, and open-ended statements, which were

employed to analyze the interviews. The process of analysis by the research team was to identify various levels of themes or constructs that emerged from the data across cases. The research team of coders identified a hierarchically organized set of themes called domains, categories, and core ideas, which emerged through dialogue and consensus. The CQR method was used to code archived interviews of two past female presidents of a national diversity mental health association. The analysis I used was a four-step process:

1. The narrative responses were coded individually for domains. Initial domains were identified based on a literature review of constructs and topic areas related to the interviews.
2. Core ideas were then identified by the research team.
3. Categories were then developed from the core ideas that related to each other.
4. Charts were then prepared to organize the material and diagram the relationships among the domains.

The identification of domains helped to organize specific participant responses, called *core ideas* that appeared to be related to one another. Once the participant's core ideas were located within domains, the core ideas within each domain were then examined for commonalities. The common and related core ideas were then placed into categories. Essentially, the research team placed core ideas within categories and placed categories into domains. The results of the current study were then compared to the Smith, 2010 study, which used the same CQR method, based on domains and core ideas.

The research team consisted of four members who analyzed the interviews using the CQR method. The overall process of the CQR method was explained to the team members that were not familiar with the CQR method before coding the interviews. Each step of the process

was completed subsequent to a discussion reminding the team of their roles and the goal of the specific step.

While completing the steps of the CQR, I did not influence the research team with the categories found in the Smith (2010) study. The other members of the team identified the core ideas in the current research interviews without any influence.

Researchers' Backgrounds and Biases

The research team members included me, a male African American clinical psychology doctoral student; a female African American senior college student with a major in Special Education/Elementary Education, a bi-racial female of African American and Caucasian descent licensed with a Master's Degree in Social Work, and a retired African American male with a Bachelor's Degree in Humanities. As suggested by Hill et al. (2005) and performed during the Smith (2010) research study, "the research team discussed each member's potential biases and expectations so that the findings of the study can be located within the context." The research team expected that the interviewees would have been victims to many instances of racism due to the era in which they were born. The team thought the interviewees would have experienced racism throughout their lives, specifically, in school during their childhood, in their place of employment during their adulthood, and socially throughout their lives. The team felt that the interviewees would be angered due to being exposed to discrimination. The team also felt that the interviewees must have had a positive support network, as to not be consumed by anger and the effects of racism. The research team also felt that the interviewees' exposure to discrimination would lead them to focus on inclusion and collaboration, rather than exclusion. The team also felt that these qualities would also be reflected in their leadership style.

Limitations and Supports for the Methodology

I chose a qualitative approach for this study because qualitative studies are believed to more accurately represent the thoughts and beliefs of marginalized populations (Stein & Mankowski, 2004). A qualitative approach also allowed for intragroup diversity of racial/ethnic minority groups to be presented (Orbe, 2000). A qualitative approach also allowed for the racial/ethnic group members to voice their own views (Orbe, 2000). Like the Smith (2010) study, I was also unable to follow all the recommendations of the creators of the Consensual Qualitative Research Method due to the archival nature of the data set. However, there is research support for the use of the CQR as an appropriate methodology for this study (Smith, 2010).

Due to the nature of the data set, the number of participants was limited. Hill et al. (2005) recommended a sample size of 8-15. The recommendation for the number of participants is based on how homogenous the sample is (Hill et al., 2005); the more homogenous the sample, the fewer the participants necessary (Hill et al., 2005). As recommended by Hill et al. (2005), participants of the study were homogenous; they were homogenous based on race, gender, and being a past president of the same national diversity mental health association. The sample size was initially three, but was then reduced to two due to poor audiotape quality. Hill et al. recommended having the interview protocol be informed by literature, pilot interviews, and probing questions for the interviewees, however, this was not possible due to the current study consisting of archival research of existing interview data. The number of questions posed to the interviewees, the time it took to conduct the interviews, and the ability to deepen discussions about the interviewees experiences (Smith, 2010), met Hill et. al.'s (2005) recommendations. In conclusion, despite not being able to meet all the recommendations of the CQR, this methodology was the most appropriate due to the archival nature of the data set and the participant being of a marginalized group.

Summary

The section described the methodology and participants, the procedures, data analyses, researchers' background and biases, as well as the limitations and supports for the methodology of the present study. The Consensual Qualitative Research Method was used to analyze the path to success for two African American female past presidents of a national diversity mental health association. The participants were not chosen randomly; they were selected based on their willingness and availability to participate in the interviews at the Racial and Ethnic Minority Division of the National Mental Health Association's 2002 national conference. The interviews conducted in 2002 were completed by graduate students in the mental health field. The interviews were audiotaped and then stored by the 2001-2002 past president of a national diversity mental health association. The interviews conducted in 2002 were completed as an initiative of the 2001-2002 president of the Racial and Ethnic Minority Division of the National Mental Health, entitled "Honoring our Past Presidents." The goal of the initiative was to combine and honor the history of the Racial and Ethnic Minority Division of the National Mental Health Association. The 2001-2002 president of the National Diversity Mental Health Association and the Council of Past Presidents developed the questions that were asked. The research team for the current study then used the Consensual Qualitative Research Method to analyze the interviews. The research team used a four-step process to analyze the interviews: (a) the interviews were coded individually for domains, (b) core ideas were then identified, (c) categories were then developed from the core ideas that related to each other, and (d) charts were then prepared to organize the material and diagram the relationships among the domains. Before the analysis was conducted by the research team, team members were educated on the CQR method. Team members were also reminded of the goal of each step of the analysis and their role

at each step. As recommended by the creators of the CQR, the team members discussed their potential biases and expectations so that the findings of the study can be located within the context. The current study was unable to meet some of the recommendations made by the creators of the CQR method, due to the archival nature of the data set. Despite this, there is research support for the use of the Consensual Qualitative Research as an appropriate methodology for this study, primarily because it allowed the thoughts and beliefs of marginalized groups to be expressed and it allowed for intragroup diversity of racial/ethnic minority groups to be presented.

Results

This section presents the analysis of two African American female past presidents of a national diversity mental health association path to success, beginning with an overview of the methods and results section. The domains and categories developed in the Smith (2010) study are presented; the results of the current study are presented and compared to the Smith study. Each domain and category is stated verbatim based on the Smith study, to offer continuity. Texts from the current interviews are also presented to offer an example of the specific category. A summary of the findings is found in the final section.

Overview of Method and Results

The present study is a replication of the Smith (2010) study. Both used the Consensual Qualitative Research Method (Hill et al., 1997; Hill, Knox et al., 2005) to analyze the interview data of past presidents of a national diversity mental health association. The Smith study used African American male leaders as the subjects; the present study utilized African American female leaders. The research questions from the Smith (2010) study were used, but made relevant to women. The current study explored the interviewee's paths through their professional

lives, and more specifically, their paths and function in a national diversity mental health association. The four-person research team utilized the CQR method to achieve this. The steps of the analysis were as follows:

1. The narrative responses were coded individually for domains.
2. Core ideas were then identified by the research team.
3. Categories were then developed from the core ideas that related to each other.
4. Charts were then prepared to organize the material and diagram the relationships among the domains.

The final step was completed with an auditor who reviewed the coding and made suggestions about the domains and categories. The results of the present study were then compared to the results of the Smith (2010) study.

The present study resulted in 9 domains and 37 categories; the domains and categories were then compared to the domains found in the Smith (2010) study. The 9 domains of the current study include: (a) Socio-historical Influences, (b) Role Models, (c) Discrimination Experiences, (d) Awareness, (e) Worldview, (f) Social Justice, (g) Leadership Development, (h) Leadership, and (i) Organization: Past, Present, and Future. The results of the current study are supported by the findings of the Smith (2010) study. The domains and categories found in the present study were also found in the Smith (2010) study. Thus, to achieve continuity, a verbatim definition of the domain and the explanation of each category offered in the Smith (2010) study was used. Texts from the present interviewees are also presented to offer a clearer description of the subject matter. A category of “Other” was created that contained data that was unrelated to the focus of the study. Texts from the present interviewees are provided for each category (see Appendix C).

Table 1

Classification for Categories within Each Domain

Domains	Categories	Frequency
Socio-historical influences	Historical	2
Role models	Important people	2
	Mentors	2
	Family	1
	Others	2
Discrimination experiences	Interpersonal	2
	Systematic	2
Awareness	Culture	2
	Appreciation of diversity	2
	Minority status	2
	Integrated self	2
Worldview	Pride in accomplishments	2
	Resilient outlook	2
	Purpose of life	1
	Legacy	2
	Humility	2
Social justice	Advocacy	2
Leadership development	Education	2
	Positive feedback/success Experience	2
	Convention attendance	2
	Early leadership in association	2

	Work experience	1
Leadership	Structural/strategic leadership	2
	Collaboration	2
	Vision	1
	Credibility	1
Organization: past, present, future	Defining the organization	2
	Outreach	2
	Membership	2
	Students as leaders	2
	Advocacy	2
	MCC	2
	Structural leadership	2
	Association's peer-reviewed Journal	2
	Fiscal responsibility	2
	National climate	1

Domain 1: Socio-Historical Influences.

This domain was coded when interviewees talked about historical or social influences on their journey toward multiculturalism. The domain of Socio-Historical Influences is comprised of two categories: historical influences and social influences.

Historical influences. Each of the leaders discussed the influence of United States history in relation to African Americans in their answer to interview question one: *Please recall some critical incident (s) in your personal life that facilitated your journey towards*

multiculturalism. Both of the interviewees reported they had been affected directly by racist incidents. The first leader stated,

Well, I think experiences through my childhood, being an African American child and going through, segregation, and integration, I felt the need for diversity and I was trying to reach out so that I could be able to help other people not be excluded the way I had been excluded.

The second interviewee also discussed incidents of racism she experienced; she also discussed being involved in the civil rights movement.

