Philosophy of Leadership

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Leadership is considered an integral part of our social development. I am recognized as a clinician and an academic leader; this is a prodigious responsibility to inspire and to promote the values of the mental health profession from all aspects. As such, my philosophy of leadership is hinged on servitude and grounded by the charismatic, transactional, and transformational leadership approach. This means being an effective facilitator -leader. From this I amalgamate a practice-feedback orientation, I lead when I teach, and I guide when I facilitate. Another aspect of my operational leadership is the ability to teach and be taught simultaneously. Therefore, my clinical and academic leadership does not develop in a vacuum. For continued learning exposure to changing times and developing communities, I strive to be cognizant of humility, cultural liability and the need for accessible social justice for all. This is accomplished through continuing education, research, and training, where the required tools are developed and integrated.

I find the charismatic, transactional, and transformational leadership approach useful versus other foundational theories of leadership because of its fluidity in facilitation, and non- didactic rigid methodology. It has been my experience that didactic leadership is unshakable while charismatic, transactional, and transformational and facilitated leadership is vulnerable, which results in my consistent growth. This does not mean that I am ignorant of the application of other various leadership theories that are critical to the environment; to achieve results, and for promoting solid professional relationships.

**Application of Active Leadership and Advocacy**

A successful servant leader is foremost one that knows the audience (profession, organization, student, and/ or client) being served at any given time. This awareness leads to an understanding of the relationship with all stakeholders within the educational leadership sphere. As the leader, I am mindful to identify and prioritize the needs and capacity of the audience to ensure all needs are met.

If the audience being led is a blanket, then while patching a hole in the center the good leader makes sure any loose threads on the edges do not become more frayed while waiting to be patched themselves. This involves two human qualities, connectedness, and transcendence, so that the common set task of field advancement may be accomplished efficiently and effectively to the satisfaction of all concerned. This awareness leads to an understanding of the relationship with each internal participant within the educational leadership sphere and the relationship with external stakeholders. My aim as a good leader is to make sure all voices are heard without judgment and that everyone on the team or audience is treated equally while resolving the major issues at hand.

**Future Aspiration**

Advocacy, pedagogy, collaborative and ethical leadership is our way forward. In today’s world to ensure a prosperous and cohesive future we need solid and sound leadership that is generationally sustainable. As the human experience on planet earth becomes both fragmented economically and more closely connected technologically, leadership has changed from one where laws and instructions flowed from the top down to one where successful leadership involves managing human progression through united advocacy that is more horizontal than vertical.

I would like to contribute to these efforts by earning my place as a post-secondary education instructor/ staff, at a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited university. You cannot be a prodigious teacher without first striving to be a boundless learner, and you cannot be a prodigious learner without a willingness to teach boundlessly. It is with this view in mind that I enumerate teaching, research, and public service as the core foundational notions upon which my teaching values are based.

As a servant leader, I strive to be likened to an instrumentalist (instructor) in an orchestra (educational leadership profession). Hence, with my involvement, I contribute to the field’s long-standing progression of developing as “one voice”. My instrument (leadership style) looks and sounds differently but plays the necessary notes (theories and techniques) that add to the collective music (counseling field) to ensure integrity, fidelity, and efficacy. The conductor (CACREP standards, American Counseling Association code of ethics, and Core counseling principles) serves to guide me through to insure harmonic collaboration.

In preserving my contributions and the efforts of everyone who came before me, I offer my teaching philosophy for leadership and advocacy retention and application. I aim to focus on establishing an environment conducive for learning, emphasizing the importance of original research and the development of students’ capabilities for public service. This is accomplished by looking for the personal qualities, knowledge, and proficiencies of each student that exemplifies their capacity to not only survive but to thrive within our counselor education field. I believe my role is to enhance students’ psychological and cognitive development through facilitating independent critical thinking, creativity, collaborative risk-taking, and student empowerment. I do this by looking for opportunities to promote these values through leadership in all settings and all population groups for whom they work or advocate. My commitment as a servant leader to academia at the graduate-level includes helping students develop a sense of social justice while learning pragmatic skills such as resiliency, communication, and leadership. Other adjectives that I must possess as a servant leader are (but not limited to) compassion, firmness, fair, loving, competent, inclusive, motivational and flexible.

Throughout this process, I must model professionalism and offer guidance to students on their journey into the counseling profession. I demonstrate and expect from students, ethical behaviors by adhering to the ethical guidelines as outlined by the American Counseling Association and all other state licensure governing boards of which the students reside. I believe in leadership by example (also known as action), by positive reinforcement and by successfully communicating the details of the vision.

Reference

The ACA Code of Ethics (2014) http://www.counseling.org/knowledge-center/ethics

Counselors for Social Justice (CSJ) Advocacy Competencies found online at:

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Appendix: **Grading rubric**

**Note:** I did not see grading rubric in the syllabus but I’m thinking this is my oversight