

Benchmark Leadership Interview Assignment

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The following paper will comprise three areas that will be integrated into the questions and answers from the leader I chose for the interview. The three areas I will integrate are my reactions to the answers from my interviewee, how the interviewee's answers supported or challenged my definition of leadership and my understanding of the skills necessary to be a good leader. Then I will finish the paper with what I have taken away from this interview to help make me a better leader.

The person I have chosen for my leadership interview is Jason McGlothlin, Ph D., LPCC-S, Associate Professor in Counselor Education & Supervision at the University of Kent State Main Branch; CACREP Liaison for Kent State University; he is the Chair for the American Counseling Association Mid-West Region (2022-2023), he was President Ohio Counselor Association (OCA) (202-2021), he also held the offices of Secretary and a past chair for OCA, he also has a self-practice where he specializes in suicide treatment and research.

What is your philosophy of leadership and advocacy as a counselor educator?

Dr. McGlothlin believes that his leadership philosophy can be taken from Sam Gladding's quote, "I am a counselor first and a Counselor educator second." He was a good friend and leader in the counseling field in Ohio. He believes that you must be a counselor first, and then you can be a counselor educator. Once you develop and understand how to be a counselor, you can help teach others how to be a counselor. I agree with this philosophy as I can use my experiences in counseling as examples of how the theories can be used in sessions, not just by giving textbook education. He also keeps in mind a quote from former General Norman Schwarzkopf, "the key to leadership is that no matter what stage of leadership you are in, you clean the latrine." He feels that this quote reveals not just his military mindset but also expresses

a servant leadership quality. He incorporates both these mindsets and has strong servant leadership qualities. He always tells his students, “Go clean the latrine,” so they understand that it is still your job no matter how cool you think you are. This stood out to me as I can relate to this mindset and believe in servant leadership. Dr. McGlothlin also believes in being very transparent; when he started, he was more conservative in the beginning, but over the years, he became more comfortable, which allowed him to be more transparent. I see transparency as a good thing and will add that to my practice and philosophy of leadership.

How do you balance your time when holding so many hats, i.e., CE, a leader in a professional organization, counselor, researcher, advocate, and family?

I have always said we need to have balance to maintain our health, but after discussing this question with Dr. McGlothlin, I have a different view. His automatic response to this question was that he does not believe in the concept of balance and that we are never really balanced. Nothing in life will ever be fifty-fifty, he can see sixty-forty or forty-eight-fifty-two, but a perfect balance will never exist. We will always have to put one thing before something else, and there will always be something that gets prioritized over another. That is just how life is, so we can never truly have balance. It is the only way you can get things done, at home and at work. He says it is our ethical responsibility to ensure that we get rid of stress and don't put so much stress on ourselves to try and maintain a balanced life. He believes that the statement that academics should be a priority is poor, but he does not believe this. He feels that your family and you need to be the priority. We are living in a world where not everyone lives an undergrad life. People walking into the program today hold down at least one full-time job and are raising kids plus studying, so priorities are necessary. After hearing his argument, I can see the need to

prioritize keeping the burden of balance to a minimum to keep our sanity and do what makes us happy, as he puts it.

What is your stance on practicing self-care, and how can it be seen in your teaching/supervision/leadership?

When he thinks of self-care, he asks what things make him happy. My wife and dog make me happy, so I am mindful of when being in the moment will bring me happiness. He always asks his clients and supervisees: What makes you happy? He is amazed how many times, when he states this, it blows their minds. People today do not think about happiness. They are too busy focusing on everything that is causing them stress and all the other things in their lives, so happiness is not in the picture. When discussing self-care and wellness, we mention balance. We say we need a balance or to have the balance he does not see that happening. As he said before, there is no such thing as balance. How is it possible to practice self-care when your time is already spread so thin? It would be best to prioritize; sometimes, you have to say no. I never thought about this in that way. But as we discussed this, I felt like I could relate to what he was saying, we don't allow room for happiness. So, I will use this to open doors for better self-care.

How have you had to broach multicultural issues, such as oppression, bias, etc., during counseling/teaching/leadership, and how does his cultural identity tie into this approach?