Well, in my personal life I was a child of the 60's; therefore, I was an activist from my grade school years through my college years. That was because of the overt racism that existed in my community and in my own educational years. So, it was important to me to be a part of change in our society. So naturally, the first racist incident, I believe, was in my teen years, because the restaurant in our community, which was very popular with the teens, I believe it was White Castle, did not admit people to enter into the building but you rather had to receive their food car-side or curbside and during my senior year, I guess just prior to graduation, we were under the impression that you could enter and order food. And I was a member of, but also with the student activated coordinated committee at that time, which is the arm of the civil rights southern organization that came from Dr. King and as such, upon discovery, that we thought we would picket, and the picketing was successful. And then that following November, we started picketing another organization that was a hamburger organization also that allowed only curbside service and did not allow you to enter the building and so we were successful integrating that facility. This was prior to my going into college.

These women were not discouraged by the negative experiences of racism. Rather, it created a passion within them to strive for a society that promoted inclusion. Instead of being discouraged by incidents of racism and feeling victimized, these women were empowered and motivated with being instruments of societal change that promoted an inclusive society. These results were supported by the Smith (2010) study. The African American male leaders of the Smith study also experienced racism in their youth and were not discouraged by the negative experiences. The negative racist experiences also lead the participants of the Smith to become motivated to promote an inclusive society.

Domain 2: Role Models.

The domain of Role Models included inspirational and affirming people in the leaders' lives who positively affected their motivation, sense of self, and career path. This domain consisted of four categories: important people, mentors, family, and others. These results were also supported by the Smith (2010) study. The Smith study also resulted with the participants being impacted positively by their role models.

Important people. This category was coded whenever an interviewee noted the influence of, or association with, people who were important. For example, this category was coded when the interviewee showed respect and admiration they accorded as the important people. This category was identified in both interviews. One interviewee discussed his membership to the organization and the role the important person played with getting the interviewee involved with the organization saying,

Well, I joined the organization back in 1975 at the New York Convention. I did not become active with AMCD, well, the Association of Non-White Concerns, was the name of the organization at that time and I became active with them in 1981 through the late Samuel Johnson. He came to my school district to talk about a national scholarship

organization and putting on a college fair for the students in our school district and, of course, the conversation overflowed into the Association of Non-White Concerns and we began to talk about the Association and the purpose for it and he encouraged me to be active in the Association because he knew I was already a member of the Association and I think that was my beginning of being connected to AMCD.

Another interviewee also discussed being encouraged to join the organization by important people by saying,

By the time I went to college, the whole movement had started and we were concerned about our studies. We were concerned about the lack of faculty members on the campus, black faculty members, so I think out of the type of thinking that there needed to be change in the equality of the society, multiculturalism at that time and when I graduated of graduate school, I think in '75, prior to graduation, I was being recruited to come into the organization and mentored by our advisor, graduate advisor, Mitchell, who was the former president and then Fowler was a member of the organization, so I guess I felt it was empowering to get into an organization and for me it was very critical process of my rites of passage, which was professionally belonging to an organization that advanced the cause of African-Americans, in particular with an ethnicity agenda.

Mentors. This category was coded when the interviewees either specifically used the word "mentor," or in one case, when the word was not used, the relationship discussed reflected mentoring. This category was coded in both interviews. One of the interviewees discussed an important person who encouraged her to become active in the organization. The important person then served as her mentor. This interviewee then discussed the mentor-mentee relationship by saying,

I'm going to mention that AMCD was facilitated through the mentioning of people whom I admired in the field, such as my advisor Forrest Mitchell, who is quite a scholar in our graduate studies and was just really forever giving critical feedback in terms of our strengths and from the African male perspective. I valued him because I accepted his feedback, I had the right of choice to accept his feedback, and I just really believe it was validating because he was a man of ethics and would not do that in a hypocritical way. So his feedback is that he felt that this would be an organization, the AMCD, at that time was process that would facilitate my professional growth.

Another interviewee discussed the mentor- mentee relationship, saying,

As I said earlier, what brought me into AMCD was again, a personal need to be connected with individuals who had the mission of diversity and unity and, of course, the strong leadership of Sam Johnson and Johnny McFadden. Courtland Lee was my mentor and my graduate school advisor. Those people were very instrumental in my life. Everybody played a part but those people were the people that I was in close contact on a daily, close contact with on a daily basis and who mentored me and just their leadership and watching them and how they took charge and became assertive, you know, when it came to diversity and unity and standing up for exclusion, I wanted to model that as well.

Family. This category was coded when the interviewee mentioned a parent's influence on their life. In the present study, one interviewee directly mentioned her family's positive influence and the other just stated her family's expectation. The interviewee stated that her internal validation was supported by her loving family. Her family also had a perspective of non-ownership of racism and its problems, which allowed the interviewee to not internalize

racism. The other interviewee noted that her family expected her to go to college, but did not mention her emotional reaction to this.

Others. The “Others” category was coded when a leader discussed an influential person in their life who did not fit into the above categories. Both interviewees noted being positively influenced by others. Both interviewees noted that they were supported by other African American female leaders with work functioning; one of the interviewees noted that they were also encouraged by their peers to seek a leadership position.

Domain 3: Discrimination Experiences.

The domain of Discrimination Experiences was coded when a leader spoke of their experience or awareness of racism or discrimination in their life. This domain consists of two categories: interpersonal discrimination and systemic discrimination. The Smith (2010) study also resulted with the participants being exposed to incidents of discrimination.

Interpersonal discrimination. This category was coded when the interviewee directly experienced or observed racism or discrimination. One of the interviewees noted that as a child, she was often alienated and excluded. The other interviewee also discussed incidents in which she was excluded from dining in specific establishments during her childhood.

Systemic. This category was coded when a leader would note awareness of systemic racism or discrimination. Both interviewees noted an educational system that systemically perpetuated discrimination. One interviewee noted a lack of minority faculty members. The other interviewee noted inadequate staff, an absentee counselor, an educational curriculum that did not take into account individual student needs, and staff that was discouraging of advanced educational attainment.

Domain 4: Awareness and Identity Formation.

The domain of Awareness and Identity Formation has a common theme of racial, cultural, or self-awareness and is comprised of four categories: awareness of culture, awareness of minority status, appreciation of diversity, and integrated self. These themes and categories were also present in the Smith (2010) study. *Awareness of culture.* The Awareness of culture category was coded when interviewees discussed their own culture or discussed awareness of other cultures. This category was coded in both interviews. The first interviewee's awareness of culture affected her appreciation of diversity. She noted that she experienced segregation throughout her childhood due to being an African American. This cultural experience led her to be passionate about achieving diversity and trying to help people not be excluded. The second interviewee also reported that her experiencing racism from the time she was a child also led her to being passionate about achieving diversity.

Appreciation of diversity. Appreciation of diversity was coded when an interviewee would note something about diversity with a positive emotional valence. This was coded in both interviews. The first interviewee was passionate about achieving diversity along with unity, and she joined the association due to a personal need to be connected with individuals with the same mission. The second interviewee was also passionate about diversity, which contributed to her joining the multicultural organization. She saw the importance of the organization educating members on diversity.

Awareness of minority status. Awareness of minority status was coded when one of the interviewee discussed a skill that a minority had to develop due to being a minority. This category was coded once in the present study. The interviewee noted that minorities, especially African Americans, had to develop a certain skill set for their survival.

Integrated self. This category was coded when the interviewee discussed a connection between their race and leadership style. This category was coded in both interviews. In the present study, there was a connection between the interviewee's race and style of leadership skills. The first leader stated "I'm more sensitive to ethnic relationships, whether it's supervisor/supervisee or just a friend, a friend to friend." She stated that due to her cultural experiences as a child, she has a collaborative style of leadership. This collaborative style led her to appreciate the benefit of having other ethnicities as members of the association. The second interviewee discussed the skill set she attained due to being a minority that she incorporates in her style of leadership by saying,

I think my greatest strength is the ability to think strategically and critically on issues. I think that is because as minorities in this society, in particular as an African American, survival has been a trait that has been essential for our existence and without critical thinking and being able to understand motives to understand and get a perceptual understanding of why and how and what is happening to be proactive, we could not exist and you would be in grave danger. So your thinking is sharpened and it is developed at a state that transcends ordinary first order thinking. When you move out of survival, you take it for granted so that when you go into schools, you are automatically moving to honor societies very quickly because of the way you think, because you already have transcended. Typical everyday thinking and problem-solving for your survival has been a part of a minority existence so you not only become creative thinker, you become a strategic thinker.

Domain 5: Worldview.

This domain was coded when the interviewees spoke of or language that they used that reflected a worldview. These categories include: (a) pride in accomplishments, (b) resilient outlook, (c) purpose of life, (d) legacy, and (e) humility. The results of the Smith (2010) study supported the results of the present study. The interviewees in the Smith study also had worldviews that contributed to their success with attaining leadership positions.

Pride in accomplishments. The pride in accomplishments category was coded when the interviewees expressed a sense of pride in their statement. This category was coded in both interviews. This was exemplified by the first interviewee saying, "...from the Southern Regional Rep's position to the position of President-Elect to President, I feel like I made a contribution." A sense of pride was also represented when the second interviewee discussed one of her achievements as president of the association by saying,

And although the competencies, the concept of the competencies, did not start in my administration, operationalizing them did, as did the sense of who we would become and move this into a practice so that people will understand how to facilitate multiculturalism, which is really a different thing than secularizing and moving it from a theoretical perspective, or at least understanding it from a theoretical perspective, so that was really good.

