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Effective Advising in Student Organizations

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EFFECTIVE ADVISING IN STUDENT ORGANIZATIONS

An Abstract of a Thesis

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of the Requirements for the Degree

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ABSTRACT

The purpose of this research study was to discover how effective student organization advisors influence student organization success on a residential midwestern campus. Although the roles, skills, and importance of advising have been noted in higher education, leadership studies and business management literature, the advisors' perspective on the importance and practical use of these attributes had not been studied.

This inquiry was guided by the following research questions: What constitutes effective advising of a student organization on a four-year residential campus? To what roles, practices, and values do advisors most strongly attribute to their success?

A qualitative approach was employed for this study as open-ended interview questions enabled three award winning advisors to reflect their ideas, thoughts and challenges in full detail. This study utilized a conceptual framework based on the roles of advisors identified by Dunkel and Schuh (1998). Data collection from the interview was coded and analyzed in the context of grounded theory (Glaser & Strauss, 1967) although theory formation was outside the purpose of this study. As discovered through this study, advisors combined relationship building and teaching roles to empower student leaders through their advisor position.

This Study by: James Wyman George Barnes

Entitled: Effective Advising of Student Organizations

has been approved as meeting the thesis requirement for the

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DEDICATION

I dedicate this research to Dr. Stephen Fortgang, professor and advisor, and the many great advisors who have mentored me.

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Thank you to the intelligent, thoughtful and caring professors of my thesis committee, Dr. Michael Waggoner, Dr. John Henning, and Dr. Gerri Perreault. Special thanks to Mr. Drake Martin and Dr. Karen Agee for their detailed reading, suggestions and advice. Also, thank you to my family for their support and encouragement in achieving this goal.

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CHAPTER 1

INTRODUCTION

Involvement in student organizations is an important influence in a college

student's development and learning (Astin, 1993). One might surmise that these benefits

are heightened when students are involved in successful student organizations. Several

factors contribute to the success of an organization, including the leadership talents and

abilities of the student leaders, the meaningful tasks in which the organization is engaged,

and the organization's mission and values. Another important factor is the role of the

advisor within the student organization. Most colleges and universities require a staff or

faculty member to serve as a liaison and guide as the organization's advisor. Studying

how effective advising influences student groups and organizations was the impetus for

this research study. While student leaders and programs of organizations change often,

advisors may continue in their position for multiple years. Dunkel and Schuh (1998)

noted that advising also provides an opportunity "to teach, lead, and coach students

involved in student organizations" (p. 14). Advisors have the opportunity to "observe the

students as they move from membership to leadership roles" (Dunkel & Schuh, 1998, p.

13).

Advisors may play a key role in recruiting members, developing leadership talents

and communicating the organization's traditions and stories. Although Dunkel and

Schuh identified five roles of advisors, this study took this research an additional step

identifying which roles were most important to advisors and examples of how these roles

were used effectively.

Purpose

Involvement in several successful and active student organizations, clubs and honor societies as leader, and later, as an advisor began this researcher's interest in this topic. As leader in several student organizations, this researcher benefited educationally. Directing large university-sponsored events, developing and leading a new student organization, and chairing scholarship committees and after school programs were some of the significant learning experiences gained from this researcher's involvement in student organizations. Research has also proven educational benefits result from member and leadership roles. Astin (1993) underscored the "tremendous potential that student involvement has for enhancing most aspects of the undergraduate student's cognitive and affective performance" (p. 394).

Returning to school as a staff member and graduate student, this researcher became the advisor of two campus organizations. In reflecting on experiences as a student leader and as staff advisor, this researcher sought to understand why some student organizations are able to rise to great achievements while other organizations struggle to survive. A simple answer to this question is effective student leadership, yet a deeper analysis revealed a greater question; how does effective leadership develop? Certainly talent and enthusiasm are a part of the effective leadership equation, yet talented leadership alone can bring an organization to new levels of involvement only to find the next year's leadership struggling to find members and sponsor programs. In most cases, students need guidance, encouragement and appropriate experiences to develop as skilled leaders.

This study proposed that advisors serve as a central guide to members in their leadership development. Through studying effective advisors, this study provided greater insight into their roles and methods of guidance. It is important to note that although advisors provided a form of leadership through their guidance, their goal was to empower student leaders to be the decision makers of the organization. Dunkel and Schuh (1998) explain:

> It may seem easier to simply make decisions for the organization and quickly provide solutions and results. However you need to ask yourself how membership in the organization will augment the students' education. If you allow students the opportunity to discover answers themselves and to attempt different approaches or techniques to group development, the students will benefit (p. 9).

The importance of student organizations in student learning has been validated in research. How do effective advisors maximize these learning opportunities for leadership development? The purpose of this thesis was to study such exemplary advisors in order to identify best practices.

Context and Literature

Researchers have identified a number of factors related to success in college (e.g., involvement, participation and leadership in extracurricular activities and student-faculty interactions). Researched extensively (Astin, 1993; Pascarella & Terenzini 1991) involvement is associated with learning and enjoyment of the college experience. Astin (1985) defined a highly involved student as "one who . . . devotes considerable energy to studying, spends a lot of time on campus, participates actively in student organizations and interacts frequently with faculty members and other students" (p. 134). The noted importance of involvement emphasized the need to have effective advisors to develop

and guide students in their leadership roles. Dunkel and Schuh (1998) discussed the importance of leadership in extracurricular activities on a college campus, citing Pascarella and Terenzini (1991) and Astin (1993). In addition to greater satisfaction of their college experience, Pascarella and Terenzini noted "alumni are reasonably consistent in reporting that involvement in extracurricular activities, particularly leadership roles, significantly enhanced interpersonal and leadership skills important to job success" (1991, p. 324).

The importance of close faculty and peer interactions as a condition for student success in the college environment has been noted by Astin (1993) "Student-faculty interactions also have positive correlation's with every self reported area of intellectual and personal growth" (p. 382). He also noted "student-to-student interaction, including participating in student clubs and organizations, produces positive outcomes for students" (as cited in Dunkel & Schuh, 1998, p. xiii). Involvement, extra curricular activities and student-faculty interactions were outcomes of participation in student organizations. The importance of these outcomes and their probable development in student organizations emphasized the need to have effective organization advisors to develop and guide students in their leadership roles.

Conceptual Framework

Both leadership and advising literature was reviewed in preparation for this research study. Most of the literature specific to advising student organizations identified situational roles and skills advisors need to be successful. Advisor skills were defined as specific areas of knowledge or expertise. Advisor roles were described as a broader

classification of characteristics that encompassed personal character traits, techniques, and skills to guide leaders and organizations.

Advisor Skills

Several authors discussed skills associated with advising. Building connections with students, understanding group development and group dynamics, understanding legal issues (Hennessy & Lorenz, 1987), financial management and budgeting (Lorenz & Shipton, 1984), and problem-solving skills (McKaig & Policello, 1987) were all important to successful advising of student organizations. These conclusions resulted from surveying, interviewing and observing student organizations in 1980's.

Advisor Roles

Four decades of literature from a variety of research perspectives have resulted in identification of remarkably similar advisor roles. Bloland (1967) grouped advisor roles in three broad areas: maintenance or custodial functions, group growth functions, and program content functions (as cited in McKaig & Policello, 1987). McKaig and Policello (1987) expanded Bloland's list to include product-oriented, development-oriented, and linkage-oriented functions. Joekel (1979) identified the roles of learner, counselor, teacher, coordinator/supervisor, resource person, and advisor. Boersig (1993) identified six roles of advisors: educator and trainer, resource person, continuity agent, fiscal agent, confidant and counselor, and group dynamic and conflict mediator (as cited in Cuyjet, 2001). Leader, manager, mediator and educator are advisor roles identified by Sandeen (as cited in Cuyjet, 2001). Roles associated with the situational leadership model are discussed by Hersey, Blanchard, and Johnson (1996). The situational leadership roles of

leader, follower, and supervisor may be used at various times by the advisor dependent on the readiness level of the organization and the skills and experiences of the group's leaders and members. Boatman (1988) also referred to the varied and changing roles of advisors. Boatman's article, "Strong Student Governments and Their Advisement," discussed the student organization life cycle and how advisors adjusted their roles from leader, to promoter, to teacher, to facilitator. Dunkel and Schuh (1998) discussed characteristics of advisors as well as roles of mentor, supervisor, teacher, leader, and follower.

Although the research discussed above covered a significant passage of time and different research methods, the similarities between roles and skills were compelling to this researcher. Upon review of both skill-based and role-based conceptual frameworks, the identification of roles seemed, to this author, to offer a more comprehensive approach for studying organization advisors. Roles encompassed skills, characteristics, and the functions of advisors. Dunkel and Schuh's (1998) roles offered the most comprehensive and recent look at advisor roles as they have incorporated past research of organization advisors in their identification of five advisor roles: mentor, supervisor, teacher, leader, and follower (e.g., McKaig & Policello, 1987; Cuyjet, 2001; Hersey, Blanchard, & Johnson, 1996). For these reasons, these five roles were selected as a framework to form interview questions and analyze results. These roles are described further in Chapter Two.

Although the roles, skills and importance of advising have all been noted, the importance, practical use and application of these attributes have not been studied. By

interviewing effective advisors and analyzing the themes that result, this researcher sought to clarify and reveal successful use of advising roles, skills and best practices.

Research Questions

This inquiry was guided by the following research questions: What constitutes effective advising of a student organization on a four-year residential campus? To what roles, practices, and values do advisors most strongly attribute to their success?

Selection of Participants

Student organization advisors were selected from a list of student organization advisors who received an institutional award for their advising effectiveness. Nominees were to have been an advisor of an organization for a minimum of three years. Ensuring a moderate level of experience added credibility and depth to their interview responses. Student organization advisors selected for this study were involved with advising student-interest-based organizations that have no special selection method or qualifications (such as grade point average or leadership experience) for membership.

Honor societies, institutional organizations and admissions organizations were not included in this study. These types of organizations often have selection criteria, application requirements or interview processes to recruit new members. When an organization was able to decide admittance into the group, the advisor's role could be affected. For example, an organization with a selection process for membership may have recruited more experienced or talented leaders, possibly necessitating a particular type of advising. While there is no doubt that advisors of selective organizations have

skills and stories worth investigating, this study focused on the roles of advisors of "open" organizations.

Methodology and Parameters

This study used qualitative research methods. Data collection from the interview was coded and analyzed in the context of grounded theory (Glaser & Strauss, 1967). Grounded theory emphasizes a process in which data is gathered and analyzed systematically to form a theory grounded in this data (Goulding, 2002). This study began the process of developing a theory for student organization advisement through data collection and systematic analysis. Due to this study's limited scope, it was this researcher's hope that future studies continue to collect and analyze data which might result later in theory formation.

Using this qualitative theory as an approach to studying organizations assumed that an advisor's knowledge and expertise in the advising role was constructed through their experiences, environment, and values. Using an open-ended interview as the research method maximized the ability of the researcher to gain knowledge and perspective from study participants.

This study focused on the themes that emerged as exemplary advisors reflected on their roles. Rather than quantifying traits, behaviors, or opinions, this study used interviews to discover advisors' thoughts and reflections on the challenges of advising. These subjective reflections seem to best be revealed through qualitative methods.

One of the challenges presented in this qualitative research study was the interconnectedness and complexity of relationships this method created and illuminated.

Yet a strength of the qualitative method was to acknowledge this complexity and reveal its formation through analysis of advisor perspectives on their experiences, roles, and values.

This study examined best practices from three exemplary organization advisors at a Midwest residential state university. Advisors participated in a one-hour interview. Two open-ended questions were used to help reveal the ideas, perceptions, opinions and challenges of advising student organizations. Responses were analyzed for common themes and concepts.

<div align="center">Definition of Terms</div>

Advisor: In this study, the faculty or staff member listed in university documents as an advisor for an "open" student organization.

Coding: An analytical process of categorizing interviews into distinct pieces of information and meaning (Goulding, 2002; Glaser & Strauss, 1967).

Effective Advisor: An advisor who has received an award from the institution for advising accomplishments.

Grounded theory: A theory of research methods in which data is gathered and systematically analyzed resulting in a theory on the researched topic (Goulding, 2002; Glaser & Strauss, 1967).

Open coding: A research process in which the researcher transcribes every line of the interview and then searches for common words and phrases in the transcripts (Goulding, 2002; Glaser & Strauss, 1967).

Participants: Organization advisors who participate in the study. Selection occurred from a list of recent recipients of advising awards from the institution.

Open Student Organization: A student-interest-based organization with no special selection method or qualifications (such as grade point average or leadership experience) for student membership.

Summary

Many organization advisors have received little guidance to help them to be effective in their role. This researcher hoped that the insights and themes gained from these interviews will begin a process of providing better professional development opportunities and practical advice to the many advisors of student organizations on college campuses. In understanding the importance and significance of identified roles from advisors' perspectives, advisors may more successfully develop and empower leaders in their organization.

CHAPTER 2

LITERATURE REVIEW

History of Student Organizations and Advising

Student organizations in the United States began in the early 18th century with the birth of literary and debate societies and they continued to expand with the development of fraternities and societies in the later part of the 18th century (Cohen, 1998). As more student organizations developed in 1920s, universities began recognizing the educational value associated with these experiences. Faculty and staff interacted with these organizations first as guides, later they became know as advisors. Faculty initially involved themselves in advising organizations related to their academic fields. This role as educator grew from faculties' desire to further develop the interest, goals, and mission of their department, college or discipline. Many advisors of student organizations on college campuses are faculty and Astin (1993) noted that no other factor has a greater influence on student success in college than involvement with faculty. As our universities and colleges have continued to evolve, so has faculty involvement with student organizations.

As Cockriel (1987, p. 2) noted, the "publish or perish" philosophy has made a mark on the college and university environment (as cited in Bowen & Schuster, 1986). Cockriel (1987) noted that by looking at faculty tenure requirements one can discover the priorities the university has for its professors. Most universities require certain amounts of teaching, research and service for faculty to advance professionally (University of Northern Iowa, 2005). The service component requires faculty to devote a certain

amount of work time to serving their university or profession on committees, professional

organizations, or involvement in campus life. Encouraging professors to develop

meaningful learning experiences outside the classroom through student organizations is

one way faculty may fulfill their service requirement. In comparison with teaching and

research, service is counted least. Cockriel (1987) surveyed 130 former student

organization advisors to discover why they no longer served as advisors. The reasons

uncovered could be linked to a university's advancement structure (Cockriel, 1987).