When working with clients, students, and leaders who are multiculturally different, he is others stupid. What he means by this is that the person he is working with is different. He approaches the situation by asking questions and letting them know he is curious about their culture, feelings, and things about them that he did not know. He recognizes that they are experts in themselves. So, when it comes to broaching, in session one, he tells them that he is a fifty-year-old white male, and they are not. What is it that he needs to know about them that can help

him better understand their needs and wants to help them in the sessions and not cause harm?

This gave me a whole new outlook and a better understanding of broaching, an area I struggled with for some time. Dr. McGlothlin adds that this ties into transparency, which he highly believes in, and it shows throughout his leadership, increasing trust and developing the relationship.

Gaining respect from these diverse cultures, no judgment zone, and being transparent. We must be open to what folks have to say to help clients that may need to be educated, but so many different treatment levels will be needed.

What specific models do you use for each hat you wear, and do you see comorbidity between them?

When teaching, he treats his students like adults; most are already peers. He uses loose guidelines and the discrimination model he prefers because of the flexibility of working with the supervisee. To conceptualize what is going on. He also prefers the interactive developmental (IDM) model for teaching and supervision. He has spent most of his career in his private practice working with suicide clients. When working with clients, he used a lot of Adlerian, existentialism, and DBT. He has focused more recently on the last two because of his clientele. They all are similar in that he uses most in more than one area. I relate to some of his models. I like the discrimination model, DBT, and some existentialism. I was unfamiliar with the IDM model, but as he explained how beneficial this is for gatekeeping, it triggered an interest in me.

Who were your influences, and how have they impacted the development of your identity as a CE/leader/supervisor/counselor?

He has had a few significant influences; these were all part of my doctoral program. Tom Davis was a leader and founder of the Ohio counseling licensure program. Another big part of his development came from Tom Sweeney; he helped develop the CACREP Standards and Ohio

Licensure laws and grew Chi Sigma Iota, contributing to the leadership book. Then there was Bill Nemece, also a part of developing Ohio licensure laws. They are still very close acquaintances, and I call upon them regularly. They have significantly influenced his leadership and teaching roles; he feels honored to have them as friends and mentors. I feel honored to hear of his role models and the knowledge he gained from them. I look forward to having mentors and am honored to have the professors I have had to help me develop my identity.

Why did you choose this profession and take on a leadership role?

Dr. McGlothlin entered pre-med but was done once he had seen blood. He searched around, then his guidance counselor talked about a different major. After his friend's son committed suicide, he asked him to work at the suicide crisis center. He was hooked on helping this group, which became his specialty. He tried a clinical psych program, but counseling was the final stop as he applied as a clinical mental health student. Similarly, I started as a chemistry major, switched to telecommunications, and then God led me to clinical mental health counseling.

How influential is your spirituality on your counseling/teaching/leadership/supervision?

It is hard for me, with the population, to understand how you get to a point where you want to kill yourself. He feels that for this population to overcome and step out of the darkest mindset, it takes spirituality to accomplish this. You can call it a higher power, God, or spirituality, but we all must seek help somewhere to help us get out of there, something to give us hope. In the wheel of wellness, spirituality is one of the critical components. I agree that we all need our spirituality as part of our healing process. I believe in integrating my spiritual

How do you separate your personal beliefs from your work as a gatekeeper in the profession of a teacher/supervisor?

There are so many factors that go into gatekeeping. The IDM model is an effective tool for his gatekeeping. When we have an issue that arises, we meet once a week as faculty members to discuss any issues concerning any issues with students. When it comes to this, my colleagues are quick to jump to discipline. He is more restricted unless it is a severe ethical issue; then, it would be somewhat different. He feels that people deserve an opportunity to have a second chance if warranted. Remediation will look different depending on what issue arises. He feels that students should take their time with the program; it is essential to absorb all that information, but when they speed up things, issues sometimes arise, and gatekeeping may be needed. I will have to remember this when I begin supervising and teaching.

As I reflect on the interview with Dr. McGlothlin, I have gained some precious information and look forward to developing a relationship with him. When he discussed his mentors, they were very influential leaders in the industry, and he maintained a good relationship with these men, who were his mentors. He has offered to mentor me, and I look forward to taking him up on this offer. Knowledge is valuable, and when you can have people who are leaders willing to mentor you, it is something not to pass on. I will also be a mentor to those who are developing as counselors. I will become a very effective counselor, educator, and leader because I have similar characteristics to Dr. McGlothlin. Leaders have servant attitudes, and I will be a servant leader.