Resilient outlook. Resilient outlook covers statements by the leaders that reflected a positive and fighting response. This category was coded in both interviews. This was exemplified when the first interviewee discussed the direction she would like the agency to go in by her saying,

Well, I agree with its direction. We have had the competencies, the multicultural competencies. We've been talking about that for almost 15-20 years and I think we need

to actually operationalize those competencies and make those a reality. There was a statement, I think, yesterday where they'll presenting them or doing something with them in the near future but I would like to see that happen because they struggled with that since the '80s and they have struggled with putting together those competencies and I'd like to see us go in that direction. I think right now we are becoming respected in that field, that we are the organization that speaks for multiculturalism. Every division had their piece on the multicultural committee but I think they see us in a totally different light now with the leadership that we have and that's the direction I think we want to be in.

The second interviewee also expressed a positive and fighting response when she spoke about how she addressed the financial challenges of the agency by saying,

So the first thing I did was I had a deep long discussion with my college president and I told him that I had no means or monies and I believed in the organization and I believed in the mission of the organization. He was a founding member when I was president of the local and he and I, we shared a good level of camaraderie. I asked him if I could use one of the afternoons of my presidency to contact my constituent group, my convention chair, members, committee chairs, and to do that without feeling that I had this place to work. Secondly, I asked if he would underwrite all expenses for me, that is, travel expenses, telephone expenses, and any type of correspondence that I might need to do, that he was willing to do that, along with his being willing to come to my luncheon and to get the recognition that I wanted him to have. Otis, Pat and I got together to do investments for the organization and we started the investments by selecting three to four stocks that we thought would have a progressive growth and we were right because the

stocks grew, some had phenomenal growth. It was a bull's market and we made \$30,000, which allowed us to have some independence. The first thing we were able to do was to move to developing a strategic approach that would help us to become solvent in spite of being in a bankrupt state. The second thing we wanted to do was to work on infrastructure to make the organization more viable and much more independent.

Purpose of life. The purpose of life category was coded when the interviewee expressed a strong sense of direction. This category was coded in one of the interviewees. The interviewee expressed a strong sense of direction by saying,

So, that's what brought me into counseling, a drive, you know, a strong drive, a personal drive.

Legacy. The category of legacy was coded when the interviewee mentioned legacy in regards to the association. This category was coded in both interviews. Legacy was represented when the first interviewee stated,

I think the current president is a fine example of the research. She does recognize the history and that is very important to the legacy and to the strength of our organization. I think that they are publishing and there is going to be a book out on this, on multicultural practices.

The second interviewee also expressed the importance of legacy but did not use the term. This was expressed by her saying,

I think it was about '88-'89 when we formed the Past Presidents Council because those of us who had been past presidents, we felt like we did not want the resources from past leaders to be lost so we would form the Past Presidents Council, where we would be

certain to support the person who was President/President-Elect and ensure the continuity throughout the organization. I think that worked well for us.

Humility. The category of humility was coded when the interviewee mentioned that others should be given credit for actions during their administrations. In the current study, both interviewees acknowledged receiving assistance financially during their presidency. One interviewee also acknowledged two other individuals that contributed to her achieving financial success for the agency.

Domain 6: Social Justice.

This domain was coded when leaders spoke of social justice advocacy efforts they had made in their workplaces or through other avenues, such as writing, or when they emphasized the importance of social advocacy in general. This domain only contained the category of advocacy. The Smith (2010) study also resulted with the interviewees speaking of their advocacy efforts.

Advocacy. The category of Advocacy, differs from the category of Advocacy under Domain 9, Organization. The category of Advocacy in the Social Justice domain is dedicated to the interviewees expressing the importance of advocacy in their life outside of the agency. While the category of Advocacy under Domain 9, is representative of advocacy-related remarks specific to the activities of the association. Both interviewees discussed a dedication to multicultural issues.

Domain 7: Leadership Development.

The domain of Leadership Development was coded when the interviewees spoke of learning opportunities or environments that seemed part of their leadership development. This domain consists of five categories: (a) education, (b) positive feedback/success experiences, (c)

convention attendance, (d) early leadership involvement in the association, and (e) work experience.

Education. This category was coded for various educational opportunities; it was coded in both interviews. The first interviewee reported being positively impacted by a presenter that spoke at her school district. She also reported that she was also positively impacted by her graduate school advisor. The second interviewee also reported to have been positively impacted by her graduate advisor. She also reported that while in graduate school, her academic ability was recognized, thus, she was encouraged to join the organization.

Positive feedback or success experience. This category was coded when an interviewee spoke of early success experiences occurring during college or first jobs that represented encouragement by others in the leaders' lives that led to the development of confidence that is an important quality for a strong leader to have. This category was coded in both interviews. These success experiences were instrumental in steering the interviewees toward the counseling profession. As is stated above, the first interviewee was encouraged by her graduate school advisor; the first interviewee noted that the graduate school advisor was instrumental in her life in regards to developing leadership skills and ability. The second interviewee was also encouraged by her advisor and her advisor also acknowledged her academic ability.

Attendance at conventions. This category was coded when the interviewees noted the importance of their attendance at conventions for their involvement and leadership in the association. This category was coded in both interviews. The first interviewee noted attendance at conventions before her presidency and she also reported continued attendance at conventions after her presidency. She served as the Chairperson for the convention after her presidency as a means of giving back to the organization. The conventions were also important to the second

interviewee as it was at a convention where she first joined the agency noting that the conventions offered “her involvement with the agency through different operations of the organization’s projects.” She also reported that conferences served as an opportunity for members to hear various speakers and be a part of leadership.

The second interviewee also expressed the importance of attendance at conventions for their involvement and leadership in the association. This sentiment was expressed by the interviewee saying,

I was expecting my first child so Queen Ruth and other long-term members were able to, through my working with them from home, organize the convention for APCA, which is the first name and one of the names for ACA. So that started a leadership journey, from starting at the very local, state level and then I was, from the state level, moved to the regional level where I became regional rep of the Midwestern region and from there, I was encouraged by my colleagues, Ruth and others, to consider the presidential role.

Early leadership involvement in the association. This category was coded when the interviewees noted early leadership involvement in the association in various capacities prior to becoming president. This was coded in both interviews. The first interviewee reported being the Southern Regional Representative before becoming the President of the Association. The second interviewee also noted her early leadership involvement with the agency; she reported having leadership experience in the association at the local level, then the state level, and regional level, before serving as the president of the association.

Work experience. This category covers those interviewees' discussions of early work experience. Only one of the two interviewees reported having an early work experience in which she reported working as a Director of Guidance in a public school.

Domain 8: Leadership.

The domain of Leadership includes various themes pertaining to the interviewees' leadership styles and strengths. This domain includes the categories (a) strategic/structural leadership, (b) collaboration, (c) vision, and (d) leadership credibility. The Smith (2010) study also resulted with a domain of Leadership and the categories found in the current study.

Structural/Strategic Leadership. Structural/strategic leadership was coded when the interviewees, in discussions of their leadership style and strengths, mentioned concepts such as goal setting, planning, and organization. This category was coded in both interviews. The first interviewee expressed this by saying,

Organizational skills are my strength. One main strength that I have is the ability to organize. I'm also a strong administrator. Once I understand the mission and the direction related to the task, I'm one who will synthesize it in my mind and if I need to identify people to work with, they always tell me I'm good at delegating tasks. I think I'm also strong in identifying people with the skills that are needed to carry out a task.

The second interviewee reported that her greatest strength was her ability to think strategically on critical issues. She also stated as a leader she "could conceptualize the vision for where we could go and I think it has been for me a very critical strength in my own self."

Collaboration. Collaboration was coded when interviewees discussed their leadership style as being collaborative or consensus-oriented, when they used words to describe themselves like "people-person" or when they discussed the value of the people who make up the organization. This category was coded in both interviews. The first interviewee discussed being collaborative in several different aspects of her leadership. The first interviewee reported that she

“worked cooperatively” with her supervisee while she worked as the Director of Guidance. She also reported that while she served as the president of the organization, she worked collaboratively with the previous president of the organization to maintain resources, provide continuity between administrations, and receive support. The second interviewee also reported being collaborative in different aspects of her leadership. She reported “first I started with a fabulous treasurer, and he and I would brainstorm.” She worked collaboratively with the treasurer to reduce the deficit of the organization. The second interviewee also promoted different ethnicities working collaboratively; this was expressed by her saying,

At the same time, make sure that everyone is at the table with the integrity and the ability to represent their culture, to collaborate, to be a collaborative process with all the ethnic groups, and so we now have four ethnic groups at the table and that’s expanding also.

Vision. This category was coded when the leader specifically used the word "vision" or "visionary" in reference to their leadership strengths, or when they referred to having direction and taking steps to meet a specific goal. The category was coded in both interviews. Only one of the two interviewees used the word “vision” or “visionary” in reference to her leadership strengths. The interviewee stated, “I became a leader that could conceptualize the vision for where we could go and I think it has been, for me, a very critical strength in my own self.” The other interviewee did not use the term “vision” or “visionary” specifically, but mentioned having a mission, direction and taking steps to meet her goal.

Leadership credibility. This category was coded when the leaders mentioned the importance of achieving and maintaining credibility as a leader. This category was coded in one of the interviews when the interviewee expressed credibility when she stated that she would not ask someone to do something that she would not do herself.

Domain 9: Organization: past, present, and future. This domain was coded when the interviewees discussed aspects of the association they believed to be important, including these 10 categories: (a) defining the organization, (b) outreach, (c) membership, (d) students as leaders, (e) advocacy, (f) the multicultural counseling competencies, (g) structural leadership, (h) the association's peer-reviewed journal, (i) fiscal responsibility, and (j) national climate. The Smith (2010) study supports the findings of the current study. The current domain and categories were also found in the Smith study.