Twenty-three percent indicated "not being rewarded for working with student

organizations" and conflict with promotional opportunities as causes for their absence

from the advisor ranks (p. 6).

Research also has shown why faculty and staff chose to continue their

involvement in advising student organizations. Opportunities to observe and affect the

social, emotional and educational development of students as they progress through

college was one of several rewards noted in the literature (Dunkel & Schuh, 1998;

Fracaroli, 1996). Knowing that efforts were rewarded by recognition from the institution,

organization, or a student also provided satisfaction and continued interest in the advisor

role (Dunkel & Schuh, 1998). Teaching, leading, and coaching students in an

organization which reflected a personal interest, cause, or a purpose were intrinsic

rewards valued by advisors (Dunkel & Schuh, 1998).

<div align="center">Involvement</div>

Involvement seems to be a key factor for success in college; research has shown

involvement is tied to both learning and enjoyment of the college experience. Astin

(1985) defined a highly involved student as "one who . . . devotes considerable energy to studying, spends a lot of time on campus, participates actively in student organizations and interacts frequently with faculty members and other students" (p. 134). One of the main ways students chose to get involved is student organizations. Astin (1985) also noted "student to student interaction, including participating in student clubs and organizations, produced positive outcomes for students" (Dunkel & Schuh, p. xiii). Astin, A. (1993) referenced the importance of close faculty and peer interactions as a condition for student success in the college environment. "Student-faculty interactions also have positive correlations with every self-reported area of intellectual and personal growth" (Astin 1993, p. 382). For many students, involvement in a student organization is the central environment for these interactions.

The importance of involvement cannot be understated from satisfaction and developmental standpoints. Astin's (1993) study showed strong positive correlations between opportunities to participate in extracurricular activities, hours spent per week in student clubs and organizations and positive feelings about campus student life. Student-to-student interaction, which often manifests itself through involvement in student organizations, was positively correlated with growth in leadership skills, public speaking skills, interpersonal skills, cultural awareness, and academic performance in areas analytical and problem solving skills, critical thinking skills, grade point averages. Noting the positive benefits associated with frequent student-student interaction, Astin (1993) wrote, "these findings support the continuing efforts of student affairs

professionals to find ways to engage students in extracurricular activities and other programs that encourage student-student interaction" (p. 387).

Additional involvement in college experiences, such as attendance at recitals and concerts, election to student office, and participation in campus protests was also associated with participation in student organizations. In addition to greater satisfaction with the college experience, Pascarella and Terenzini noted, "alumni are reasonably consistent in reporting that involvement in extracurricular activities, particularly leadership roles, significantly enhanced interpersonal and leadership skill important to job success" (1991, p. 324).

<center>Leadership</center>

Because leadership development is an important process and outcome of advising student organizations, several definitions and theories of leadership were researched. As Dunkel and Schuh (1998) stated "no one theory or model incorporates all leadership skill and trait development" (p. 73). "An individual who significantly affects the thoughts, feelings, and/or behaviors of significant number of individuals" was Howard Gardner's (1995) definition of leadership. Hersey, Blanchard and Johnson (2001) echoed this definition and stated leadership is an act of "one person attempt[ing] to influence the behavior of an individual or group, regardless of the reason" (p. 9). The above definitions of leadership can be tied leadership's purpose: "extending the opportunity to pursue happiness to all people." (Burns, 2003, p. 2). ("Happiness" in this context is defined as a way people can change and improve themselves, others and their world). Influencing, developing and improving people and the world summarize the definitions

above. Each of these author's definitions spoke to the motivation for involvement and the intersecting outcomes sought by student leaders and advisors. Although pursuing the similar outcomes, student leadership and advisor leadership are different. These differences are discussed later in this chapter.

Many students have joined student organizations for the leadership opportunities; therefore, advisors must consider leadership development as an important objective in the guidance of an effective organization. Indeed, student organizations are fairly unique in that they provide egalitarian, grassroots leadership opportunities for nearly any interested student. According to the above definitions, both advisors and members are qualified as leaders; yet advisors and members differ in the goals, purposes, and outcomes of their leadership. The challenge for advisors is to find ways to develop, challenge and support students as leaders at various stages of their development and finally empowering them to be effective decision makers in the organization.

Student Leadership

As noted in the literature, student organizations are an effective and common way for students to develop leadership abilities and skills. Kouzes and Pozner (2002) claimed that involvement in student organizations is one way students can clarify values, develop skills, and experience leadership. The importance of leadership development has been noted by Astin, (1993) including evidence that students' leadership self-rating correlated positively to bachelor's degree completion. Astin (1993) also noted that leadership development was most strongly associated with student to student interaction. "Students who interacted most frequently with peers show a net increase of 13.2 in the percentage

qualifying as leaders; whereas, those who have the least degree of interaction with peers show a net decrease of 3.6 percent" (Astin, 1993, p. 123). Knowledge that leadership development was an important goal and outcome of students involved in organization leads to another question: How can leaders most effectively be developed in student organizations? While this question has not been answered fully in this study, effective advisor leadership seemed to play an important role in the development of student leadership.

Advisor Leadership

Pulitzer Prize winning historian and statesman, Arthur M. Schlesinger Jr., wrote "great leaders . . . justify themselves by emancipating and empowering their followers" (Performance Transformation Systems, Inc., 2005). Schlesinger Jr. also effectively described the leadership goal of advisors in student organizations. This endeavor's challenge seems be *empowering* rather than *powering*. Sherif and Sherif (1964) noted that the advisors should not aggressively pursue their own goals or too passively foster an appearance of disinterest in the group. Fracaroli (1996) advises ". . . do not correct students work to the point where they cannot recognize their own efforts. Do not do the activity. Let the students learn from failure" (p. 50). Historian and Pulitzer Prize winning author Garry Wills (1995) stated that the paradox of leadership is that a leader asserts authority by deferring to it. Wills' example of George Washington illustrated this point. Instead of anointing himself the first king of America as people desired, George Washington worked to empower many people in the offices of government and the court system. He replaced the glamorous role of king with an important symbol of power: the

Constitution. George Washington's example gave insight into the difficult, even paradoxical (as Wills describes), balance advisors, on a smaller scale, must achieve in empowering their student leaders.

If empowerment is the goal of advisors, what are the elements of leadership involved in meeting this goal? Dunkel and Schuh (1998) distinguished these elements of leadership through defining five advisor roles: mentor, supervisor, teacher, leader and follower. A leadership quality noted in all of these roles is the concept of empowerment.

Mentor

DeCoster and Brown (1982) defined mentoring as a relationship that involves modeling and shared dialogue between an older person and younger person (as cited in Dunkel and Schuh, 1998). Haring (1997) clarified successful mentoring relationships in higher education, noting three characteristics: involvement of a experienced and skilled representative, collaboration between mentee and mentor to obtain developmental and educational benefits, and "de-emphasis of hierarchy and power . . . whereby a participant at various times may fulfill the role of mentor as well as protégé (as cited in Talbert, Lake & Jones, 1999, p. 2). Odiorne and Rummler (1988) defined good mentors as people who enjoy relationships and see potential in others. They listed five characteristics of effective mentors. They were superior performers, they set an example, they were supportive of subordinates and their decisions, they effectively delegated responsibility, and they provided feedback to those they mentor. In studying 18 mentoring relationships, Kram (1985) identified four stages of the mentoring relationship.

1. *Initiation*: importance of relationship grows between both parties (six months to a year)

2. *Cultivation*: Relationship further expands (typically two to five years)

3. *Separation:* A change in the relationship following a position change or change in the emotional relationship between the parties (typically six months to two years)

4. *Redefinition:* Relationship ends or develops into a peer-like friendship (indefinite period of time).

Much of the research on mentoring originated from training and development literature in business fields. Boatman (1988) offered some insight into mentoring relationships in higher education. He suggested students within the organization can serve in a supplemental mentor role to the faculty and staff advisor within an organization. These mentoring relationships empowered students to be agents of leadership development in the organization.

The importance and influence of the mentoring role in student organizations has also been noted in graduate student organizations (Granados & Lopez, 1999) and minority student organizations (Talbert, Lake & Jones, 1999). The mentoring relationships of the student-run graduate mentor program at University of California-Berkeley have helped minority graduate students experience success in their program and as a professional after graduation. "This program was designed to help minority students overcome institutional obstacles, adapt to a sometimes cold and inhospitable environment and create social and professional networks that would facilitate their persistence in obtaining a graduate degree" (Granados & Lopez, 1999, p. 2). The program was

organized and implemented by students and contained mentors at student, faculty and alumni levels. Each group provided services to current students based on their experiences and positions. These services included peer counseling and assisting students in securing internships or fellowships. Across age, positions, and differences in background, these relationships apparently created a sense of confidence and inclusion into the greater university community. The authors also emphasized the flow communication, knowledge and experiences from mentor to mentee. This communication relationship could also be related to a type of informal and individualized teaching. Granados & Lopez (1999) also recognized a reciprocal relationship in mentoring within this organization. The exchange of learning was transmitted from mentee to mentor as well as from to mentor to mentee.

Other models for mentoring in higher education also have been practiced and researched in higher education. A combination of grooming mentoring and network mentoring models were discovered in Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) student organizations (Talbert, Lake & Jones, 1999). The grooming model focused on upper-level students with faculty mentors engaged in more formalized one-on-one advising. Mentors discussed academic and career goals with their mentees and provided resources and advice to help their student experience academic and professional success.

Talbert, Lake and Jones (1999) defined networking mentoring as a more informal mentor-mentee relationship. Advisors may have been instrumental in network mentoring through encouragement of a student's involvement in chapter activities, participation in

conferences, and development of connections with alumni and professionals in surrounding communities.

Both of these mentoring models helped advisors engage in cross-age mentoring in which "older more experienced participants and those at more advanced stages in their careers serve as positive role models and mentors to younger, less-experienced participants and those seeking entry into a particular career path" (Talbert, Lake & Jones, 1999, p. 4).

Supervisor

Being a supervisor is another role identified by Dunkel and Schuh (1998) as important to student organization advising. Although supervisory relationships most often constitute a relationship between employer and employee, this researcher believed many aspects of the supervisor role may be transferable to effective advising. For this reason, most of the literature surrounding supervision was found in human resources literature and other business related fields. Like employees, student organization members "want to simply to know that their work matters and that it makes a difference" (Dalton, 2001, p. 506). Dalton (2001) listed several ways in which to supervise and ultimately motivate staff: noticing good work, giving personal attention to individuals, helping individuals see meaning in their work, and communicating values. A Supervisory Cycle illustrated the importance and interconnectedness of the supervisory skills of team building, performance planning, communication, recognition, self-assessment and evaluation (as cited in Dunkel & Schuh, 1998, p. 45). Each of these supervisory skills was noted in interviews with advisors and they are discussed below.

Team building and performance planning in the form of a retreat or workshop can be a time when expectations and goals are shared as well as roles and responsibilities discussed (Dunkel & Schuh, 1998). The opportunity also provided members and advisors time to learn more about each other. This foundation served as a basis for communication and understanding throughout the year.

Recognition is also a part of the supervision cycle; it requires advisors to be effective listeners in their organizations (Dunkel & Schuh, 1998). Students often came to advisors to express both joys and difficulties they were having within the organization and in their personal lives. Advisors may have institutional responsibility which necessitated reporting some of these exchanges. Other times, advisors must be trusted to hold these conversations in confidence. Recognition was also important in rewarding hard work and achievement in the organization. Advisors may want to discuss with the organization what motivates members how they wish to be recognized.

Self-assessment and evaluation are also important parts of the Supervisory Cycle (as cited in Dunkel & Schuh, 1998, p. 45). Dunkel and Schuh (1998) recommended that advisors have organization members complete an evaluation of their progress in a leadership position, reflect on programs, and link their position to their academic goals. Implementing self assessments may encourage empowerment of leaders as they develop an understanding of areas they need to improve as well as areas of strength. Another form of assessment, evaluation, is important to providing more objective feedback. Although evaluations may cause extra stress for students, with adequate preparation they can benefit from the results, especially if such evaluations are ongoing.

Management literature offered some insight into situations supervisors may encounter that can debilitate a leader or the organization (Dalton, 2001). An underestimated personal problem of a student, rewarding the wrong behavior within an organization, pursuing a task without a vision, pursuing a vision without a task, failing to see leadership as service, and ignoring one's own advice are mistakes that may derail a student organization (Dalton, 2001).

<p style="text-align:center"><u>Teacher</u></p>

The role of teaching has been noted in research as an important aspect of advisor leadership. Astin's (1993) research has established that teaching is not limited to classroom environments. Passmore (1970) defined teaching as "an activity aimed at achieving learning," and Menges (1981) stated that "teaching is "the intentional arrangement of situations in which appropriate learning will occur" (as cited in Roper, 2001, p. 320). If the ultimate purpose of college is learning, then teaching may occur in variety of settings and through a variety of experiences. Teaching in a student organization is fostered through relationships between students and the advisor and developed through challenge and support of learning in leadership experiences. Astin's (1993) research methods and findings recognized the importance in relationships of teaching. Rather than tabulating the number of hours teaching or advising students, Astin researched the quality of staff and faculty relationships with students. He measured the quality of these relationships by comparing them with student responses regarding the satisfaction of their college experience and their success as students.

Describing Astin's essential educator role, Roper (2001) wrote, "If student affairs professionals are to be representatives of a knowledge community, we must have a clear understanding of a direction for our role as educators (p. 323). Roper (2001) compared the similar roles of professors and advisors: both work to develop students' problem solving, critical analysis and higher-order thinking skills. Advisors, like teachers, are needed to assess the knowledge and skills of students and create experiences where learning can occur. In a student organization, teaching means "assisting the student leadership to develop strategies and goals that provide for the members' ownership, feedback and involvement" (Dunkel & Schuh, 1998, p. 72). Challenge and support may be the essential goals of an organization advisor's teaching role.

It has also been noted that the terms *training* and *teaching* are often used interchangeability when describing the work of advisors in student organizations. In some ways, this has described the different approaches staff and faculty use to develop student leaders. Student affairs staff typically follow a training approach while faculty have had expertise in teaching. Although these terms were often used interchangeably, it is important to recognize their differences. Fried (1989) clarified the differences between training and teaching: "The purpose of training is to help people learn skills to solve problems . . . training imposes a certain uniformity on the practice of skill and this uniformity is the basis on which skill development can be evaluated" (as cited in Dunkel & Schuh, 1998, p. 73). The purpose of teaching, according to Fried, "is quite the opposite--to broaden a person's understanding, to help the person examine a problem from several different points of view, and to place the problem in a cultural and historical

context" (as cited in Dunkel & Schuh, 1998, p. 73). In both training and teaching, learning is most effective when a partnership is formed with learners to discuss needs, develop goals, plan events, engage in experiences and evaluate activities. Effective advisors may best serve their organization in combining both teaching and training methods to develop members' skills and broaden their perspectives.