Defining the organization. This category was coded when the leaders discussed their vision of the association, defined diversity and multiculturalism, and related these concepts to the association's past and future as a multicultural counseling association. It was also coded when the leaders discussed the history of the association as it related to the present structure of the organization and the inclusion. This category was coded in both interviews. This category was represented by the first interviewee stating,

I think we've grown by a landslide. I think we have done well from what I have known the organization to have been in 1972 when they started out in Chicago. I was aware of the struggle from '72-'75 and I knew the vision that the forefathers had about the organization and I think today, those dreams have become a reality in so many different ways. I marvel at the way we are operating now with the Vice Presidents of the various ethnic groups and how much collaboration would go on in our earlier years. If someone from an ethnic group other than the African American group would have come to the organization, there was a lot of resistance for those persons and I think when Pat Arredondo joined us, she got the brunt of some of that, even just as a secretary. But I think those of us who really wanted to make it happen, we kind of put our arms around

her and saw that she was one person that could help bring us to where we wanted to go and, of course, when Pat became President, it just took off, you know, like fire. We saw leaders coming in from all ethnic groups and I am so proud of the organization and of the success that it had and the research that they do within the field of multiculturalism. I just think it's fantastic.

The second interviewee detailed some of the organization's functioning when she stated,

We had services that we could offer. We really had a process of certifying people to become multicultural counselors that could facilitate a difference in understanding, helping people to understand the differences in diversity and multiculturalism and at the same time, make sure that everyone is at the table with the integrity and the ability to represent their... to collaborate, to be a collaborative process with all the ethnic groups, and so we now have four ethnic groups at the table and that's expanding also.

Outreach. The outreach category was coded for activities or beliefs about necessary activities pertaining to reaching out to members of the association and reflects the leaders' belief that communication with members and the creation of a community is an important function of leadership. It covered both engaging members and outreach to members. The category is a combination of the following outreach activities: communication through newsletters, engaging members, and gatherings, which cover conventions, and celebrations. Each of these sub-categories is discussed separately, as follows:

In the current study, communication was mentioned by both interviewees. The first interviewee reported that it was important to maintain communication in which they attempted to publish four journals and four newsletters. The second interviewee stated that the agency should "be publishing practices so that people will have an understanding of how to facilitate the

competencies.” The second interviewee also praised another president of the organization for publishing the history of the agency.

In the present study engaging members was coded when an interviewee noted the importance of reaching out to members in order to inform the members of the services the organization offers. This was expressed when the interviewee said,

So, from a progressive perspective, we really need to capture our membership. We need to be sure we clearly define our services to our constituent group so that they understand what they can gain by being a member of a multicultural division. The need to understand the services; that they can receive any certification. They can understand the competencies to be a very competent multicultural counselor. They should be able to understand the purposes and the principles of multiculturalism and conservatism that will allow them to be maintained in their professional settings, that they will get interventions and support.

In the present study, the subcategory, gatherings, covers conventions and groups. In the current study, both interviewees expressed the importance of attending conventions. One of the interviewees also reported that the association had a student concerns group where students would talk about what would benefit members.

Membership. The Membership category was coded when a leader discussed the importance of members for the association, when they discussed their own efforts at increasing membership, or when they voiced concerns about low membership. This category was coded in both interviews. The first interviewee discussed the importance of membership; specifically, that membership should be inclusive and encompass different ethnic groups. The second interviewee

also discussed the importance of membership, primarily in regards to providing specific services to members and member recruitment.

Students as leaders. This category was coded when the leaders discussed mentoring current graduate students and other members of the association. Both interviewees expressed the need for new members to be educated on the history of the organization so that they can be guided on what direction to take the organization. One of the interviewees specifically mentioned the need to mentor young leaders when she stated,

I think we continue, we should continue the mentoring and nurturing of young leaders like you who are able to come to the organization and decide that there are things they would like to do and who need some specific, specialized mentoring or generic, general mentoring.

Advocacy. Advocacy was coded when the interviewees discussed either the importance of social advocacy for the association or discussed their own social advocacy activities during their leadership. Both interviewees discussed a dedication to multicultural issues.

Multicultural counseling competencies. This category was coded when the leaders mentioned the importance of the multicultural counseling competencies for the association's identity and leadership in the counseling profession. This category was coded in both interviews. The first interviewee reported assisting a former president with a multicultural symposium; she also reported having another multicultural symposium during her presidency. The first interviewee also expressed a period in which the association “struggled with putting together those competencies” and further stated “I’d like to see us go in that direction.” The second interviewee also expressed the importance of establishing the multicultural counseling competencies. This was exemplified when she reactivated the Professional Standards Committee

to operationalize the multicultural counseling competencies. She also reported that the competencies were used to promote the association's services to the members. She also reported that multicultural counseling competencies are a fabric of the association.

Structural leadership. Structural leadership was coded when the interviewees discussed either their additions to the association that pertain to its structure, or their belief that some structural changes need to be considered. This category was found in both interviews. One interviewee was involved in creating the Past Presidents Council in order to “ensure the continuity throughout the organization.” There were several examples of structural leadership in the second interview. The interviewee reported making the organization more solvent, more viable, and more independent. She also reported establishing structure in regards to how the association would encompass different ethnic groups. This was exemplified in the following statement, “I think a tone was set for dedicating work and establishing the type of structure that would be a part of all of the organization's divisions without losing our integrity and identity, not just being assimilated in every place but maintaining a divisional role.”

Association's peer-reviewed journal. This category reflected the leaders' belief in communication, services to members through scholarship, and having a national presence in the academic community. Both interviewees expressed the importance of the association communicating to its members through scholarly publications.

Fiscal responsibility. The Fiscal responsibility category was coded when the leaders discussed the finances of the association. This category was coded in both interviews. Both interviewees reported that the association struggled financially when they began their presidency. They also reported that the association's financial deficit initially limited their ability to publish; one interviewee noted that the financial deficit of the association also limited her ability to travel.

They both also reported successfully seeking the assistance of others to help with the association's financial deficit.

National climate. This category was coded when the leaders discussed national influences on their administration. This was coded in one of the two interviews when the interviewee stated: "It was a bull's market and we made \$30,000 and that allowed us to have some independence."

Summary

This summarizes the results of the data analysis of interviews with two female African American past presidents of a national racial and ethnic minority division of a national counseling association. Analysis of the two interviews using the Consensual Qualitative Research Method (CQR; Hill, Thompson, & Williams, 1997; Hill et al., 2005) resulted with 9 domains and 37 categories. The 9 domains found in the current study included the following: (a) Socio-historical Influences, (b) Role Models, (c) Discrimination Experiences, (d) Awareness, (e) Worldview, (f) Social Justice, (g) Leadership Development, (h) Leadership, and (i) Organization: Past, Present, and Future. The results of the present study is in agreement with the results of the Smith (2010) study. The domains and categories found in the current study was also found in the Smith study.

Discussion

This section presents an interpretation of the results of the analysis of archived interviews of two past Africa American female presidents of a national diversity mental health association. The Consensual Qualitative Research Method (CQR) (Hill, Thompson, & Williams, 1997; Hill et al., 2005) was used to analyze archived interviews. The results of the study will be compared

to the results found in the Smith (2010) study. The methods employed in the Smith (2010) study were also employed in the current study.

Results by Research Questions

This study explored the interviewee's paths through their professional lives, and more specifically, their paths and functions in a national diversity mental health association. The CQR (Hill et al., 1997; Hill et al., 2005) was used in the analysis to identify themes and constructs that emerge from the interviews. Rather than posing a hypothesis based on literature, the CQR employed a method in which the findings emerged from interviews (Smith, 2010). The first set of research questions posed to the leaders is general and guided by the original interview questions. The second set of research questions were guided by Bennis (2009) literature on resilience and characteristics of a leader (as cited in Smith, 2010).

Set One: Research Question One. *Were there common and unique critical incidents for these women that propelled them toward being active in the field of multiculturalism?*

In the current study the interviewee's response to question one was reviewed in which there were responses that had similarities in regards to what propelled them to being active in multiculturalism. More specifically, the similarities of the interviewee's response were seen in the domains of Discrimination Experiences and Socio-historical Influences. The interviewees reported that they were propelled into being active in multiculturalism due to past incidents of racism or discrimination that they experienced. They both experienced incidents of interpersonal and systematic discrimination. Both experienced incidents in which they were alienated and excluded. They both also noted being taught in an educational system that systematically perpetuated discrimination. The interviewees in the present study were not discouraged by the negative experiences of racism. They did not internalize the incidents of racism; rather, they used

it to empower themselves and used it as a motivation to try to achieve an inclusive society. These results were in agreement with the results of the Smith (2010) study. There were common incidents that propelled the interviewees in the current study and the Smith study toward being active in the field of multiculturalism.

Set One: Research Question Two. *Are there commonalities and uniqueness in regards to how these women entered the counseling field?*

Participants in the current study reported that they were steered into the counseling field by mentoring and positive feedback. In the category of Important People, both participants of the current study reported that people they respected and admired were influential in their decision to join the multicultural counseling association. In the category of Mentors, both participants in the current study reported that their mentors in the organization were influential in their success in the organization. In the category of Family, one participant in the current study reported that her family's view of non-ownership of racism led to her not internalizing racism, which was instrumental to her overall success. In the category of Others, both participants in the current study reported that African American female leaders were also instrumental to their success. In the category of Positive Feedback/Success Experience, both participants reported having positive feedback early in their career as being instrumental in steering them toward the counseling profession. The findings in the current study are in agreement with the results of the Smith (2010) study. In the Smith study, three of the five participants began as teachers and realized the need for male or African American role models. Thus, they pursued an advanced degree in the counseling field to fulfill the role of being a role model. Two of the participants of the Smith study reported that their mentors were influential in guiding them into the counseling field. Two

of the participants in the Smith (2010) study also reported positive feedback during their early career that influenced them and steered them toward the counseling field.

Set One: Research Question Three. *Do these women have common and unique self-described leadership strengths?*

The interviewees' unique self-described leadership strengths were identified in the domain of Leadership. In the category of Structural/Strategic Leadership, organizational skills, the ability to delegate, and the ability to think strategically on critical issues were identified strengths. In the category of Collaboration, peer to peer collaboration, collaboration with supervisees, and collaboration with other ethnicities were some of the reported strengths. In the category of Vision, conceptualizing a vision was reported as a strength. In the category of Leadership Credibility, being equitable was reported as a strength. In the domain of Leadership, the participants in the current study expressed some of the leadership strengths expressed by the participants in the Smith (2010) study.

In the Smith (2010) study, participants reported:

use of ritual and prayer inclusion of social advocacy efforts, influencing followers through credibility and by delivering on promises, strategic planning, keeping a sense of humor and perspective as a leader, good listening skills, understanding systems, being able to see more than one side of issues and knowing that sometimes there is more than one right answer, being a good organizer and always having an evaluative component, and leadership is assisted by knowing policy planning and administration through graduate studies. (p. 97)

Set Two: Research Question One. *What protective factors do the interviewees name as assisting them in their successful trajectory through higher education?*

The interviewees from the current study primarily focused on their membership in the association and minimally on their higher education experience. However, similar to the Smith (2010) study, the interviewees overall success was influenced by their parents, school guidance counselors, successful adults, successful peers, positive view of self-confidence, and positive racial identity. The Smith study reported mentorship and collective or communal values as protective factors that assisted the interviewees' successful trajectory through higher education. The Smith study also reported "involved parents, counselor or other adult support, social support, doing well in school, bicultural efficacy, positive sense of self, and having an integrated, positive racial identity" as protective factors.

Set Two: Research Question Two. *What characteristics of the interviewees emerged from the data overlap with those found in Bennis (2009) leaders?*

The current results were compared to the results found in the Smith (2010) study, where the interviewee's qualities were then compared to Bennis (2009) qualities of a leader. Specific qualities include: (a) vision, (b) a distinctive voice, (c) integrity, (d) adaptive capacity, (e) learning from adversity, and (f) innovative learning (as cited in Smith, 2010).

In the first leadership quality, Vision, entails the leader having the determination to bring his or her clearly identified professional and personal goals to fruition (Smith, 2010). Both interviewees in the present study had visionary qualities. During their presidency, they had a clearly defined vision of where they wanted to take the agency and were successful in doing so. They were also successful with meeting their personal goals of being advocates for diversity and

change. These results were in agreement with the results of the Smith study with three of the five interviewees having visionary quality.

The second leadership quality, Distinctive Voice, is made up of five characteristics: (a) purpose, (b) sense of self, (c) passion, (d) emotional intelligence, and (e) self-confidence (Smith, 2010). In the current study, one of the two interviewees had the characteristic of purpose. The integrated self category was equivalent to the sense of self characteristic; both of the interviewees in the current study were found to have the sense of self characteristic. The current study resulted with both interviewees having the characteristic of passion due to their commitment to the counseling field and to the multicultural association. The collaborative leadership category was related to the characteristic of emotional intelligence. Both interviewees in the current study had this characteristic. The pride in accomplishments category was related to the characteristic of self-confidence and was found in both interviewees of the current study. These findings are in agreement with the results of the Smith study. The interviewees in the Smith study also had the leadership quality of Distinctive Voice.

The third leadership quality, Integrity, has three components: (a) self-knowledge, (b) candor, and (c) maturity. The first two components, self-knowledge and candor, were not discussed by the interviewees in the current study or in the Smith (2010) study. The third component, integrity, was coded in both interviewees in the current study, due to their membership in the organization before their presidency.

The fourth leadership quality, Adaptive Capacity, was coded in both interviews in the current study, due to their being resilience academically as well as emotionally. This quality was also detailed in the Smith (2010) study due to the resiliency of the interviewees.

The fifth leadership quality, Learning from Adversity, was coded in both interviews in the current study. It occurred when the interviewees experienced racism but became motivated to promote diversity rather than be impeded by the negative experience. The interviewees in the Smith (2010) were also able to overcome the negative impacts of racism.

Innovative Learning, the sixth leadership quality, involves “anticipation, listening to others, and participation (Smith, 2010).” Like the Smith study, the current study resulted with a number of statements by the interviewees that fit the quality of innovative learning.

Paths to Leadership

In the current study historical influence, important people, mentors, other role models, interpersonal and systematic discrimination experience, awareness of culture, appreciation of diversity, integrated self, pride in accomplishments, resilient outlook, legacy, humility, advocacy, good educational experiences, positive feedback/success experiences, attendance at conventions, early leadership involvement, structural/strategic leadership style, and collaborative leadership style were paths to leadership shared by both interviewees. These results were in agreement with the results of the Smith (2010) study. In the Smith study, the categories of “positive feedback/success experiences, mentors, good educational experiences, volunteering, early leadership involvement, and attendance at the annual conventions,” were the typical path to leadership for the interviewees.

The categories of positive feedback/success experiences, mentors, good educational experiences, early leadership involvement, and attendance at conventions, were paths to leadership shared by the interviewees in the current study and typical paths to leadership in the Smith (2010) study. In the category of positive feedback/success experience, both interviewees

in the current study received positive feedback during college and in their early careers that aided them with developing the confidence needed to be successful.

In the category of Mentorship, both interviewees were significantly impacted by mentors and other role models in their lives. Role models influenced the interviewees to belong to a multicultural organization. This was significant in the interviewees' lives because their desire to battle discrimination was brought to fruition by their role models. Their role models also offered the ability for them to learn how to operate professionally on a day-to-day basis. The interviewees also received support from successful African American peers that aided with their career success. Both interviewees were also impacted positively by their graduate school advisor

Both interviewees had early experiences where they belonged to a positive association. They also had early leadership experiences before becoming the president of the association. Their attendance at annual conventions was instrumental for them to acquire leadership positions. It was an opportunity for them to be a part of leadership and also served as an opportunity for them to receive peer support.

There were six categories present in the Smith (2010) study, that weren't found in the current study: (a) biculturalism, (b) social influences, (c) definition of leadership, (d) volunteer work, (e) collectivism, and (f) chance/fate, was also present in the Smith (2010) study, but not the current. The categories of biculturalism and social influences were variant themes in the Smith (2010) study. Only two of the five leaders were coded for biculturalism and one for social influences in the Smith study. These categories were not typical and not necessary for leadership attainment. Thus, not present in the current study.

The category definition of leadership was not coded in the current research. It was coded in the Smith (2010) study when the individuals stated their views about good leadership. Neither

interviewee in the current study specifically identified their idea of good leadership. However, one interviewee identified her mentor's assertiveness when standing up for exclusion as a positive leadership quality.

The category volunteer work was coded in the Smith (2010) study when the interviewee participated in volunteer activities. In the current study, both interviewees belonged to the agency before their presidency and one interviewee noted participation in organizations that advocated for civil rights. However, it is unclear if this participation was specifically volunteer work.

The category of collectivism was coded in the Smith (2010) study when the interviewees mentioned the importance of the group. This category was not coded in the current study. However, the interviewees in the current study expressed the importance of being collaborative, which overlaps with collectivism. However, the interviewees did not specifically mention the importance of the group, thus it was not coded in the present study.

The category of chance/fate was coded in the Smith (2010) study when the interviewees used the words "chance, destiny, and fate or talked about opportunities using the passive voice." This category was not coded in the current study. This is due to the interviewees in the current study having a more internal locus of control.

Limitations of the Study, Applicability of the Results, and Directions for Future Research

Since the study was a replication of the Smith (2010) study, it has similar limitations and applicability; the direction for future research also remains the same. Like Smith's (2010) study, this sample size should be larger to increase credibility. Members of the association that could

attest to the interviewees' style of leadership would also add to credibility. The questions that were asked of the interviewees were not conducted with the current research in mind.

The findings in the current study can be incorporated by parents, in academic settings, in places of employment, by mental health providers, and in leadership programs to aid with promoting success in African American women. The result of the current research also offers a guide to aid in the promotion of success in African American women. Parents of African American females and professionals working with African American females should be aware of the results so that they can aid with promoting their success. For example, based on the positive results experienced by the interviewees from their attendance at conventions, parents of African American females should encourage their daughters to be members of positive groups such as school based groups or groups offered by religious organizations. This would allow for networking to occur and for African American females to be exposed to various speakers and presenters. Such exposure would also provide African American females with the ability to receive encouragement from group members and leaders, which was identified as a contributing factor to the success achieved by the interviewees.

Professionals working with African American females should also be aware of the results of the study so that they can learn ways to promote success in African American females as well. For example, teachers should be aware how especially impactful positive feedback is to African American females. Academic administrators should also be aware of the results of the research so that they too can aid in the promotion of success in African American females. Mentorship opportunities should be implemented in academic settings to promote the success of female African American students. African American females should be mentored by a successful female to allow for the nuisances required to achieve academic success to be modeled.

Mentorship opportunities should also be offered in places of employment to promote the success of African American females in the workforce. African American females should be paired with successful individuals in places of employment so that they can model how to be successful. This contributes to the promotion of leadership development in African American females and leadership programs should therefore also incorporate the results of the study to aid with the development of successful African American leaders.

Mental health professionals should also not only be informed of the results of the study, but should also be aware of the negative experiences that African American females are often exposed to. The attained knowledge of the negative experiences that African American females are exposed to offer the mental health provider insight on what contributes to the functioning of African American females. This deepened understanding will aid in improving the therapeutic relationship, thus increasing the potential for more effective treatment to be rendered to African American females. The categories that contributed to the interviewee's success should be recommended by mental health professionals to aid with promoting the success of African American females.

Directions for future research include research that involves interview questions being linked to research questions. Interviews with individuals that can attest to the leadership style of the leader participants would also increase credibility. The number of people interviewed could be increased to also improve credibility.