Follower

An important goal of a college education is developing informed and thoughtful individuals who can make intelligent decisions in our society and world. Being an effective decision maker requires leadership and at times, requires followership. Many scholars share the view that followership is an integral part of leadership. Hersey and Blanchard (1988) viewed the leadership process as "a function of the *leader*, the *follower* and other *situational* variables . . . It is important to note that this definition makes no mention of any particular type of organization . . . everyone attempts leadership at one time or another" (as cited in Dunkel & Schuh, 1998, p. 75). Rost (1991) stated "followers and leaders develop a relationship wherein they influence one another as well as the organization and society, and that is leadership" (as cited in Perreault, 2003, p. 2). A clearer definition of followers was offered by Perreault (2003), "True followers are knowledgeable, their decision to follow is an informed one, and they are actively engaged with leaders in fulfilling the mission of an organization" (p. 2).

Organization advisors may help members understand their leader and follower roles by facilitating a discussion about expectations between leaders and followers in the organization. Dunkel and Schuh (1998) suggested an advisor lead an activity in which

followers have an opportunity to write down their expectations of each officer in the areas of communication, relationships, help with problems, leadership development, and facilitating meetings. Advisors who facilitated this type of discussion helped leaders understand that "followers have a say in what they are being led to. A leader who neglects that fact soon finds himself without followers" (Perreault, 2003, p.1). This kind of discussion about expectations also empowered followers within an organization to take ownership of their organizations direction. Interestingly, as Perreault (2003) noted, an "understanding of follower roles and powers will empower more followers to make their voices heard on issues that need to be addressed. In doing so, of course, they become leaders" (p. 1).

Advisors have also modeled the leader-follower dynamic through their involvement with organization activities. Whether the organization was implementing a fund raiser, holding a meeting or planning a social event the advisor's informed and supportive role as a follower can help the organization move forward confidently. As a follower, advisors may pose insightful questions or offer a dissenting point of view, drawing attention to a neglected aspect of a project or organizational need.

Summary

The long history of student organizations and fairly recent efforts to research the effects of organization involvement and advisor influence have revealed both the important role they can play in a student's education and the need for more research in this area. The research of Dunkel and Schuh (1998) identified five roles that an advisor may play in an organization: mentor, supervisor, teacher, leader and follower. As stated

above, these roles were identified using previous research in business management and education fields. Together these roles can help an organization advisor develop meaningful relationships, direct individuals and the collective group towards goals, and challenge and support students in their personal or professional development. Although defined separately above, advisor interviews have provided evidence that roles overlap and work collectively to meet each organizational challenge or task. These five roles have been compared to roles identified through interviews with organization advisors themselves and will be discussed further in proceeding chapters.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this thesis was to discover the advising roles of student

organization advisors and how the implementation of these roles resulted in effective

advising. Although the roles, skills, and importance of advising have been noted in

higher education, leadership studies, and business management literature (see the

previous chapter), the importance and practical use of these attributes from advisors'

perspectives have not been studied in depth. Anyone who has studied the various

perspectives on leadership, education and motivation may also come to ask whether these

perspectives are present in advisors themselves. This study has focused on the following

questions: What constitutes effective advising of a student organization on a four-year

residential campus? To what roles, practices, and values do advisors most strongly

attribute their success?

A qualitative approach using interviews has been chosen in order to allow

advisors to reflect their ideas, thoughts and challenges in full detail. Their perspectives

and experiences have revealed deeper insights that challenge, support, or further clarify

the roles and traits of advisors identified in other research.

Data Sources

The sources of data for this research study were interviews completed with three

advisors of student organizations. From these real, complete and direct communications,

a deeper meaning of effective advising was sought. The interview also helped the

researcher make sense of the total environment in which advising occurred, possibly

supporting perceptions as well understanding differences between perceptions and the

data (Goulding, 2002). The method revealed ideas that can be used to improve student

organization advising. (Although specific questions were asked of each participant,

flexibility was allowed to ask further questions or allow discussion to lead in ways not

originally considered but important to the overall study).

<div align="center">Data Collection</div>

Data collection occurred over a period of a week and included one-hour

interviews with each of the three advisors. The interviews focused on two questions:

"How do you see your role as advisor?" and "What are the top three principles that have

helped you to be an effective advisor?" These questions were sent to the advisors two

weeks in advance to allow them to reflect on their advising experience before the

interview.

During the interview, careful consideration was taken not to direct the interview

with leading questions or value-laden comments. Participants were allowed to reflect

fully on each question while follow up questions were saved until a participant exhausted

his or her thoughts on a particular question. The follow-up questions were exclusively

based on the advisor's comments shared during the interview. Their purpose was to

clarify or further describe a concept mentioned in their interview. Interviews were held

in the advisor's office (Advisors One and Three) or in a nearby meeting room (Advisor

Two). Interviews were recorded on cassette tape and transcribed exactly as they were

recorded by two transcriptionists.

Methodology

Grounded theory was selected as the method to code and analyze the data (Glaser & Strauss, 1967). Grounded theory involves research methods in which data is gathered and systematically analyzed (Goulding, 2002; Glaser & Strauss, 1967). This theory was developed as a result of the difficulties associated with researching social phenomena. The purpose was to generate rather test theories (Glaser & Strauss, 1967). Glaser and Strauss wrote, "In discovering theory, one generates conceptual categories or their properties from evidence; then the evidence from which the category emerged is used to illustrate the concept" (Glaser & Strauss, 1967, p. 23). With attention to the initial discovery phase of the grounded theory process, this researcher used the interview method as a way of gaining interviewee insights.

Although not realized due to the limited research sample of this study, developing a "category or construct in which the other concepts revolve" (Goulding, 2002, p. 78) is the ultimate goal of grounded theory. This step, called axial coding, is foundational to building a theory. Continuing to build on this research, a theory of student organization advisement may be developed.

In evaluating various types of research methods for development of this study, the researcher considered the research questions. Open-ended interviews seemed to be the best method to develop an understanding of how advisors saw their role and how they described important principles of advising. Seidman, author of *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences* (1991) stated, "At the root of the in-depth interviewing is an interest in understanding the

experience of other people and the meaning they make of that experience (p. 3). Seidman (1991) went on to say of the interview technique, "it is a powerful way to gain insight into educational issues through understanding the experience of the individual whose lives constitute education" (p. 7).

Conceptual Framework

Glaser and Strauss (1967) noted that the process and source of research and data are as important as the results of research. The brilliant insights found in the writings or notes of scientists are examples of this assertion. Although creativity is reflected in theory development, these authors warned that the conclusions of research must result from systematically relating insights to a data framework.

Advisor roles identified by Dunkel and Schuh (1998) provided a conceptual framework for this study. These higher education researchers have incorporated past research of organization advisors in their identification of five advisor roles. The advisor roles of mentor, supervisor, teacher, leader and follower encompassed skills, characteristics and functions of advisors. These roles were described in greater depth in Chapter 2 and were used to form interview questions and analyze interviewees' responses. The insights, themes, and concepts that resulted from the interviews have been analyzed and categorized using these identified roles. From these categorizations, percentages were determined by dividing the number of sentences containing a role by the total number of sentences. The percentages further clarified the relative strength of each role.

Data Analysis

Interview analysis was an ongoing process that began with searching the

transcribed interviews line by line and writing notes and underlining common words,

phrases in the transcripts. Glaser (1992) defined this qualitative research step as open

coding (as cited in Goulding, 2002). As patterns within the data formed or emerged,

coding moved to the next level of abstraction: cross referencing codes, linking to

concepts, and searching for underlying meanings or patterns. Each interview was coded

in this fashion separately before looking at the themes as a whole. After these initial

observations were collected, the interviews were reviewed again, and notes were entered

on the computer under working headings for each individual interview. Typing this

information on the computer allowed headings and notes to be analyzed collectively,

looking for common themes across interviews. Having the information on the computer

also allowed the ability to move, change or combine categories to create different

combinations and interrelationships.

Next, it was necessary to raise analysis to more abstract or theoretical levels by

asking questions of the data such as those suggested by Strauss (1987): What were the

roles that result in particular outcomes? What were the different conditions involved?

(as cited in Goulding, 2002). The conceptual framework of advisor roles identified by

Dunkel & Schuh (1998) served as starting point for pulling themes together from the

three interviews. The roles of mentor, supervisor, leader, teacher and follower served as

"intellectual bins" or categories (Miles & Huberman, 1994, p. 18) in which to place

concepts and themes found in the interviews. This step further centralized the data into

conceptual categories. Three broad categories resulted: organization information, leader/teacher roles, and relationship development roles.

Much of the information collected was also related to success of student organizations, possibly indicating a relationship between effective advising and successful student organizations. Although advising effectiveness was most likely related to success of a student organization, what makes a student organization successful was outside the parameters of this study.

Research Site: Institution

A regional four-year university with approximately 14,000 students was chosen as the research site. This institution boasted strong programs in business and education. In 1876, the university began as a normal school with several teacher education programs. The institution's primary focus was undergraduate education but also served students in twelve graduate degree programs. As stated the mission statement, undergraduate programs are founded on a strong liberal arts curriculum. Together, these classes provide an "experience in General Education [that] exposes students to broad areas of knowledge embodied in the whole of the environment and liberates students to further develop the knowledge, skills, and values necessary to live thoughtful, creative and productive lives" (University of Northern Iowa, 2001, ¶ unknown). With a wellness center completed in 1997, a performing arts center built in 2000 and a new sports arena breaking ground in 2005, recent building projects have added new dimensions to student life. Approximately 6% of students identified themselves as students of an ethnic group while an additional 3% of the student population was international students.

Sport clubs, pre-professional organizations, major clubs, advocacy groups, ethnic clubs, special interest clubs, sororities, fraternities, and honor societies made up the diverse range of 180 student organizations on this campus. To be officially recognized by the university, each organization must have an advisor. Most organization advisors were volunteers and served their organization in addition to their staff or faculty responsibilities.

<u>Organization Descriptions</u>

Participants for this study were selected from a list of recent winners of an advisor-of-the-year award for advisors of student organizations. Applications for this award are submitted by the organization's membership. Advisors needed at least three years of advising experience to qualify for the study. An advisor who had at least three years of experience was able to observe several changes in student leadership.

This study was limited to advisors of interest-based student organizations. Student-interest-based organizations are defined as groups or clubs which formed as a result of student interest in a cause, hobby or career pursuit. These organizations were also "open" in allowing any interested student to participate fully in organization activities. Other types of organizations, such as honor societies or institutional organizations were excluded because they often has special selection criteria or processes which may have effected the level of leadership within the organization. One of the advisors selected for this study led an organization that had no special requirements for membership but required participation for an academic major. Since the majority of the

organization's membership was student-interest-based, the advisor's interview was included in this study.

Participants

Advisor and Organization One

In addition to being an associate professor, Advisor One has been the advisor for two related public relations student organizations at the university for eleven years. Becoming advisor of the public relations organization upon arrival in 1993, this advisor then assumed the advisor position for the other organization in 1994. In addition to the 10-15 weekly hours of teaching responsibilities, she spent no fewer than 20 hours a week in meetings for the chapter. This chapter of the public relations organization was one of nearly 250 chapters across the country. In the last ten years, the organization has been recognized with national awards as one of the top chapters is the country. Members of this public relations organization attended biweekly meetings, presented at regional and national conferences and hosted guest speakers.

A strong component of the organization's success was its close relationships with area professionals and alumni of the program. Professionals served as professional advisors to the organization presenting at meetings, providing advice to program projects, and connecting students with internships and jobs. Updates on alumni were found in the newsletter generated by the organization twice a year. A bi-yearly chapter newsletter also was a requirement of the national organization.

An interest in public relations was the only requirement for joining the group. Its membership contained both students with majors and minors in public relations and

students interested in the subject. The membership was approximately ninety members with a membership fee of $60.

Advisor One is the main advisor for the organization and was interviewed for this study; however, two other advisors also assisted the organization. The other advisors were practicing professionals and worked in the community. Only full members of the organization could become advisors to the group and this required two years of post graduate membership in the organization. The advisor positions were often filled by organization alumni which seemed to help membership become connected with current events and practices in the field.

Advisor One also advised a second organization which was a subsidiary of the public relations organization. This student-run firm organized and implemented public relations projects for real businesses and community organizations. Students must have been members of the main organization to join the subsidiary and as stated above, these organizations also shared the same advisor. Area business or university departments submitted projects and then the organization chose a project, organized committees to complete research, generate publicity and promotional materials, plan special events, design web media, and plan programs. Clients included Aspire, a national organization for handicapped children; a local school district; and a water ski team. The students involved were not paid by the client but received valuable experience in public relations work.

Advisor and Organization Two

Founded on the principles of Boy Scouts of America, this student organization's membership was open to male and female college students who were interested in service and volunteer work. The three principles of leadership, friendship and service guided the organization and formed the foundation to which each member pledges. The advisor recalled "we had a pledgeship, no hazing, we took everybody, we just want to make sure they were really interested in the organization . . ." (Advisor Two, 2004, p. 87).

Each pledge class was taught and mentored by the Vice President who used a prescribed curriculum from the national organization. Throughout the semester, the recruited students attended classes to learn about the history of the organization and the Greek alphabet. They also implemented a project that involved chapter service. The organization is loosely affiliated with the Boy Scouts of America and often assisted in providing volunteers and leadership for scouting programs or events. The national office required each organization to have three advisors and provided a training manual for organization advisors. The Boy Scout Advisor served as a liaison to the Boy Scout organization and the Community Advisor served the organization in a supplementary advising role with the Faculty Advisor. When the advisor (the organization's faculty advisor) was asked about the community advisor's role, she said "We kind of worked together, we were like a tag team . . ." (Advisor Two, 2004, p. 88). The Faculty Advisor served the organization as the main advisor, coordinating communication among other advisors and members. This advisor also filed required reports with the national office.

After 15 years voluntarily serving in this leadership role, this advisor left the position to spend more time with her family and expanded job responsibilities.