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Appendix A

Interview Questions

1. Please recall some critical incident(s) in your personal life that facilitated your journey towards multiculturalism.
2. Please describe your organizational leadership strengths as:
 - a. An individual
 - b. A racial or ethnic minority person
3. Describe what brought you into (how you got involved in) the mental health field and in the racial and ethnic minority division of your national mental health association (the name of the association and its division are withheld to protect identity).
4. Describe your involvement with your racial and ethnic minority mental health division (various offices, responsibilities, voluntary contributions).
5. What were the accomplishments of your presidency in the racial and ethnic minority mental health division?
6. Share your perspectives on what happened historically during your administration as President of the racial and ethnic minority mental health division.
7. What do you at present think about the racial and ethnic minority mental health division and its progress and development?
8. What direction do you think the racial and ethnic minority mental health division should be going? Do you agree or disagree with its current directions?
9. Describe the racial and ethnic minority mental health division's progress with regard to its multicultural organizational development.

Appendix B

Gargi Roysircar's Interviews with Past Presidents of the Association of Multicultural Counseling and Development.

Dr. Roysircar has written the following description on the interview participants and procedures.

Participants

The participants, 5 men and 3 women, were African American past presidents of a racial and ethnic minority and culturally diverse counseling association. The past presidents had doctoral degrees, were in their 50s, lived in geographically different parts of the country, and held important positions in higher education. They were available to be interviewed as past presidents. At the time of the study, there were 16 individuals that fit the criteria of a living African American past president of the counseling association, making the participant rate 50%. The other past presidents were elderly and less able or ill, making it impossible to recruit them.

Procedures

Recruitment letters with information about the study, the study's venue, and the time of the live interviews, as well as consent forms were emailed to 14 African American past presidents. The participating counseling leaders were informed of the risk to their anonymity and they gave consent. They were also informed that student researchers and Dr. Gargi Roysircar at the Antioch Multicultural Center for Research and Practice would transcribe the tapes and do qualitative analyses of the interviews. Dr. Roysircar would be responsible for selecting the student researchers. The transcriptions and tapes would be stored at the Center, while the interviews and the results would be published and disseminated through counseling journals to

inform about the leadership of African American leaders in a racial, ethnic, and culturally diverse counseling association. The invited past presidents gave consent to these procedures.

The interviews were held at the association's annual conference in New Orleans. The interviews had input from the association's council of past presidents, stakeholders of the association. The council requested graduate student members of the association from diverse cultural groups to conduct the interviews because, as elders, they considered it meaningful to pass down their history and influence to student members. Eight interviewers received live training to do the interviews and in other responsibilities prior to the study. Thus, the interviewers were not the authors/researchers, which was a strength of the study, controlling for researcher bias and demand characteristics. In addition, the association's Executive Committee and the Past Presidents Council considered this aspect of data collection a positive feature because it provided graduate students an opportunity to interview role models.

Appendix C

Historical influences Frequency 2**Interviewee 1.**

Well, I think experiences through my childhood, being an African American child and going through, segregation, and integration, I felt the need for diversity and I was trying to reach out so that I could be able to help other people not be excluded the way I had been excluded.

Interviewee 2.

Well, in my personal life I was a child of the 60's; therefore, I was an activist from my grade school years through my college years. That was because of the overt racism that existed in my community and in my own educational years. So, it was important to me to be a part of change in our society. So naturally, the first [racist] incident, I believe, was in my teen years, because the restaurant in our community, which was very popular with the teens, I believe it was White Castle, did not admit people to enter into the building but you rather had to receive their food car-side or curbside and during my senior year, I guess just prior to graduation, we were under the impression that you could enter and order food. And I was a member of, but also with the student activated coordinated committee at that time, which is the arm of the civil rights southern organization that came from Dr. King and as such, upon discovery, that we thought we would picket, and the picketing was successful. And then that following November, we started picketing another organization that was a hamburger organization also that allowed only curbside service and did not allow you to enter the building and so we were successful integrating that facility. This was prior to my going into college.

Important people Frequency 2**Interviewee 1.**

Well, I joined the organization back in 1975 at the New York Convention. I did not become active with AMCD, well, the Association of Non-White Concerns, was the name of the organization at that time and I became active with them in 1981 through the late Samuel Johnson. He came to my school district to talk about a national scholarship organization and putting on a college fair for the students in our school district and, of course, the conversation overflowed into the Association of Non-White Concerns and we began to talk about the Association and the purpose for it and he encouraged me to be active in the Association because he knew I was already a member of the Association and I think that was my beginning of being connected to AMCD.

Interviewee 2.

By the time I went to college, the whole movement had started and we were concerned about our studies. We were concerned about the lack of faculty members on the campus, black faculty members, so I think out of the type of thinking that there needed to be change in the equality of the society, multiculturalism at that time and when I graduated of graduate school, I think in '75, prior to graduation, I was being recruited to come into the organization and mentored by our advisor, graduate advisor, Mitchell, who was the former president and then Fowler was a member of the organization, so I guess I felt it was empowering to get into an organization and for me it was very critical process of my rites of passage, which was professionally belonging to an organization that advanced the cause of African-Americans, in particular with an ethnicity agenda.

Mentors Frequency 2**Interviewee 1.**

I'm going to mention that AMCD was facilitated through the mentioning of people whom I admired in the field, such as my advisor Forrest Mitchell, who is quite a scholar in our graduate studies and was just really forever giving critical feedback in terms of our strengths and from the African male perspective. I valued him because I accepted his feedback, I had the right of choice to accept his feedback, and I just really believe it was validating because he was a man of ethics and would not do that in a hypocritical way. So his feedback is that he felt that this would be an organization, the AMCD, at that time was process that would facilitate my professional growth.

Interviewee 2.

As I said earlier, what brought me into AMCD was again, a personal need to be connected with individuals who had the mission of diversity and unity and, of course, the strong leadership of Sam Johnson and Johnny McFadden. Courtland Lee was my mentor and my graduate school advisor. Those people were very instrumental in my life. Everybody played a part but those people were the people that I was in close contact on a daily, close contact with on a daily basis and who mentored me and just their leadership and watching them and how they took charge and became assertive, you know, when it came to diversity and unity and standing up for exclusion, I wanted to model that as well.

Family Frequency 1**Interviewee**

A very supportive and loving family who believe in independence and believe that they did not owe, did not own the problems of racism.

Others Frequency 2**Interviewee 1**

Wanda, was the person that preceded me and Wanda and I made a pact, um, that we were gonna team together so that we would have continuity between the two administrations and when Janice, uh, the late Janice joined us as President '87-'88, she, too, joined us with that pact so that we could begin to have the continuity from one administration to another. We formed the Past Presidents Council because those of us who had been past presidents, we felt like we did not want the resources from past leaders to be lost, so we would form the Past Presidents Council, where we would be certain to support the person who was President/President-elect and ensure the continuity throughout the organization.

Interviewee 2

I was expecting my first child so Ruth and other long-term members were able to, through my working with them from home, organize the convention for APCA which is, you know, the first name and one of the names for ACA.

I was encouraged to apply for, I mean, I was encouraged by my colleagues, Ruth, Joyce, and others, to, um, consider the presidential role so one of the breaches that I had to overcome was that I was a me at the time.

Interpersonal racism Frequency 2**Interviewee 1**

I know in my childhood I was alienated from a lot of things or excluded from a lot of different things, I'm very much aware of that and trying to always be inclusive and bringing everybody into it and not always having a bias or a prejudice, you know, related to someone.

Interviewee 2

That was because of the overt racism. The first incident, I believe, was in my teen years because the restaurant in our community, which was very popular with the teens, and that was the, I believe it was ... and I don't know whether it's national, and I guess it was a long time before we realized that White Castle did not admit people to enter into the building but rather, had to receive their food car-side, curbside and during my senior year, I guess just prior to graduation, um, we were under the impression that you could enter and order food.

Systematic racism Frequency 2

Interviewee 1

I had a counselor who was, um, seldom seen among the students and I think that was to some degree because of the type of high school I went to. I went to a high school, which was a college prep school, and at any time they, um, had to program us for the next grade level. Uh, it was pretty much set, you know, what the next level of coursework would be because of the college prep progression and I remember in my senior year, uh, the counselor callin' me in and she asked me what did I wanna do after high school and I told her I had an interest in going to college and, obviously, my ACT scores were real low and she told she didn't think I could make it in college and, um, I would not be college material.

Interviewee 2

By the time I went into college, then of course the whole movement had started and we were concerned about our studies. We were concerned about the lack of faculty members in the campus, black faculty members.

Awareness of Culture Frequency 2

Interviewee 1

Well, I think, uh, experiences through my childhood, uh, being an African American child and, uh, going through, uh, segregation, integration, um, I felt the need for diversity and I was trying to reach out, uh, so that I could be able to help other people not be excluded, um, the way I had been excluded.

I know in my childhood I was alienated from a lot of things or excluded from a lot of different things, I'm very much aware of that and trying to always be inclusive and bringing everybody into it and not always having a bias or a prejudice, you know, related to someone.

Interviewee 2

Well, in my personal life I was a child of the 60s; therefore, I was an activist from my grade school years through my college years. That was because of the overt racism.

Appreciation of diversity Frequency 2

Interviewee 1

What brought me into AMCD was, uh, again, a personal need to be connected with individuals who had the mission of diversity and unity.

Interviewee 2

So that was another thing is that we clearly tried to help people to understand the difference between diversity and multiculturalism.

We really had a process of certifying people to become multicultural counselors that we could facilitate a difference in understanding, helping people to understand the differences in diversity and multiculturalism and at the same time, make sure that everyone is at the table with the integrity and the ability to represent their... to collaborate, to be a collaborative process with all the ethnic groups, and so we now have 4 ethnic groups at the table and that's expanding also.