Advisor and Organization Three

With the goal to "prepare students for non-profit, entry-level jobs such as Boy Scouts, YMCAs, etc." (Advisor Three, 2004, p. 93), this organization served as a co-curricular supplement to the academic humanics program at the university. A recognized student organization for 15 years, fundraising and community service projects were a major part of organization's involvement. The fundraising projects helped the organization send students to the annual management institute conference where they had opportunities to network with national non-profit leaders, experience workshops, and interact with students in similar majors representing 80 colleges. Sponsoring a golf tournament and a junior high girl's basketball tournament were two of their major fundraisers.

In recent years, the organization has engaged in service activities with organizations such as the Boy Scouts, Big Brothers and Sisters, the Salvation Army, and local YMCAs and YWCAs. As much as possible, the organization paralleled the work environment of decision making and project implementation in a non-profit organization. The role of advisor in this organization was part of the responsibilities of a professor in this academic major.

<div align="center">Summary</div>

The interview was selected as research method for this study as it allowed advisors to define their own experience, giving "the interviewee an opportunity to

express himself about matters of central significance to him rather than those presumed to be important by the interviewer" (Merton, 1990, p. 13). Although the interviews allowed for open reflection, this chapter also explained the systematic way advisors were selected and data was analyzed to ensure scientific results. Through a process of coding and analysis, individual advisor insights developed into common themes that transcended the individual interviews. Analysis of the three interviews and a reflection on common themes to which advisors attribute their success can be found in Chapter 4.

CHAPTER 4

FINDINGS

Introduction

What constitutes effective advising of a student organization on a four-year
residential campus? To what roles, practices, and values do advisors most strongly
attribute their success? These research questions, which served as a foundation for this
study, are answered in this chapter. According to interview analysis, building
relationships and teaching leadership described what has made these advisors effective in
their role. Developing relationships with organization members (mentoring), among
organization members (team building), and with individuals and groups outside the
organization (partnerships) are the three categories of relationships documented in the
interviews. A second theme, teaching leadership, involved both challenge and support of
learning through leadership experiences. Advisors, as teachers, challenged members to
accept leadership roles, follow through on commitments and think critically about how to
pursue organizational tasks. Advisors, as teachers, also supported leaders and learning.
Through their presence at organization events and by providing resources, they helped
create a safe environment where experiential learning could occur. In this chapter,
relationship and teaching themes are explored through the words of the three advisors
interviewed.

Relationships

The role of relationships was a recurring theme in the advisor interviews. This
theme was defined by the connections the advisor facilitated through development of

personal and individual relationships with members. This theme also encompassed the advisor's work in creating and maintaining connections with other campus and communities outside the university for members benefit. Through mentoring, partnering, and team building, relationships were built with the advisor, with the greater community, and amongst members.

Mentoring

All three advisors interviewed for this study described mentoring as part of their work as advisors. Mentoring describes many of the reported relationships between the advisor and individuals within the organization. Often the goals and thoughts shared in a mentoring relationship with a student were more essential to personal success than to the success of the organization. These one-on-one relationships involved the advisor and student in sharing personal and professional goals as well as personal life events. Collectively these relationships may also have benefited the advisor's leadership and a deeper understanding of individual members may have resulted.

Mentor-mentee relationships that began through a student's involvement in the organization, may continue after their involvement in the organization ends. One advisor said "They still call me with career questions, which I love. They say I've been out of college 10 years now" (Advisor Two, 2004, p. 89). The advisor's commitment to care and affect one student's development beyond their involvement in the organization differentiated the mentoring relationship with other relationship-building roles an advisor may have in an organization. "I was a mentor frequently to the president. Support-emotional, physical - and kind of a coordinator" (Advisor Two, 2004, p. 84).

Advisors also mentioned the personal satisfaction gained from a mentoring relationship. The advisors reflected that their continued involvement with the organization was largely due to the personal relationships with students: "Just the personal relationships were the most rewarding for me. And you have the opportunity to do some good too--get them to think beyond themselves" (Advisor Two, 2004, p. 91).

Partnering

Engaging the community and alumni in partnerships was another type of relationship the advisors fostered. In the partner relationship role, advisors created, managed and sustained relationships with alumni and the community.

One goal of partnering was to help students gain perspectives and insights from peers in similar organizations or programs. Knowing the impact these experiences have had on previous leaders, advisors presented these opportunities:

> We have fundraising because one of the highlights of the program is a management institute in January where all of the students from the other 80 colleges gather, juniors and seniors usually for three or four days to experience workshops, have a chance to get up close with national nonprofit leaders and work in simulations and meet other students and find out what they're doing, how they're volunteering and what ways they're saving their communities that surround their particular colleges (Advisor Three, 2004, p. 93).

> Because I make sure that they meet professionals in the area. I do that through classes. I do that through suggestions for programming, for different meetings. I also try and get the membership to come to the [community] chapter . . . And I'll introduce them to people (Advisor One, 2004, p. 76).

Other partnerships were developed and maintained as part of the mission of the organization. For example, a mission to serve others contributed to partnerships with community groups. "So part of our retreat was doing a service project that would help the YW in their program" (Advisor Three, 2004, p. 96).

The advisor served as a point of contact in continuing these partnerships as student leaders graduate, left for the summer and changed positions:

> In January, ▇ has this big merit badge university project . . . where we bring in 200 or more Boy Scouts to work on their merit badges on a Saturday   and they have it right here on campus. We have to get merit badge counselors who are certified in their merit badge and do all the communication, the registration. The ▇ office does help us out a little bit (Advisor Two, 2004, p. 86).

Partnering relationships may also have increased the effectiveness of the advisor by providing additional support and resources. In speaking about the partnership between a student organization and the Boy Scouts, one advisor noted:

> It was a nice partnership. And the Boy Scouts would frequently call, through this advisor, would call ▇ for service, like when they had popcorn sales distribution, ▇ would go out and help, spend a Saturday giving different Scout masters their popcorn (Advisor Two, 2004, p. 88).

Partnerships also seemed to continue to engage alumni in involvement in the organization. Advisors helped the organization facilitate these connections through active and passive communications. They contacted alumni to speak at organization events, to assist students in finding internships and jobs, and to provide support and resources to students working on projects. Alumni reflected their experiences in the organization to current members, friends, family and the community, further cementing the organization's visibility and reputation. On maintaining contact with students through a newsletter one advisor stated:

> So the more you keep your alums involved the more membership you get . . . We interview a lot of times our alums. See where they are; see what they're doing with mailing out the newsletter. And it keeps us . . . in the top most of minds of these graduates. I also will have them come back and speak if I can get them here (Advisor One, 2004, p. 74).

<u>Team building</u>

The team building relationship role is defined by the advisors role in assisting organization members in developing relationships with each other. Although team building occurred throughout the year in the organization, team building retreats seemed to be a key experience:

> . . . we try to set goals-we have a fall retreat and a spring retreat. Spring-we look ahead because we have new officers we elected last week, and so we'll meet next week to start talking about what's going to happen next year and plan. They forget over the summer so in the fall we have another fall retreat . . . (Advisor Three, 2004, p. 94).

Relationship development through team building involved tasks that relate to organizational goals or the group's mission as well as social activities:

> . . . we had several boys that were from the ███████ area, that were Eagle Scouts, so we'd always go out there and have a weekend of fellowship and cleanup. It was really fun. The more overnight stuff we could do the better, and that was cool. (Advisor Two, 2004, p. 87)

Recognition and celebratory events also contributed to the development of a team. Spending time celebrating accomplishments and enjoying relationships created during the semester seemed to further strengthen connections between members. Celebration also motivated members to continue their involvement and recruit new members:

> We also have an awards program at the end of the year and the students have to vote for awards--who is going to get some of the award . . . and this is a very large event and we usually have anywhere from 90 to 100 people attend this awards banquet. And we have to find a location; we have to do decorations; we have to do invitations, we have to plan a program; I have to get the plaques; I have to have people judge the awards that they actually filled out (Advisor One, 2004, p. 79).

Teaching Leadership

Teaching seemed to best define the advisor's role in developing leadership as it reflected the educational perspective and commitment these advisors described in developing their students. One advisor best summarized this point, "I think we're all about developing people that have intellectual and physical energy . . . is it focused in the right direction?" (Advisor Three, 2004, p. 97). Teaching occurred as an advisor supported members' efforts at leadership while also challenging them to become more engaged, self-sufficient, confident, reflective and committed to a position or the organization's goals. As a teacher, the advisor gauged the leadership experience of individual members and the complexity of leadership tasks. Then, weighing each of these factors, the advisor provided measured levels of challenge and support to spur development and learning. In this section, a closer look at the challenge-support dynamic has provided insight into the unique teacher role of effective advisors.

Support

As a teacher, the advisor provided degrees of support based on levels of individual or collective leadership experience and the complexity of a task. The advisor support role is defined by the physical and emotional resources provided to help student leaders be successful. In the support role, the advisor sought to strengthen leaders by providing physical and emotional resources such as sharing experiences and insights, being a presence, and creating a safe environment in which leadership success can be experienced.

Physical and informational resources were important forms of support. All three of the interviewed advisors shared that knowledge of the organization's policies and available campus resources helped them to be effective in their role. When asked, "How do you see your role as advisor?" Advisor One responded:

> I see it as someone who has information that members may not be privy to just because of experience, because of contacts, and because of knowledge of rules and regulations, because [organization one] is a national organization. But we have a charter and bylaws that we have to operate by . . . (Advisor One, 2004, p. 68).

Another advisor reflected on the physical support provided through the advisor role:

> I felt like I was a real support person for the group. Because all the members are students, and sometimes, occasionally we'd get nontraditional students but they always didn't have a lot of stuff or resources. They frequently didn't live here, so they couldn't run home and get a poster board and markers to make signs and things like that. So, physical support. Provide Resources. I provide my house frequently for barbecues or potlucks . . ." (Advisor Two, 2004, p. 85).

Effective advisors seemed to teach leadership through support of member ideas. Support varied from a simple and encouraging "go for it" to a more substantial discussion about what steps might be needed to accomplish their goal. Whatever the level of support given, all advisors agreed that students should have high levels of ownership in the task. One advisor recalled this interaction:

> [Student] "Gordon, all of these junior high girls are playing basketball all over."And I [Advisor Three] said "They are? Really? And [the student] said, "Yeah, we need another fund raiser and we're going to have a tournament . . . I know how to organize it. "
> [Advisor Three] "Fine take it."
> [Advisor Three] . . . And that's how they learn from that. So [the student] can go out and say, "I ran this." (Advisor Three, 2004, p. 101).

Emotional support was as essential to effective advising as providing physical resources. As this advisor described, listening to what *is* and *is not* said is an important component of this type of support.

> I have to listen to really what is going on and what these students are saying because everyone knows what people say is not often times what they are really meaning . . . But, and also I have to listen as to whether or not they want me to step in or if they just want me as a sounding board." (Advisor One, 2004, p. 71)

The supportive role of a teacher also involved creation of an environment that is safe to experience success and failure. One advisor described personal involvement in creating a safe environment for leadership experiences. "I don't need to be in the limelight. I need to be in the background. I need to be the tarp if somebody falls. I need to be the person there holding the ladder as they climb up" (Advisor One, 2004, p. 73). By helping members develop a common mission, another advisor sought to instill support as a value held by all in the organization:

> . . . this is a SAFE place, you can be whatever you want, nobody's going to put you down for whatever you say and do (inaudible). I don't like to use the word 'family' but in a sense we are, get six to eight people that are together and working to develop our mission of service, that is what nonprofit's all about, service. (Advisor Three, 2004, p. 98).

Presence was also an aspect of support shared in reflections from the interviewed advisors. "Being there" at events, meetings, and during decision making processes provided both physical and emotional support to members while still allowing them be the leaders in the organization. In discussing a large regional conference the organization hosted, Advisor One reflected:

> It was truly student-run, but I was there every step of the way. If it's for keys, if it's for introductions, if it's for picking up people, it is making sure that

everything is going right; but also just being there for support and I think that a key, key development in being an advisor is being supportive than being there." (Advisor One, 2004, p. 69)

Another advisor shared that a supportive presence was often sought outside of events and meetings. The quantity and quality of time spent seemed to be an element in this support role. "My door is open all the time-they're here all the time-sitting on the futon as you can see doing various things. Gets me up close to students. I'm known as a guy that can spend a lot time with students" (Advisor Three, 2004, p. 94).

Challenge

Like support, various levels of challenge seemed to be important to advising organizations. The challenge role is defined by advisor's actions to bring students to higher levels of development, understanding, and commitment in their leadership position. Compelling students to follow-through on position, organization, and advisor goals was a challenge the advisor set forth to leaders.

Although student leaders set the agenda for organizational accomplishments, it appeared that advisors also had some underlying objectives for students:

> I believe in challenging students, like I would in a student organization. What is it you want to do? Why do you want to do this? What are you getting from this? How is this affecting you? I think this carries over into my advising style, my style some people believe is laid back, it really isn't. I have some objectives for students and some goals (Advisor Three, 2004, p. 95).

Depending on the leader and the situation, a challenge may involve as little as a "nudge" to get going on a project to a more aggressive one-on-one meeting to discuss a student's desire to continue in his or her position. One advisor found humor to be an effective way to check-in with students on their goal progress:

I think I used my sense of humor; I would call up and say, "Hey Shawn, how's it going?" And how is that merit badge university going? Do you have all the things you need?" He may say, "well, yeah." Just joking around making sure, asking pointed questions (Advisor Two, 2004, p. 85).

Another advisor used a straight-forward approach to address the lack of follow-through on organization goals by a leader:

So when I say that a chair isn't doing what they ought to be doing, I am more aggressive. . . . Want to step aside? We need someone to recruit. We are not doing what we need to do this year. Our recruiting is terrible. We only got 20 kids. We talked about a goal. [Student says] Well, we want to recruit 35 people by the end of February. [Advisor] How are you going to do that? You have a committee? . . . No, let's get one. Then we get four people who want to be on the committee. He comes in here we talk about it. We have a little meeting, set some goals, crossroads we want to go through and organize. You want to do it or not? [Student] No, no I want to do it. [Advisor] "Well, let's do it." (Advisor Three, 2004, p. 102)

The advisor compelled the student to action by addressing the problem directly and presenting the option to step down from the position. The advisor also listened to the student and upon hearing a sincere desire to continue in the position, provided the student with a solution to his recruiting problem.

The degree of challenge issued was also guided by the advisor's experience in the organization. A knowledge of history and traditions provided experienced advisors with proven methods to accomplishing organization goals. Sometimes a method was so important to an organization's success that advisors were more directive. Based on years of experience, one advisor was uncompromising in a requirement to have a committee of members develop projects: "Make sure that every person with an idea/event has a committee, a lot of people want to go out and do it themselves. They can't do it

themselves, I say 'No, you can't do it yourself. You need a committee'" (Advisor Three, 2004, p. 101).

The challenge role in a student organization also seemed to parallel the teacher-learner relationship. The teaching backgrounds of the advisors may have explained their skill at creating and maintaining an appropriate level of challenge. "They're all in a learning position and my job as teacher and advisor here is to help students reach their goals and to reach our goals as an organization. That's my primary role" (Advisor Three, 2004, p. 94).

In summary, the support role created the conditions for success while the challenge role provided expectations to accomplish objectives. The advisor presented degrees of challenge and support based on an understanding of the talents, experiences of members and the tasks of the organization. One advisor seemed to summarize best the ever-changing levels of challenge and support:

> Well, students often times when they start a position--[they] will be quite unsure about what to do they do, what they want to do or how they want to do it. So they will seek a lot of advice early on, and I will give it to them. But what I will do is, I will make them present it to their membership because they are the leader. I will make them make a decision. As they grow more secure their position, they are coming to me saying, "This is what we are going to do." And then I will say, you know "Okay" or I will say "Let me play devil's advocate for a minute. Have you thought about this? Have you thought about that?" (Advisor One, 2004 p. 69).

The advisor first provided support through direct advice and suggestions. As leaders became more confident, advisors introduced a challenging viewpoint or idea to further broaden a leader's thinking and perspective.

Percentages

In order to determine the importance of the two themes, the interviews were carefully scanned and categorized. The number of sentences discussing relationship building and the number of sentences discussing teaching leadership respectively were counted and then divided by the total number of sentences in each interview. A percentage devoted to each of these two themes was determined through this method and then averaged to determine a total percentage for the three interviews. Fifty nine percent of the interviews were advisor's comments about their role as leadership teachers in the organization (56%, 54%, 65% in Interviews One, Two and Three, respectively). Advisors referred to their involvement and encouragement of relationship building 31%, 33%, and 27% in Interviews One, Two and Three averaging 30% among the three recorded interviews. The remaining 11% was averaged from advisors' general comments about the history and structure of their organizations in the three interviews. Tables 1, 2, and 3 found on pages 51 and 52 list percentages for teaching, relationship building and other organizational information.

The significantly larger percentage devoted to teaching leadership could have resulted from two of the three advisors employment as college professors during the time of the interview. Their challenge and support techniques may have more strongly reflected their background and experience in teaching.

This researcher concluded that connections existed between relationship building and teaching roles and that these percentages should be understood by noting this connection. Effective Advising Model (see Chapter 5, p. 54) graphically represents

this idea as relationships appeared to develop and then converge with the challenge and

support dynamic of teaching. More research in this area would be needed to confirm or

disallow this finding.

<div align="center">Percentage Tables</div>

Table 1. Teaching Leadership

	Total number of sentences referencing teaching of leadership	Total number of sentences	Percentage of sentences referencing teaching of leadership
Interview 1	246	436	56
Interview 2	162	299	54
Interview 3	246	380	65
Interviews 1, 2, and 3	654	1115	59

Table 2. Relationship Building

	Total number of sentences referencing relationship building	Total number of sentences	Percentage of sentences referencing relationship building
Interview 1	133	436	31
Interview 2	99	299	33
Interview 3	101	380	27
Interviews 1, 2, and 3	333	1115	30

(table continues)

Table 3. Other Organizational Information

	Total number of sentences referencing other organizational information	Total number of sentences	Percentage of sentences other organizational information
Interview 1	57	436	13
Interview 2	38	299	13
Interview 3	33	380	8
Interviews 1, 2, and 3	128	1115	11

Summary

This study concluded that effective advising on this four-year residential campus involved interconnected relationship and teaching roles. Relationships were built individually through mentoring, collectively through teambuilding and inclusively through partnering. Teaching leadership combined the supportive resources of time, understanding, experience and information with inserted challenges to encourage follow through on commitments and expectations. The changing needs, tasks, experiences necessitated the interconnectedness of these codependent roles. An in-depth look at the interconnected nature of advisor roles and those identified by Dunkel and Schuh (1998) is discussed in Chapter 5.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

As discovered through this study, advisors were perceived to combine

relationship building and teaching roles to develop effectiveness in their position.

Ultimately, the advisor's work in building relationships and teaching leadership may

result in empowered student leaders who apply their experiences to their lives after

graduation. Through a discussion of how the themes identified apply to the advisor roles

identified in the literature, the reader may gain insight into the practices of effective

advisors. Recommendations to advisors and needs for further research are also discussed

in this chapter.

The Five Roles

The term empowerment has been discussed in both education and leadership

fields. Empowered leaders in student organizations display thoughtfulness, confidence,

and effective decision-making in their leadership roles. Each interviewed advisor

indicated development of empowered leaders as mark of effectiveness in the advisor role.

Advisor Three concluded, "They get out there to prove [to] you and the world that they

can do it. That's what is exciting" (Advisor Three, 2004, p. 103). This study concluded

that facilitating relationships and support of challenging learning experiences led to

empowerment of student leaders. Based on these two advisor roles, empowerment could

be represented graphically as the intersection of two sets of converging arrows (see
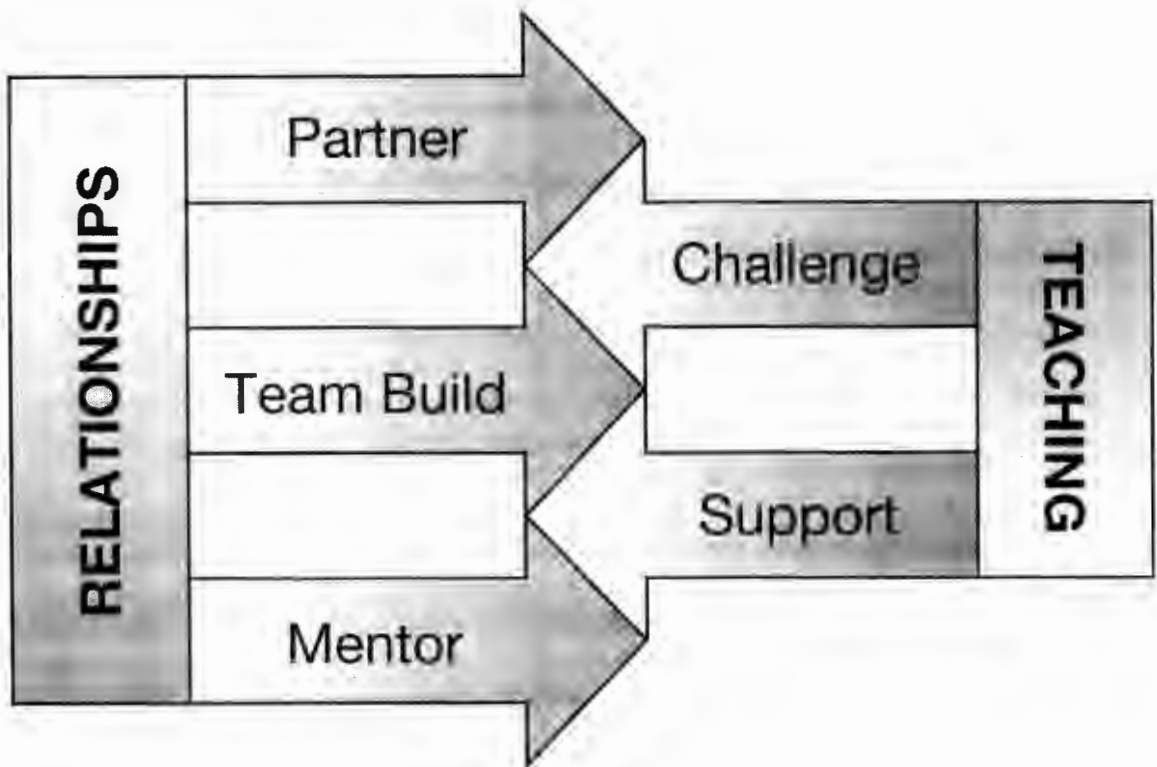
Effective Advising Model on p. 54).

Figure 1. Effective Advising Model

As the model illustrated, partnerships, team building and mentoring relationships and challenge and support teaching methods are transmitted from advisor to leader. Purposely designed to fit together (as the arrows illustrate), the continuous line of arrows signified an effort by these advisors to create fully empowered leaders and organization.

From these advisor's perspectives, it appeared that relationships formed the foundation of successful advising. Relationships with the advisor, with the community, with alumni and amongst members seemed to create pride, continuity and sharing of collective experiences and past organization success. With advisor guidance, a "relationship net" formed early and continued grow in strength and breadth throughout the year.

Relationships allowed the advisor to challenge and support members. With an understanding of the students in the organization, an advisor became knowledgeable about the strengths of leaders and their needs for continued learning. According to these advisors, a high degree of support and challenge was typically needed with new or inexperienced leaders. As organization leaders became more comfortable in their role, advisors seemed to use a greater degree of challenge to spur continued leadership development.

Challenge was found to be a dynamic role of an advisor. This role required both assertiveness and diplomacy. Some challenges have become traditions of the organization. Each advisor discussed a significant leadership project implemented soon after new officers and leaders were elected and recruited at the beginning of each school year. During this project, significant leadership development seemed to occur. As

leaders built upon skills and learned through leadership experiences, they became quite competent at challenging and supporting themselves in accomplishing goals. Advisors at this stage may only be needed to provide a minimal degree of challenge and "behind the scenes" support. Organization leaders at this point have become empowered.

At this point in the model, empowered leaders may leave the organization or choose to reinvest themselves in the group by taking on a new leadership role, building relationships with new members, or continuing to develop in their own leadership abilities.

Identified Advisor Roles and Their Connection With Dunkel and Schuh's Advisor Roles

The relationship developer and leadership teacher roles identified in this study further clarify the advisor roles identified by Dunkel and Schuh, (1998). As discussed in Chapter 2, these authors identified five roles of advisors: mentor, supervisor, teacher, leader and follower. Although Dunkel and Schuh (1998) tailored their discussion to organization advisement, most of the research they cited came from business management or education research on many different types of organizations. This study helped expand on and illuminate some of Dunkel and Schuh's work. For example, Dunkel and Schuh provided a definition of a follower but did not describe how an advisor could be a follower in a student organization. This study sought to clarify important advisor roles by interviewing effective advisors themselves. What resulted was discovery of two practices that advisors noted as most influential to their success. By providing specific examples illustrating these roles in each of the interviews, this researcher hoped to provide evidence to explain these conclusions.

DeCoster and Brown (1982) defined mentoring "as a one-to-one learning relationship between an older person and younger person based on modeling behavior and on an extended, shared dialogue" (as cited in Dunkel & Schuh, 1998). This definition also corresponded with the mentor relationship role identified in advisor interviews.

One might also suggest that these advisors' entire approach to teaching leadership was centered on a mentoring and modeling philosophy. Advisors' worked to build strong relationships and a supportive presence; this suggests that mentoring and modeling were a significant part of their approach. More research in this area would be needed to confirm this finding.

Teacher and leader roles identified separately by Dunkel and Schuh (1998) seemed intertwined in this study. Advisors seemed to avoid taking on direct leadership roles in the organization, instead preferring, as one advisor described, the role of "stage manager":

> The stage manager doesn't do all the work of all the different crews and all the different technical people but they have to go to all of the rehearsals, they have to be there as resource they have to keep communicating with all of the different components to make sure everything is getting done and everybody's working together and if somebody needs help it's up to the stage manager to step up and help (Advisor Two, 2004, p. 84).

The supervisor role established by Dunkel and Schuh (1998) did not seem to be included in the advisor interviews. Not one of the advisors interviewed mentioned the role of supervisor or the word supervision in their interview. Princeton University's WordNet defines a supervisor as "one who supervises or has charge and direction of a program that controls the execution of other programs (http://dictionary.reference.com).

If one defines supervision in this way, the term may have been too directive for these advisors' approach. A possible explanation may be that advisors saw themselves as helping students grow through pursuit of their goals rather than mandating directives or goals determined by another. The volunteer relationship between members and advisor also seemed to be more informal and collegial than a supervisor/ employee relationship might present.

Although the word supervisor was not used by advisors, elements of the supervisory cycle (as cited in Dunkel & Schuh, 1998) were found in advisor communication during the interview. Team building and recognition were discussed in connection to the relationships these activities created among members. Performance planning, communication assessment, and evaluation aspects of the cycle could be related to the advisor's teaching roles in assisting membership in goal development and accountability.

The follower role seemed to correspond with the support roles these advisors discussed. Being a supportive follower seemed to be key in helping leaders gain confidence in their abilities. At times, this may have required the advisor to support a new idea brought forward by the organization or a member. An advisor's recollection of the conversation between himself and student wanting to start a basketball tournament fund raiser (see Chapter 4, p. 36) indicated support as a teacher and as a follower. As a follower, the advisor supported the student leader in pursuing a new idea despite possible risks of failure.

Recommendations for Advisors

One of the desired outcomes of this study was to provide advisors with recommendations on how to be most effective in their role. Participants were not asked provide advisor recommendations; however, some advisor comments deserve further discussion because of the powerful way they affected their organizations and leaders. Although many insightful recommendations were gleaned from the interviews, the suggestions below met three criteria: they were mentioned in all three interviews; they were discussed in more then once in a particular interview; and they were connected with several successful outcomes in the organization. The four suggestions that follow are based on the importance of relationships and teaching that this study communicated.

Personal Relationships

Each advisor mentioned personal relationships with students as a reason for their continued involvement in the organization. This satisfaction came from knowing them personally and also witnessing their growth and development through organization involvement. A consistent presence seemed to be the most important focus of advisor's multifaceted relationship building roles. Each of these advisors also spent a great deal of time developing personal relationships with members outside of organization functions and meetings.

Leadership of a Significant Project

Each advisor mentioned a significant project their organization completed near the beginning of each school year. This project provided a moderate degree of challenge that seemed to attract new and returning leaders to its cause. The project also rallied the

organization by providing a specific goal for members to bond around and work together to achieve. The significant effort required to complete the project tested the organization and its leaders; but when the project was accomplished, the shared experience further cemented relationships and increased the group's collective confidence.