Awareness of minority status Frequency 2

Interviewee 1

I think my greatest strength is the ability to think strategically, critically on issues. And I think that was because as minorities in this society, in particular as an African-American, survival has been a trait that has been essential for our existence and without critical thinking and being able to understand motives to understand and get a perceptual understanding of why and how and what is happening to be proactive, we could not exist and you would be in grave danger.

Integrated self Frequency 2

Interviewee 1

I'm more sensitive to ethnic relationships, whether it's supervisor/supervisee or just a friend, a friend to friend, um, and I think I'm one of those persons that the speaker spoke about today, uh, come grown with me, let us grow together, and, uh, I think that's a strength that I have, um, and because I know in my childhood I was alienated from a lot of things or excluded from a lot of different things, I'm very much aware of that and trying to always be inclusive and bringing everybody into it and not always having a bias or a prejudice, you know, related to someone.

We had talked about, um, we had changed our name by that time but we had not actualized it and bringing in persons from other ethnic groups.. because it was important and it had been written in the By-laws from 1972, that we would have these Vice Presidents, be a part of the association because we did not want to be known as an African American group but we wanted a true, multiethnic organization and I supported that in my administration as well.

Interviewee 2

I think my greatest strength is the ability to think strategically and critically on issues. I think that is because as minorities in this society, in particular as an African American, survival has been a trait that has been essential for our existence and without critical thinking and being able to understand motives to understand and get a perceptual understanding of why and how and what is happening to be proactive, we could not exist and you would be in grave danger. So your thinking is sharpened and it is developed at a state that transcends ordinary first order thinking. When you move out of survival, you take it for granted so that when you go into schools, you are automatically moving to honor societies very quickly because of the way you think, because you already have transcended. Typical everyday thinking and problem-solving for your survival has been a part of a minority existence so you not only become creative thinker, you become a strategic thinker.

Pride in accomplishments Frequency 2

Interviewee 1

So, we hoped to build a capacity of leaders that way in the southern region and the southern region was one of the largest regions of the organization and has been for quite some time. From the Southern Regional Rep's position to President-elect to President, I feel like I made a contribution.

Interviewee 2

And although the competencies, the concept of the competencies, did not start in my administration, operationalizing them did, as did the sense of who we would become and move this into a practice so that people will understand how to facilitate multiculturalism, which is really a different thing than secularizing and moving it from a theoretical perspective, or at least understanding it from a theoretical perspective, so that was really good.

Resilient outlook Frequency 2**Interviewee 1**

Well, I agree with its direction. We have had the competencies, the multicultural competencies. We've been talking about that for almost 15-20 years and I think we need to actually operationalize those competencies and make those a reality. There was a statement, I think, yesterday where they'll presenting them or doing something with them in the near future but I would like to see that happen because they struggled with that since the '80s and they have struggled with putting together those competencies and I'd like to see us go in that direction. I think right now we are becoming respected in that field, that we are the organization that speaks for multiculturalism. Every division had their piece on the multicultural committee but I think they see us in a totally different light now with the leadership that we have and that's the direction I think we want to be in.

Interviewee 2

So the first thing I did was I had a deep long discussion with my college president and I told him that I had no means or monies and I believed in the organization and I believed in the mission of the organization. He was a founding member when I was president of the local and he and I, we shared a good level of camaraderie. I asked him if I could use one of the afternoons of my

presidency to contact my constituent group, my convention chair, members, committee chairs, and to do that without feeling that I had this place to work. Secondly, I asked if he would underwrite all expenses for me, that is, travel expenses, telephone expenses, and any type of correspondence that I might need to do, that he was willing to do that, along with his being willing to come to my luncheon and to get the recognition that I wanted him to have. Otis, Pat and I got together to do investments for the organization and we started the investments by selecting three to four stocks that we thought would have a progressive growth and we were right because the stocks grew, some had phenomenal growth. It was a bull's market and we made \$30,000, which allowed us to have some independence. The first thing we were able to do was to move to developing a strategic approach that would help us to become solvent in spite of being in a bankrupt state. The second thing we wanted to do was to work on infrastructure to make the organization more viable and much more independent.

Purpose of life Frequency 1

Interviewee

So, that's what brought me into counseling, a drive, you know, a strong drive, a personal drive.

Legacy Frequency 2

Interviewee 1

I think the current president is a fine example of the research. She does recognize the history and that is very important to the legacy and to the strength of our organization. I think that they are publishing and there is going to be a book out on this, on multicultural practices.

Interviewee 2

I think it was about '88-'89 when we formed the Past Presidents Council because those of us who had been past presidents, we felt like we did not want the resources from past leaders to be lost so we would form the Past Presidents Council, where we would be certain to support the person who was President/President-Elect and ensure the continuity throughout the organization. I think that worked well for us.

Humility Frequency 2

Interviewee 1

I remember Thomas being that person, from time to time who would, pull us out of the fire, you know, and put the money there. AMCD did not have a lot of money at that time but those of who were part of the organization, we kinda pulled together and put our own monies together in order to make things go or to get to the next point, or if the membership dues wasn't coming in right, you know, we would make a commitment, and write a check, you know, in order to keep things going.

Interviewee 2

I inherited my presidency in the year of 1994 and '95 when ACA was in great deficit mode. They had a 2 million dollar debt to pay and they were unable to, within their cash flow, they were unable to distribute monies to divisions, so I inherited almost a bankrupt division. We didn't have monies to publish. I didn't have money to travel. I didn't have monies to communicate with my constituent pool, so that's where my strategic and creative thinking started. I started with a fabulous treasurer, and he and I would brainstorm and go through the process of deciding how we could do this. The first thing that I did strategically was to envision from a visionary perspective the expenses that I thought I needed to approach this daunting problem, how you be a president with no monies.

So the first thing I did was that I had a deep long discussion with my college president and I told him that I had no means or monies and I believed in the organization and I believed in the mission of the organization. Secondly, I asked if he would underwrite all expenses for me, that is, travel expenses, telephone expenses, and any type of correspondence that I might need to do, that he was willing to do that.

Advocacy Frequency 2

Interviewee 1

When it came to diversity and unity and, uh, standing up for exclusion, um...I wanted to model that as well.

Interviewee 2

I was a member of, serving with the NAACP but also with student activated coordinated committee at that time, which is the arm of the civil rights southern organization that came from Dr. King.

Education Frequency 2

Interviewee 1

He came to my school district to talk about, um, national scholarship organization and putting on a college fair, uh, for the students in our school district and, of course, the conversation overflowed into the Association of Non-White Concerns and we began to talk about the Association and the purpose for it and, uh, he encouraged me to be active in the Association because he knew I had, I was already a member of the Association and I think that was my beginning of being connected to AMCD.

Courtland was my mentor and my graduate school advisor. Those people are very instrumental in my life. Everybody played a part but those people were the people that I was in close contact on a daily, close contact with on a daily basis and who mentored me.

Interviewee 2

Prior to graduation I was being recruited to come into the organization and mentored by our advisor, graduate advisor, Mitchell, who was the former president and then Fowler who was a member of the organization, so I guess I felt it was empowering to get into an organization and for me it was very critical process of my rites of passage, which was professionally belonging to an organization that advanced the cause of African-Americans, in particular with an ethnicity agenda.

And then as I was coming up through undergraduate and graduate school, it happened to me to because I enjoyed studying and, um, writing and reading so well, I think for me that was something that could be useful to the organization, so she encouraged me in my graduate studies to join the organization.

Positive feedback or success experience Frequency 2

Interviewee 1

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Attendance at conventions Frequency 2

Interviewee 1

Well, I joined the organization back in 1975 at the New York Convention.

Well, it started off in 1981, I think just observing that very first year or two, attending the meetings, listening to the different operations of the organization's projects.

During my tenure as Regional Rep, attending the southern regional meetings and having conferences on the southern regional level because many people were not able to attend, the conventions, for one reason or another, it was an opportunity for them to, hear conference

speakers, and be a part of the leadership, you know, so we had conferences but it was more on the leadership style or the leadership of the organization opposed to just the content session or whatever.

When I heard that the convention was going be in New Orleans and I heard that last year in San Antonio. I asked, uh, Gargi to allow me to serve as Chairperson of the convention 'cause I just felt like I needed to be able to give something back to the organization and having been past president, a past president, I wanted to do that.

Interviewee 2

I was expecting my first child so Ruth and other long-term members were able to, through my working with them from home, organize the convention for APCA, which is the first name and one of the names for ACA. So that started a leadership journey, from starting at the very local, state level and then I was, from the state level, moved to the regional level where I became regional rep of the Midwestern region and from there, I was encouraged by my colleagues, Ruth and others, to consider the presidential role.

Early leadership in association Frequency 2

Interviewee 1

In 1983 if I remember correctly, I became Southern Regional Representative and I served as Southern Regional Representative for...I guess six years.

Interviewee 2

So that started a leadership journey, um, from starting at the very local, state level and then I was, from the state level, moved to the regional where I became regional rep of the Midwestern region

Work experience Frequency 1

Interviewee

I went to college and I finished in four years. I got a Master's Degree in 1974 and the position that I am in now, um, as Director of Guidance at, in the public schools.

Structural/strategic leadership Frequency 2

Interviewee 1

Organizational skills are my strength. One main strength that I have is the ability to organize. I'm also a strong administrator. Once I understand the mission and the direction related to the task, I'm one who will synthesize it in my mind and if I need to identify people to work with, they always tell me I'm good at delegating tasks. I think I'm also strong in identifying people with the skills that are needed to carry out a task.

Interviewee 2

I think my greatest strength is the ability to think strategically, critically on issues.

So as a result, I became, I think a leader that could conceptualize the vision for where we could go and I think it has been for me a very critical strength in my own self.

Collaboration Frequency 2

Interviewee 1

I became her supervisor and, uh, you know, worked cooperatively with her, you know.