Commitment to Cause

Each advisor displayed a strong commitment to the organization's mission. Two of the three participants advised organizations closely related to their area of teaching while the third advised an organization that reflected a personal interest. A personal interest in the organization's purpose contributed to a high level of professional knowledge which was imparted to their students. This committed interest also helped the advisor create a desire amongst members to learn from their experiences in the organization.

Retreats

Providing an intentional opportunity team build and set goals was an important organizational task each year. A retreat helped the advisor gage the direction of the organization by learning about members and listening to their goals. Advisors also used this opportunity to introduce traditions and help officers understand and organize their priorities in the position.

Other Recommendations

Dunkel and Schuh (1998), in their book *Advising Student Groups and Organizations,* offered many suggestions and resources including ready-made worksheets to facilitate development of expectations and teamwork and samples of student

organization constitutions. These could be used by both experienced and inexperienced advisors of nearly any student organization.

<p align="center">Recommendations for Further Research</p>

Although this study built upon the research of Dunkel and Schuh (1998), further study of advisors and effective practices is needed. As stated in Chapter 2, much of the literature written for student organization advising was based on research from business management or areas of education not directly related to advising (such as academic advising, leadership studies, and high school clubs).

The small number of advisors interviewed in this study limited the ability to accurately generalize results of this study. Although the interview method had the goal of producing case-limited results, a greater number of advisors need to be interviewed within similar institutions and across institutional types to make it possible to generalize conclusions.

There also is need for clarification on *when* and *to what degree* students need challenge and support from their advisor. This dynamic was noted in the teaching role that advisors provide their organizations. The dynamic balance between challenge and support seems to be learned through advisor experience. Examples were noted in Chapter 4 of how the interviewed advisors used challenge and support to teach students experientially about leadership. Further research is needed on how these two forces should be used effectively - that is, to produce intended results.

Summary

In conclusion, this study has produced some exciting insights into effective advising of student organizations. Dunkel and Schuh (1998) prefaced their book section on advisors by stating "student groups and organizations will continually challenge [the advisor] to assume and work with various roles depending on [the] situation" (p. 42). Converging relational and educational roles specific to their organization's present need helped interviewed advisors empower leaders to advance organizational goals.

Few would disagree with the important role student organizations can play in a student's education at a college or university. It was this author's hope that this study will spark a renewed interest in the development of effective advisors through educational publications, professional development opportunities, and support and recognition systems.

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APPENDIX A

Interview Questions

Two questions were asked in each interview:

How do you see your role as advisor?

What are the top three principles that have helped you be an effective advisor?

APPENDIX B

<u>Transcribed Interview for Advisor One/Organization One</u>

Interviewer: Alright, well we'll get started here with our first interview. It's Monday, 4:12, and I'm interviewing ▆▆▆ who is the advisor for ▆▆▆ and ▆▆▆ for the campus of the ▆▆▆. ▆▆▆, would you just tell us a little bit about your organization?

Interviewee: ▆▆▆ stands ▆▆▆ and is a pre professional organization designed to give members experience in the field of public relations to advance their knowledge base and also to establish networking opportunities. ▆▆▆ stands for ▆▆▆, and it is a student run firm that is part of the ▆▆▆ chapter. There are approximately to date 241 chapters throughout the country for ▆▆▆; and the ▆▆▆ chapter, is always, in the last ten years has been noted as being one of the top chapters in the country; and we have received national awards in that basis as well.

Interviewer: How many years have you been advisor?

Interviewee: At ▆▆▆, I've been an advisor- this is, I guess, my 11th year.

Interviewer: Okay.

Interviewee: Because I've been an advisor for ▆▆▆ ever since I came here in '93, and then I took over ▆▆▆ in '94.

Interviewer: Okay. How do you see your role as advisor?

Interviewee: I see it as someone who has information that members may not be privy to just because of experience, because of contacts, and because of knowledge of rules and regulations, because ▆▆▆ is a national organization. But we have a charter and we have bylaws that we have to operate by, but then also we exist because of the Department of Communication so a lot of times the members will know the bylaws of ▆▆▆, nationally and locally; but they won't know the rules and regulations of the Department of Communications. So I see myself as a resource for departmental regulations, and sometimes national regulations. But then I also see myself as a facilitator. I don't want a student organization to become driven by an advisor. I want it to be driven by the student leaders, but the advisor is there to make sure that the student leaders have the support that they need; the information that they need; and the guidance that they need. But then there is this other part of being an advisor and that is being a helpmate. I don't believe in just dishing out advice, sitting back in my own chair dishing out advice. I see an effective advisor as being hands-on—A, okay, here's my advice; this is why I think you should do it this way; you make the decision; if it's ethically sound and everything else, I'll go

along with it and I will help you. So then I'm there with everything that they do most the time. If they're doing a fund raiser, like we are doing one tomorrow, is valet parking; I'm there. We just completed a holding of regional conference here at the University where we had I believe it was six schools of umm six schools represented in like six different states represented where we brought in five national speakers; I believe five state speakers; and then eight to ten local speakers. This was a humongous conference; I mean we had people as far away as Portland, Oregon, coming in. Las Vegas, Oklahoma, and that guy talked about the Oklahoma bombings. We had a couple of people from Chicago coming in. You know HBO, the people from Caesar's Palace, and all the public relations of relations practitioners from Las Vegas. We had all that coming in. It was truly student-run, but I was there every step of the way. If it's for keys, if it's for introductions, if it's for picking up people, is making sure that everything is going right; but also just being there for support and I think that a key, key development in being an advisor is being supportive and being there.

Interviewer: That interesting. You talked about-umm-getting them to take ownership in what they do. Could you elaborate a little bit more on that?

Interviewee: Well, students often times when they start a position will be quite unsure about what they do, what they want to do or how they want to do it. So they will seek a lot of advice early on, and I will give it to them. But what I will do is I will make them present it to their membership because they are the leader. I will make them make a decision. If the want to follow my advice or not, then that is totally up to them. And then they present it to the leadership. Okay, or to the membership, because they are the leaders. As they grow more secure in their position, they are coming to me saying: "This is what we're gonna do." And then I will say, you know, "Okay" or I will say, "Let me play devil's advocate for a minute. Have you thought about this; have you thought about that." And I think what happens is they become more empowered in their position, and that allows them to become really effective entry level practitioners because their gaining a credibility base but they are also gaining confidence. And not arrogance, I will never support arrogance, but they are gaining confidence in their abilities.

Interviewer: You mentioned the word empowerment. Could you talk a little bit more about that?

Interviewee: I think empowering students is extremely important because in a chapter or in a student organization you are going to have student leaders, and they were elected for some reason by their peers. And I, you know, my concept is you give them information and you maybe initially try and guide them towards a decision. And then what you do is watch them take off and you help them, but then you are identifying perhaps areas that could be needing improvement or pitfalls, that sort of thing. But at the same time your there to support them and say: "Okay. Well, you tried this. It didn't work or it did work. If it didn't work, why didn't it work, and let's try again." And I think that gives them a realistic view of what it's like in the work place. Okay. I'm going to go to go in; I'm

going to have some great ideas. Some are going to be shot down. Some are going to be used. Some are going to fail. Some are going to succeed. But that doesn't mean my work as a person or as a professional is diminished. It means I have something to learn.

So I want to empower them with the knowledge that they can still be a strong professional if they fail as long as they learn from it. And my concept of empowering is being there for them when they succeed or when they fall and explaining and trying to you know in a very subtle sort of way, especially when they succeed, of why they did succeed. You know hey you did this great because you know you had it all planned out. You know this and that and the other. Or you know, you did your best and it just didn't work because I think you really didn't consider this area as strongly as we should have. So you're empowering them with knowledge. And knowing that their safe here. That I'm not going to rip them from one end to the other just because something failed. Now, if the do something unethical that's a different story. Umm, I'm going to empower them something else. And that a sound dose of you can't do things that are unethical because I preach ethics quite a bit. I think that's important as a facility advisor. So, but I do, I try to empower them in different ways.

Interviewer: You mentioned ethics as something that is very important. How do you communicate that in your rules as an advisor?

Interviewee: Well I do that in a lot of different ways. I can say: "Okay. Well this isn't according to the bylaws. This isn't according to the ethical standards because ███ follows a set of ethical guidelines." I'm in a better position a lot of times than other advisors because we have set guidelines set out-ethical guideline. So I do that. Or I will say: "That's one way of doing it, but do you really think that you are being professionally ethical about this?" And the other people start thinking about it and they'll try and then hold a discussion about it. So I mention it and they take off. So.

Interviewer: Thank you. What are the top three principals that helped you be an effective advisor?

Interviewee: I've been thinking about this and one of the top is listening. I have to listen to really what is going on and what these students are saying because everyone knows what people say is not often times what they are really meaning. Umm… and I've really have to listen very, very closely as to what they are saying, and how they are saying it, and what context they say it in because a lot of times students will come to me totally upset about something. And you know, the way they present it, anybody would just say that you know, they'd get mad too or they'd be upset too. I've learned in years past that you've got to listen to the whole story and listen to the whole context because if I get upset about something I'm going to make a mountain out of a mole hill, often times. But I also don't want to make a mole hill out of a mountain either, because if it's something very large I've really got to take care of it. And sometimes when it's really large they'll present it as very small.

But, and also I have to listen as to whether or not they want me to step in or if they just want me as a sounding board because every time they come to me, whether being in a meeting, or one-on-one, or whatever, that does not mean that they want me to step in. And I could do that. Or do you want to handle it yourself? And if they don't know we'll present both sides of the issue. So I really have to listen to see what they are saying. That's one of the top three.

Another is...and I don't know whether to call it patience or flexibility, maybe flexibility is a better term because members of student organizations often times like to switch things around very quickly. You know you have a set plan and then all of a sudden "oh no that's not going to work." And then they want to do it this way, and I've got to be flexible enough to look at all sides of the issue; and to say: "Not that I'm going to make the decision but I'm there for guidance; and to facilitate a good discussion about what they want to do. And so I've got to think about this and be open because you know, I'm thinking: "Okay, well you decided that you were going to do this. Now all of a sudden you're switching to this." I just can't say: "No we are going to stick with what we decided." I've got to be very flexible because it might be a good idea to change around. So flexibility is another key element I think.

And then, most people may disagree on this, but the third element is empathy. I really believe that you have to be empathetic because—and this isn't only in student organizations—I've been presidents of professional organizations and you really have to empathize with what's going on with your members at that time. And try and in a professional realm to deal with their needs as best as you can in a professional realm on a professional basis. And students are no different than the professional realm. They're the same kind, and the empathy goes back not taking it as my personal biases going on my personal feelings; but it's going as a: "Okay. I understand that this is what you're feeling." And it could be: "I understand your feeling very negatively towards this other officer in this chapter. What do you really think is going on behind this? Do you have a roll in it? Is it only because of that other person?" You have to empathetic, but yet I have to dig out what the real truth is. So those are the three that I think are my main points.

Interviewer: Was it hard just to choose three?

Interviewee: Yes. It is because, you know as an academic I think: "Okay. Well I need to have a solid knowledge base and that needs to be a key element. And I need to know what's going on so that will help them quite a bit. Umm...but when you look at what's really important are those three.

Interviewer: You mentioned an example with the last one, with empathy and describing maybe an officer situation where there was a conflict. With the other two of listening and flexibility, is there an example you could share when you've had to do this in your advisory role?

Interviewee: Oh sure. We've had some conflict that occurs—and this could occur throughout any organization—any great organization is going end up in conflict. You

know, and I've had students who have had conflict with—we have professional advisors, as well as me. I'm a facility advisor.

We also have professional advisors. And some of the students will have conflicts with what some of the professional advisors will say, or how they say it, or what they do, or what they don't do; that sort of thing. And I have to be very flexible because I have to support the members, but I also have to support our advisors as well because I'm the lynch bin so to speak or the bridge between the two. And I've got to be very supportive of both, but what I do is listen to what's really going on. Umm…I listen to the student to see if they're just overly sensitive to constructive criticism. I listen to the professional to see if they're ego is getting in the way, but I'm a professional—just this is the way you do it. And you know we've had those advisors in the past. And so that can be very problematic. And so I have to be very careful about listening and also have to be very flexible about how I'm going to deal with it. A lot of times I've known in the past that people in my role as facility advisors, cause I know a lot across the country, they'll just come down on the side of the professional advisors. "Well they said to do it this way and that's the way you're going to do it, period." What I will try and do is I will try and be flexible and say "Okay." to the student members. "What's the advantage of doing it the way he or she suggested"? And then I'll go to the advisor and say: "Okay can you see any merit at all in what the student member is suggested." And I try to collaborate into a problem solving resolution to the conflict as apposed just to accommodating one or the other.

Now there are often times that I do just need to accommodate too because umm…I know the rules of the department and I know what the foundation of the professional, excuse me, the pre professional organization is all about. And I'll have to go to the advisor and say: "Hey, look we can't do it your way because of these reasons." And I'll say to the student: "This is what the bylaws say. This is what the department will say. We are just going to go with what you do. So we're accommodating the students. And then I tell the professional advisors: "That's the way we're going to have to do it. We will have to accommodate at this point. Whether you believe it's a good idea or whether I believe it's a good idea is beyond the point." So I tend towards collaborative problem solving, but there are times when I can't use it.

Interviewer: If you had to sum up your advising style, how you sum it up?

Interviewee: I guess the best way of summing up my advising style is hands on. Umm…just to give you an example: With this conference that we held and were bringing in national speakers I would go, because the students were off doing other things and being very busy, I would go and I would pick up the speakers and you know, I'm the formal introduction to the national speakers and I've made the phone contact and I've made the email contact a lot of times. And I'll also pass it on to the students if they want to contact them as well. But then the next minute I'm setting up equipment for the kids and the kids are entertaining the professionals. And then I'm talking to catering people because the kids are doing something professional. They're either making a presentation

or whatever. Or I'm stuffing packets for all the people who are going to attend the conference.

I'm very hands-on. I don't believe that I should require or ask any students to anything that I won't do. Umm…we were chosen in 2000 to be the host chapter for the national conference. Again there are ███ chapters throughout the country. It was held in Chicago and so we coordinated and hosted the entire national conference in 2000, and as I was stuffing packets the president of the organization was down in a formal session speaking. I guess I believe that I need to be hands-on. I don't need to be in the limelight. I need to be the background. I need to be the tarp if somebody falls. I need to be the person there holding the ladder as the climb-up. That sort of thing, so I'm very much a hand-on and I think that how I would sum it up.