Wanda, was the person that preceded me and Wanda and I made a pact, um, that we were gonna team together so that we would have continuity between the two administrations and when Janice, uh, the late Janice joined us as President '87-'88, she, too, joined us with that pact so that we could begin to have the continuity from one administration to another. We formed the Past

Presidents Council because those of us who had been past presidents, we felt like we did not want the resources from past leaders to be lost, so we would form the Past Presidents Council, where we would be certain to support the person who was President/President-elect and ensure the continuity throughout the organization.

Interviewee 2

I started with a fabulous treasurer, and he and I would brainstorm and go through the process of deciding how we could do this. . The first thing that I did strategically was to envision from a visionary perspective the expenses that I thought I needed to approach this daunting problem, how you be a president with no monies.

At the same time, make sure that everyone is at the table with the integrity and the ability to represent their culture, to collaborate, to be a collaborative process with all the ethnic groups, and so we now have four ethnic groups at the table and that's expanding also.

Vision Frequency 1

Interviewee 1

Once I understand the mission and the direction, uh, that we're to take related to the task, I'm one who will, um, synthesize it in my mind and if I need to identify people to work with, I, they always tell me I'm good at delegating, you know, tasks and I think I'm also strong in identifying people with the skills that are needed to carry out a task.

Interviewee 2

I became, I think a leader that could conceptualize the vision for where we could go and I think it has been for me a very critical strength in my own self.

Credibility Frequency 1

Interviewee

I'm also, uh, a leader who asks others to do something, I'm willing to do it myself as well, so I don't think I'm above them.

Defining the organization Frequency 2**Interviewee 1**

I think we've grown by a landslide. I think we have done well from what I have known the organization to have been in 1972 when they started out in Chicago. I was aware of the struggle from '72-'75 and I knew the vision that the forefathers had about the organization and I think today, those dreams have become a reality in so many different ways. I marvel at the way we are operating now with the Vice Presidents of the various ethnic groups and how much collaboration would go on in our earlier years. If someone from an ethnic group other than the African American group would have come to the organization, there was a lot of resistance for those persons and I think when Pat Arredondo joined us, she got the brunt of some of that, even just as a secretary. But I think those of us who really wanted to make it happen, we kind of put our arms around her and saw that she was one person that could help bring us to where we wanted to go and, of course, when Pat became President, it just took off, you know, like fire. We saw leaders coming in from all ethnic groups and I am so proud of the organization and of the success that it had and the research that they do within the field of multiculturalism. I just think it's fantastic.

Interviewee 2

We had services that we could offer. We really had a process of certifying people to become multicultural counselors that could facilitate a difference in understanding, helping people to

understand the differences in diversity and multiculturalism and at the same time, make sure that everyone is at the table with the integrity and the ability to represent their... to collaborate, to be a collaborative process with all the ethnic groups, and so we now have four ethnic groups at the table and that's expanding also.

Outreach

Communication Frequency 2

Interviewee 1

We didn't we have enough communication going out to the membership and we had to struggle with it, getting at least four issues of the journal out, uh, to the membership so that they could feel like they were getting something for their dollars. And then we had a newsletter piece, uh, where we didn't have financial resources to get the newsletter out. We wanted to at least get four newsletters out to the membership.

Interviewee 2

I think that we need to be publishing practices so that people will have an understanding of how to facilitate the competencies.

Engaging members Frequency 1

So, from a progressive perspective, we really need to capture our membership. We need to be sure we clearly define our services to our constituent group so that they understand what they can gain by being a member of a multicultural division. The need to understand the services; that they can receive any certification. They can understand the competencies to be a very competent multicultural counselor. They should be able to understand the purposes and the principles of

multiculturalism and conservatism that will allow them to be maintained in their professional settings, that they will get interventions and support.

Gatherings Frequency 2

Interviewee 1

During my tenure as Regional Rep, attending the southern regional meetings and having conferences on the southern regional level because many people were not able to attend, the conventions, for one reason or another, it was an opportunity for them to, hear conference speakers, and be a part of the leadership, you know, so we had conferences but it was more on the leadership style or the leadership of the organization opposed to just the content session or whatever.

You know, today, um, the student issues or student concerns group met, a discussion group, and that's one of the things that students talked about was it would be really great to have some history of the organization come to new members, especially students so they can really kind of understand...

Interviewee 2

I was expecting my first child so Ruth and other long-term members were able to, through my working with them from home, organize the convention for APCA, which is the first name and one of the names for ACA. So that started a leadership journey, from starting at the very local, state level and then I was, from the state level, moved to the regional level where I became regional rep of the Midwestern region and from there, I was encouraged by my colleagues, Ruth and others, to consider the presidential role.

Membership Frequency 2

Interviewee 1

We had talked about, um, we had changed our name by that time but we had not actualized it and bringin' in, um, persons from other ethnic groups, we were still struggling with that and I did support that, that struggle, you know, because it was important and it had been written in the By-laws from 1972, that we would have these Vice Presidents, uh, to be a part of the association 'cause we did not want to be known as an African American group but we wanted a true, multiethnic, um, organization and, uh, I supported that in my administration as well.

Interviewee 2

So, from a progressive perspective, we really need to capture our membership. We need to be sure we clearly define our services to our constituent group so that they understand what they can gain by being a member of a multicultural division. The need to understand the services; that they can receive any certification. They can understand the competencies to be a very competent multicultural counselor. They should be able to understand the purposes and the principles of multiculturalism and conservatism that will allow them to be maintained in their professional settings, that they will get interventions and support.

Students as leaders Frequency 2**Interviewee 1**

You know, today, um, the student issues or student concerns group met, a discussion group, and that's one of the things that students talked about was it would be really great to have some history of the organization come to new members, especially students so they can really kind of understand where the organization started and where it's going.

Interviewee 2

I think we continue, we should continue the mentoring and nurturing of young leaders like you who are able to come to the organization and decide that there are things they would like to do and who need some specific, specialized mentoring or generic, general mentoring.

Advocacy Frequency 2

Interviewee 1

Well, I think experiences through my childhood, being an African American child and going through, segregation, and integration, I felt the need for diversity and I was trying to reach out so that I could be able to help other people not be excluded the way I had been excluded.

Interviewee 2

That was because of the overt racism that existed in my community and in my own educational years. So, it was important to me to be a part of change in our society.

Multicultural counseling competencies Frequency 2

Interviewee 1

Well, I agree with its direction. Uh, we have had the competencies, the multicultural competencies. Um, we've been talking about that, I guess, almost 15-20 years and I think we need to, uh, actually operationalize those and make those, uh, a reality. There was a statement, I think, yesterday where they said they, they'll presenting 'em or doing something with them in the near future but I would like to see that happen 'cause Arron struggled with that since the '80s and Johnny, uh, they have struggled with putting together those competencies and I'd like to see us go in that direction.

Interviewee 2

We operationalized the competencies, knowing that we would need those competencies to promote our services to our members so that the members would have something tangible that would give them certification for multiculturalism, so what I did was reactivated the standards and professional standards committee with the chair and that was to operationalize.

I guess historically we have established and operationalized the competencies and they are now being re-updated so that has become a part of the fabric of AMCD, that we now have competencies.

Although the competencies, the concept of the competencies, did not start in my administration, operationalizing them did but the sense of how we would become, move this into a practice so that people will understand how to facilitate multiculturalism, which is really a different thing than secularizing and moving it from a theoretical perspective, or at least understanding it from a theoretical perspective, so that was really good.

I guess I mentioned that I think we need to be about certifying multicultural practitioners, okay? I think that we need to be publishing practices so that people will have an understanding of how to facilitate the competencies

Structural leadership Frequency 2

Interviewee 1

I think it was about '88-'89 when we formed the Past Presidents Council because those of us who had been past presidents, we felt like we did not want the resources from past leaders to be lost so we would form the Past Presidents Council, where we would be certain to support the person who was President/President-Elect and ensure the continuity throughout the organization. I think that worked well for us.

Interviewee 2

So the first thing we were able to do was to move to developing a strategic approach that would help us to become solvent in spite of being in a bankrupt state. The second thing we wanted to do was to work on infrastructure to make the organization more viable and much more independent.

I think a tone was set for dedicating work and establishing the type of structure that would be a part of all of the organization's divisions without losing our integrity and identity, not just being assimilated in every place but maintaining a divisional role.

Association's peer-reviewed journal Frequency 2

Interviewee 1

We didn't we have enough communication going out to the membership and we had to struggle with it, getting at least four issues of the journal out, to the membership so that they could feel like they were getting something for their dollars. Then we had a newsletter piece where we didn't have financial resources to get the newsletter out. We wanted to at least get four newsletters out to the membership.

Interviewee 2

I think the current president is, I think, a fine example of the research. She does recognize the history and that is very important to the legacy and the strength of our organization. I think that they are publishing. There is going to be a book on multicultural practice.

Fiscal responsibility Frequency 2

Interviewee 1

We didn't have financial resources to get the newsletter out. We wanted to at least get four newsletters out to the membership, you know, and so we had some struggles along the way with money but it always worked out because somebody eventually made a contribution.

AMCD did not have a lot of money at that time but those of who were part of the organization, we pulled together and put our own monies together in order to make things go or to get to the next point.

Interviewee 2

I inherited my presidency in the year of 1994 and '95 when ACA was in great deficit mode. They had a 2 million dollar debt to pay and they were unable to, within their cash flow, they were unable to distribute monies to divisions, so I inherited almost a bankrupt division. We didn't have monies to publish. I didn't have money to travel. I didn't have monies to communicate with my constituent pool, so that's where my strategic and creative thinking started. I started with a fabulous treasurer

National climate Frequency 1

Interviewee

It was a bull's market and so we made \$30,000 and that allowed us to have some independence.