Interviewer: Thank you. Could you describe a little bit more about the organization and how—I guess—maybe how people come into the organization and how it continues year after year?

Interviewee: Well in my field of Public Relations, umm…in order to have a ███ ██████████████████████████ chapter it has to be academically based. So there have to be at least five very specific public relation courses taught inside the department in order to have a ███ chapter. Now, that's how it started. Now you don't actually have be a PR major to be in ███. You could be a PR minor. You could just have an interest in Public Relations and be in it. Now our reputation has grown so very strongly campus wide, locally, regionally, and nationally because we've been a very active chapter and we don't have the largest in the country. We have about 90 members but that's not necessary the largest. Somebody in L.A. is going to have 150 members that sort of thing because they have more people. But what we do is we make our presence known. Now our Public Relation's major at the ████████████████████ is known as one of the top programs of study in the country for undergraduates. That helps too. But the more and more variety we get through national and locally and regionally, and ███ is the one that does a lot of the regional and local publicity because they work with clients that are community based clients and they do work for them. And so of course we're getting a reputation that way and that goes back to ███ because you have to a ███ member in order to be a ███ member. So you have to be interested in PR to be in the firm. So we've just built up notoriety over the years and it has been—it's sort of like a snowball ink—it keeps getting bigger and bigger and bigger.

Now the one thing I always have to watch out for is that as members start graduating and you'll have this cycle and this year is one of cycles. This year most of our experience members will be graduating. We will have all new members, all new leadership, and young, to a degree naïve leadership, because they may have been in it for a semester or year where these other folks have been it for three/four years. But I'll tell you what, what will help us is those alums keep talking about what they did with ███. And they send people to the program, and they tell their interns: "You get involved in ███." That's another way of gaining members. So the more you keep your alums involved, the more membership you're going to get.

Interviewer: How do you do that?

Interviewee: They do that through umm…one of the things that actually ▋ does for us, but it's part of the requirements of being a ▋ chapter is you have to print a newsletter twice a year. We interview a lot of times our alums. See where they are; see what they're doing with mailing out the newsletter. And it keeps us, ▋ and ▋, in top most in the minds of these graduates. I also will have them come back and speak, if I can get them here. I will maintain contact with them. I will maintain contact with students that graduate because I often times hear of jobs and pass it of to them and that sort of thing. And they will email me. And that is extremely important. It's extremely time consuming, but it's very important. I think it's a snowball effect.

Interviewer: So as alumni of ▋ you can still be involved within the organization as an advisor or as a member?

Interviewee: Well you can't be involved as an advisor until you have—you have to be a full member of ▋. And once you graduate you get two years because it's a—you get a break on your membership fee. Like I pay over $300 in membership fee for ▋. For two years after you graduate, you only have to pay 60 bucks; and they're called associate members. Associate members cannot be advisors. But after that point in time, if we need them they can be advisors. And right now we have two alums as advisors.

Interviewer: And the advisors, what are the qualifications to being an advisors other than—maybe that the only qualification?

Interviewee: Well it used to be that you have to have what they call an APR. An APR means Accredited Public Relations Practitioner, and what it is you take this god-awful six hour long test. And people have equated it with a master's comprehensive exam. You have to take that and you have to pass it and that's administered by the national people. It used to be you had to be an APR to be a Professional Advisor, but and actually a Faculty Advisor too. But now they've changed it saying they noted that a lot of APRs weren't interested in being advisors, and it was the younger people who hadn't gotten their APR yet because you have to be in the profession at least five years before you get your APR.

Interviewer: Okay.

Interviewee: That were more interested and more octave, that was the key. A lot of APRs would accept a role and would have nothing to do with it. Umm…so they have changed it and it can be either, or now.

Interviewer: I see.

Interviewee: And it's selected by the membership. The Professional Advisors and the Facility Advisors are elected by the ▋ members.

Interviewer: Does that occur every year?

Interviewee: Yes.

Interviewer: Okay. And are these professionals in the ███████ area?

Interviewee: Yes.

Interviewer: Okay. And how often, what type of relationship do they have with the organization throughout the year?

Interviewee: Well umm…out advisors this year have spoken a couple of times at our different meetings. We have one advisor who, a professional advisor, who's extremely strong and is very, very active. Actually she's the PR director at the ███████ joining sound tech. And she is very hands-on. She's there at a lot of the meetings, not all the meetings, and she speaks. And she'll be there at some of the events that we have. You know she'll go socialize with them and she'll give them internships and she'll do a lot of things. So she's very hands-on.
    She actually started and was the first president in Buffalo, New York, of her ███████ chapter. So she's extremely hands-on and knows the importance of that. Other advisors that we have, only come when they are asked.

Interviewer: Okay.

Interviewee: I try and meet with the—I've set up what I can an advisory board that would include the Professional Advisors and myself, and I try and make sure that they know what the rules and regulations are of—I want them to respond to the students in a timely manner and I've told the students and them that I believe a timely manner is a week's turnaround time. Okay. I tell that to them both because professionals get busy and sort of put volunteer things on the back burner. But I also tell them that because the students that because I don't want them to expect an overnight turnaround. And a lot of times we get so caught up in what we're doing that we expect somebody else to turn it around really quickly. So you know I lay those rules out. I tell them what meetings that I really think they should attend, like the Spring Banquet, which is an awards banquet that we hold every year and in fact it's next weekend. And I expect the advisors to be there because I think that's very important. So I lay out these ground rules for the advisors, and
    I also ask them if we cannot coordinate our messages to the students. I don't want one advisor saying one thing to the kids, another advisor saying something else, and me saying yet a third because all that does is confuse them. I would like us to have a consistent message and the message to be: "Okay. Well you can do these three things and we mention everything that everybody said, but you have to make the decision but think about all these things with it." I want a consistent message. It's not the hiding the

different things; I just don't want them so confused. I want it laid out in a proper fashion so that they have full picture rather then getting partial pictures three different times.

Interviewer: This Advisory Board, how often do you meet with?

Interviewee: Well I meet with them at least once a semester.

Interviewer: Okay.

Interviewee: So it's not necessarily a grueling task to meet with me, and then they meet with the kids on a basis that they determine. Some will come and say: "Hey what do you want me to do?" Others will wait for them to come to them, the students to come to them. I don't necessarily believe in that. I like the thing of: "Hey, I'm touching base." On both sides of the issue, on both sides of the membership. I want the student members to touch base with them. I want the professionals to touch base with the students. So I try to get that balance. I don't always have it, but I try.

Interviewer: And how are these advisors recruited? You mentioned they are elected by students but...

Interviewee: The students often times come up with names.

Interviewer: Okay.

Interviewee: Because I make sure that they meet professionals in the area. I do that through classes. I do that through suggestions for programming, for their different meetings. And they'll have speakers at the different meeting sometimes. So I do that through that avenue. And so I make sure that they get to know each other. I also try and get the membership to come to the ███████████ chapter, which is their quote "father" chapter. That's ████ rules over ████. So we have the ████████ chapter; and I try and take them as many as can go, and can afford to go because it does cost to those meetings. And I'll introduce them to people. And all of our advisors have to come from the ███████████ chapter. So they choose them. If they don't have any thoughts in mind, then if they ask me I'll make recommendations; and then they make the choice from there. But I really do believe that the advisors should be able to work well together. And there are times—I've have had that bad experience of not being able to work well with advisors because this is not the only school I've advised a ████ chapter. I've done it at other schools too, and I've taught it and I just know the value of it. But I also know how to work with an advisor that may be somewhat difficult to—so I've learned that over the years.

Interviewer: How many advisors are there?

Interviewee: Currently?

Interviewer: Yes.

Interviewee: There's myself as a facility advisor and then we have three professional advisors.

Interviewer: And do they have certain areas they assist in or are they just as far as the entire organization?

Interviewee: No they assist the entire organization. I have the—the advisors that we have—I have said to the students: "Now this particular advisor is really strong in fundraising and sponsorship. And I really think you should go to her. This particular advisor is really, really strong in media relations. I think you should to go him if we have concerns or we need advice. This particular person is really good in community relations and is really knowledgeable." We have an advisor ▓▓▓▓ who a past national ▓▓▓▓ officer, national officer. And she is the first person I'll go to for advise with national ▓▓▓▓ work because we have a—we have somebody running for a national office now. And you know she's the first person I'll go to. So in my mind and in the student's mind I'll say: "Here are their strengths." And the advisors have told me that they're comfortable with those strengths too. But they can pretty much do anything.

And also contacts, we really are big on contacts. You know we do a whole lot of fundraising and sponsorships because we try and get members to go to the national conference every year. For example, in October our national conference is in New York City. So we try—that's expensive so we are starting now with getting our corporate sponsorship person to help design fundraising programs and also to solicit corporate sponsorship.

Interviewer: You've done this a number of years. Could you just describe the life cycle of your advisor role throughout the year? And a—could you just explain that a little bit?

Interviewee: Yeah I don't understand.

Interviewer: What you do when basically from the beginning of the year to the end of the year? You don't have to say every detail, but the important things you do from the start of the year to the end of the end.

Interviewee: Well the start of the year the officers are elected in April. They don't actually assume position until June and so that gives us from April 15—they have to be elected by April 15 until the end of the semester to allow the old officers to educate the new officers that gives them that time to mesh together. It's pretty much a little bit of a break from you know when they graduate—May the middle of May till June.

And then in June—excuse me—we start talking about what we're going to do and what they want to do for the next year. And the president and I will get together and talk

about what he or she wants to do; what their goals are; perhaps how they might approach those goals initially; what kind of ideas we can take to the rest of the executive board. We have a summer meeting with all the executive board and there are ten members on the executive board. The president, of course, is the one that is in charge. And that's where we start laying all this out and we say: "Okay." This is what—the president will say: "This is what I've been thinking. This is what I'd like to do. These are my suggestions. What do the rest of you think?" And then we start planning it out. And then we start trying to develop a calendar—a calendar per semester of what's going to be going on when and—so people can put dates on their calendars because I'm sure you understand students' calendars, facilities calendars, professional calendars get really filled up very quickly.

You know if we start in August that first week in August—their calendars filled basically for the rest of the semester. So we need to get a jump-start and say here's a calendar. When we start school then we have to start the meetings. We meet umm— PRSSA meets every other Monday with the general members. They meet the other Monday for executive board meetings. So we basically meet every Monday once for executive board meetings and once for general membership. And we lay out to the members what we are going to do. In the executive board meetings we say: "Well okay how are we going to get people involved this year? How are we going to get membership back up to where it was last year?"

That sort of thing, and then we begin—in the fall semester we begin really hitting hard of how we are going to approach going to national conference and how we are going to recruit people to go and that sort of thing. Now since our chapter is also very well known, back here in April—we are—we've been asked to present at the national conference. So we are also planning the presentation, the outline for the presentation. So come back to August and September we're now getting all the nitty-gritty details together for presentation at the national conference, and any props that we have to have, and who's actually going to present. Okay because we only have about a month or six weeks to get ready. We are also fundraising, hitting that hard in order to supplement the students' travel. We are also trying to get speakers ready to go so that they can meet and they can speak at some of the general membership meetings. We are preparing—we're making decisions during this first month too whether or not to participate in national campaigns.

There's a national campaign call the ▮▮▮▮ Competition. It's a national case study competition where, for example, one year Coca Cola was the sponsor. And we had to put together a whole campaign and implement it for Coca Cola. We have to decide whether or not we have the interest level of—for to participate in that campaign. We also have to decide whether or not we are going to put together a bid—umm in order to perhaps a regional conference because we don't just host a regional conference. The national ▮▮▮▮ board has to see bid and then they will decide if you're able to host a conference. We have to decide if we're going to write that bid.

And so we're doing all that in the fall semester and then we also have what we call a Winter Banquet, which is held in December where we recognize our members and we just have fun.

So that's one semester of ▇▇▇▇, but at the same time ▇▇▇▇ is occurring. ▇▇▇▇ is in the summer we have gathered clients and we've had national clients as far away as Albuquerque, New Mexico, and most of our clients are local. Like Aspire which is an organization that deals with handicapped children and they teach them coordination skills through horseback riding. We deal with junior achievement. We deal with an image consultant, her name is _____. We do some work from the ▇▇▇▇ School District. We're doing some sponsorship programs for the ▇▇▇▇ Waterhawks, it's a water-skiing team. Those are some of our clients and we're getting those in the summer, and then during the year we've set up accounts where we have had the clients sign a contract stating—where everything and what they want us to do from publicity materials, promotional materials, to special events, to web design, to programming planning, to research. And we have people in each of those sections and we divvy out the work and their doing the work constantly.

Interviewer: Is this umm—do they pay for this with their company that you know…

Interviewee: No, they pay for—they don't pay for our services, but they do pay for any kind of work that has to be reproduced. We're doing all that during the semester as well. In the process we're also doing the ▇▇▇▇, which is that student newspaper—newsletter. That takes a heck of a lot of time and energy to do. So we are doing all that in the fall semester. And then in the spring semester we have to recruit new clients again. Some of them are carry-overs. Some of them are not. We have to recruit new clients again for ▇▇▇▇. We have to do yet another newsletter. Then we have to pick up where ▇▇▇▇ left off. Okay if we are going to do battement we have to get those teams together and that thing is do pretty much in either February or March. The actual campaign and the results of the campaign; we have to get all that done. If we are doing a regional conference, we've already started that planning because we found out in October at the national conference whether we got it. And those require meetings. And then we have to decide what kind of speakers we are going to have for this semester. We have to do that calendar again for the semester. That has to be ready by the beginning of the semester.

We also have an awards program at the end of the year and the students have to vote for awards—that is going to get some award. And then some of the awards are by application. And I personally fund them because they are monetary awards as well as plaque awards. So we have to—and this is a very large event and we usually have anywhere from 90 to 100 people attend this awards banquet. And we have to find a location; we have to do decorations; we have to do invitations; we have to plan a program; I have to get all the plaques; I have to have people judge the awards that they have actually filled out. We are also in the process of trying to establish an internship program and a mentoring program. Then it starts all over again.

Interviewer: Lots to do.

Interviewee: Yeah. I mean people look at me like I'm absolutely out of my mind. But personally I'm in meetings between ███ and ███ no less than 20 hours a week. With the regional conference, I was in meetings every Sunday night. They were three, maybe four-hour meetings. Every Tuesday, every Thursday with ███ I was in meetings on Mondays and Thursdays and sometimes in between. With ███ always every Monday and these are three/four hours. And then there are other weekend—days during the week; and then you know you also have to go to the socials that they have, whether I stay the whole time is a different story because I don't know if it is necessarily appropriate for me to stay the whole time. But I have to be there to show support at their events. Like I said their valet parking tomorrow; I'm going to be there the entire time. Am I going to be there saying: "You do this. You do that." No. I'm going to be backing cars. And their going to tell me what do unless they have a problem and then I'll step in.

So this—umm being an advisor is not something that I take lightly. Nor is it something that is a frivolous amount of work. If you do it and you do it well, it's going to take a hell of a lot of time to do it. Excuse my language, but that's a good way of emphasizing it. You know I'm here nights, weekends, or there at my house because a lot of times it's easier for me to just feed them than having them come to my office.

Interviewer: How does this fit with you job? How does this advisor role fit with your job as a professor?

Interviewee: I teach—umm you know I teach every semester. I personally teach ten hours a semester because I have what they call a one hour applied public relation. Most people teach nine hours. And then I also have my graduate student and I have reading courses so it really—sometimes it goes up to 13/15 hours. But I maintain all of that. I also have this life called service work, and they don't consider my work for—they do consider my work for ███ and ███ service—but they don't consider that all that I should be doing. So I have to do service at the university level, at the college level, and at the department level. They there is this other thing called research and you have to publish. So umm—and then you know I also believe in making sure that my skills are up to day. So I try and help out organizations as well on my own as a practitioner so that I know and can keep up with the current skills. Basically I'm here from 7:30 in the morning until 7,8,9 at night to be quite honest with you.

But I have found that my advising work is a benefit because—it's a benefit to my teaching, and it's a benefit to my research because a lot of times I will take what we are doing and as an advisor, and a subject or a method or whatever and turn it into research. And I've had a lot of it published that way. I take it into the classroom as examples and also as a way of acknowledging students of what they are doing. And then—I—in the classroom I can't just be ███ and ███, I have to ask about all the other organizations too of what they are doing. And I think that's a role of an advisor too, that knowledge that there are other organizations around. Of course I'm personally bias but you know other organizations are doing just as good of work as ours. And there are students that do belong to them and that they are beneficial.

But I often find that I learn a lot from the kids. I learn a whole lot from being an advisor and it's very educational to me and a lot of times what I learn I'll take back to the classroom. You know they may not know that they teach me these things or they may know that teach me these things. I don't know, and a lot of times I'll give them credit for it. "You know I didn't know this, but when we were doing this, this person came up with this idea and I was thinking about it and it really works and this is why I think it works." And I take that back in. So to me the advising and the teaching are hand-in-hand. One feeds into the other.

Interviewer: What support do you receive for being an advisor?

Interviewee: As in what?

Interviewer: Any support. From your department, from your umm—from the University.

Interviewee: Umm occasionally.

Interviewer: Okay. What kind of support do you receive as an advisor?

Interviewee: Occasionally there will be memos that come out or emails that come out saying—and I really do push it to be honest with you—saying: "███████ achieved this or ███████ achieved this" and then they might say: "███ is the advisor." Anytime ███████ or ███████ has an achievement, I make sure that the department head, the department, the President, the Dean, the provost, and the associate provost knows because I want them to know how good these students are. And I want them to acknowledge that and a lot of times then I will get a congratulations that might include me, that will send and I'll send it forth to the students. But I'll tell you what the President and the Dean and our current department head is a very good about when they have major achievements that they will send them letter--send the students a letter. And I think they recognize that the information came from me.

That I gave them that information, but that's about all the kudos I get. Just maybe a mention but it's more important for the students to have the recognition; I think. That's what it's all about. Occasionally, depending upon the department head and how much you push it, you might get a certain quotient of merit pay based upon what you do. That's a nebulous sort of thing because you never know if we get merit pay what it's going to because all of us in this department are very, very active on a lot of different levels. We really don't know if really for service, or if it's really for research, or if it's really for teaching, or if it's a combination; and usually it's a combination so you don't really know. But that's it. I mean—do we get extra pay, absolutely not.

Do we get a whole lot of public acknowledgement? No. But if you're in it for public acknowledgement or pay then you're in it for the wrong reasons. You need to do it because of what the students are going to get out of it, and you need to push the accomplishments of your students. I will tell you though, this year ███████ was awarded

at the National Professional Advisor Award of the Year, and that was _____ at the
████████████████. It's also my job to make that public too. I send out all the emails but
then we also send out press releases that say: "The ████████ chapter did this and you
know a professional advisor got this award. So you know you have to do it not only for
the members but also for the professional advisors as well.

Interviewer: In your position, as a volunteer position as advisor?

Interviewee: Yes. Yeah, completely because even though the students elect you, you
know if I didn't want to be part of it then I could decline. I can't tell you the value of
being a member of a student organization, but I will tell you at the conference that we
held hear last weekend, one of the professionals was talking and they were talking hiring
people and they plainly said—they looked at me and said: "Well you know ████████
probably going to disagree." ████████ did not disagree, however. But she said: "I would
rather a B student that's been involved and knows the ropes, than I want would an A
student who hasn't been involved." I actually agree with that. The academic in me might
cringe a little, but the practitioner in me says: "Go for it" because I really think you can
learn a whole lot.
    And then I was very surprised ████████████ who's college of Humanity and Fine
Arts was at the conference and he never heard this women say that. But he said to my
students: "Often times it's much more important to be here and doing these extra
curricular things than it is to be in the classroom every day." And I was very proud of
him for that because it's that hands-on work, especially in my field that is what's going to
make those students good at what they do. It's what's going to make them remember.
Maybe not the name of the theory but the concept of the theory and how to use it, that's
what important. So I don't know if I answered your question but…

**Interviewer: Yes. Is there anything else that you would like to add that I didn't ask
you about with your advisory role, or anything else you would like to share about it?**

Interviewee: I can tell you one thing, it is the most rewarding part, and always has been,
as a professional. It's the most rewarding part of my life. These students, no matter if
they're today's students, or ten years ago, or 20 years ago students, being a part of them
and being a part of their innovativeness; their freshness of ideas; and their enthusiasm;
there's nothing like it. Absolutely nothing like it and you know that's where you can
really learn from a student is from their innovativeness and their ideas. Maybe they don't
have the execution down, that's because of the lack of experience-they're too young.
They'll get that, but the ideas are just phenomenal and their energy. It's just—you know I
can be so sick and they can just energize me. So that's the pay right there. That's the pay.

Interviewer: Thank you very much.

Interviewee: Oh you're quite welcome.

APPENDIX C

Transcribed Interview for Advisor Two/Organization Two

Interviewer: It's April 12th, and we're here today with ███████████ who was the advisor for ████ which is a service organization, and it's the 12th of April. ███, could you start off with sharing a little bit about what the organization is like and what it's about.

Interviewee: Sure. ████████████████ was/is currently a student organization on campus and is a service fraternity that is based on the principles of the ████████ ███████. It used to be, officially, a part of ████████████ like with college scout group for boy scouts, but they broke away, not really sure why, I don't think there was any problem or anything like that. But they are still affiliated with ███████, loosely. It's a co-ed service fraternity based on the three principles of leadership, friendship, and service. So, of course we have many guys that were eagle scouts or were involved with scouting that knew about ████, so they would join. Then there would be women interested in the guys, so, (haha) service as well. It was nice because it wasn't targeted at any certain majors, although we did tend to have students join that were more in the helping fields, like education or family services, things like that, because they were all about service. That's the story of ████, it's a national fraternity. We were one of maybe 4 chapters in ████.

Interviewer: How did you become involved in the organization?

Interviewee: One of the students that was president, or vice president at the time, frequently volunteered for the events that I coordinated for my job on campus. She was talky and a little obnoxious and she would kind of grab onto faculty or staff and make them become her best friend. I was happy to be a friend of hers and she basically had a good heart, she was just a little needy, that's a better way to say it.

She was VP of the time and her task was to find a new community advisor for the organization. She knew me and she asked me and I said sure. There was a faculty they need to have a community, scouting, and faculty advisor. I became the community advisor. When the official faculty advisor moved off campus to a new university, I became faculty advisor, even though I wasn't faculty, they said it was okay because I was staff. They recruited two other advisors. That's how. It all started with ███████.

Interviewer: Ok. How do you see your role as advisor when you were advisor of this organization? You're currently not the advisor of the organization?

Interviewee: Correct, I retired about 3 years ago. Not sure exactly when. Is this where you want me to talk about my three principles?

Interviewer: That question is the second question.

Interviewee: I saw it as being a person who would offer continuity to the group, that while the officers changed every year, I would still be there. I was kind of an anchor to the group because there is so much turnover in a student organization and in a university and you get to know students and then they graduate, the jerks, and leave. I also, kind of goes into my three principles, though. I was a mentor, frequently to the president. Support-emotional, physical, and a kind of a coordinator. I wasn't a "doer", but I made sure things were running. I was a theatre major so I like to think of an advisor as stage manager.

The stage manager doesn't do all the work of all the different crews and all the different technical people, but they have to go to all of the rehearsals, they have to be there as a resource, they have to keep communicating with all of the different components to make sure everything is getting done and everybody's working together and if somebody needs help it's up to the stage manager to step up and help. That's the stage manager, is probably the biggest thing that I saw myself as, making sure. One of the things that was always interesting, I was reflecting back today, it depended on your leadership.

Your role changed every year depending on your leadership. You had more effective leaders, more charismatic leaders that would attract more members, then your more quiet leaders that didn't have (inaudible), that were good leaders but didn't attract as much. The whole organization could change, it didn't frequently change dramatically from year to year but within 2 or 3 years it would change dramatically depending on different personalities. To bring the consistency to make sure things got done even when you had smaller membership. ███ would go from 15 members up to 50 depending on who the leaders were. It was dramatic, it was very interesting. It was always the same organization, with the same name, but size and focus and energy and participation and it was just interesting to watch it change. I think I was advisor for more than 10 years, maybe 12 or 15 maybe just 10 I don't know. I was a stage manager, ███.

Interviewer: You mentioned some of them already, but what are the top 3 principles that have helped you to be effective as an advisor?

Interviewee: I don't know if these are principles so much as my functions, which is probably the other question. I think that mentoring is a really important aspect for an advisor; especially if the leadership, what I did, practically, is to have bi-monthly meeting with the president. Twice a month, we had an appointment; it was on my calendar. He or she came to my office and we talked about what was going on in the organization, who was doing what. And that was my way to keep tabs and make sure he was making sure everything, he had his fingertips on everything. And to talk about who we thought would be good for this, to talk about what was going on. So what he felt he had some clout or credibility with the group and sometimes they didn't, depending on their personalities and their leadership experience. So, communicate, mentor the president and offer suggestions. We had some people that could not run meetings well at all, and some other

people that were dynamite. So whatever the needs were, we took care of that type of discussion at our twice a month meetings.

I felt I was a real support person for the group. Because all the members are students, and sometimes, occasionally we'd get non-traditional students but they always didn't have a lot of stuff or resources. They frequently didn't live near here, so they couldn't run home and get poster board and markers to make signs and things like that. So, physical support. Provide resources. I provide my house frequently for barbecues or pot lucks or something like that, but I didn't do the organizing of it, I didn't do the work. I'd just provide my house. The president, or whoever was in charge, and vice president, fellowship, would make sure everything got done and I would check them and ask what time they were coming over. Sometimes I would provide the plates and stuff like that, coolers.

Another time we had a fundraiser selling cotton candy in the Union, and I had a cotton candy machine, so it was my idea to do that as the fundraiser around Valentines Day, sell pink cotton candy. They came over to my house, used my machine, and I provided the sugar, which cost about $1.50 and they did the work. So that kind of support.

My car, I owned a Suburban for a long time and we used that for functions. I do desktop publishing, so I would have them design fliers for meetings or activities, and I would polish it on my machine. I stored stuff for them, I have boxes here in my office. I attended meetings and events. I typically didn't stay at the whole event.

They do, still do, I think, a teeter-totter-athon and I would stay for two hours and go home. It wasn't my event, but I was there to support them. I sort of still feel like the advisor needs to be the supporter, not necessarily do everything, and certainly am there for parts of it. Then, as I talked earlier, stage manager, communicate, not necessarily do, but make sure people are talking to each other. Depending on the president, I think, my role changed depending on the president's skills and personality. I frequently offered help or direction, to the president. I guess these aren't principles, sorry ███. I forgot that word, principles. I guess I had tasks. I'm more of a task-oriented person.

Interviewer: Interesting. You talked about several times, during this interview so far; you talked about being a stage manager and getting them to do the things in the organization. How do you, how did you, go about doing that?

Interviewee: I think I used my sense of humor; I would call up and say, "Hey ███, how's it going? And how is that merit badge university going? Do you have all the things you need?" He may say, "well yeah." And the hard part is students get so involved, school is their first priority, I understand that. Just joking around making sure, asking pointed questions. Asking have you done this, have you done that, who could we get to do that?

I remember ███ worked at Godfather's in the kitchen, and ███ worked across the street at Amoco up on 1st street, and we had a meeting standing up in the Amoco station, I was taking notes on the stack of Pepsi cases. People were standing around (inaudible); ███ was across the street talking to us on a cell phone throwing

pizzas in the oven. That's how we had meetings for this big project that the group does. I think I had to insist we had a meeting and that was the only way to do it with their work schedule and their school schedule and things like that. But other people were there too, we were very efficient and a fast meeting because they were all busy.

Sense of humor and keeping good friendship kind of conversation. I remember Sister ███████, "stand on the red carpet." I'm not that kind of advisor. I never yelled at anybody and said "we didn't do this!" It was more like, "Oh my God, that was horrible! What did we do wrong?" and that kind of stuff or "Oh my God we have so much to do, have we done this?" That sort of stuff. So make it more (inaudible). Coordinate, not to make sure they're getting it done, but to remind them.

Interviewer: Could you talk about your, as your advisor role progressed throughout the year, talk about that role as a lifecycle of the organization, in that your role as an advisor throughout the year and what things happen when and what things you would do throughout the year, with the number of years in your experience you could offer some insight into that. From beginning of the year to end of the year.

Interviewee: I think of a lifecycle starting when we have a new president, which for us was in January, so we'd have some consistency through the summer, so let me talk about that if that's okay, because that would be a year for us. In January, ███ has this big merit badge university project, which is a Saturday in February, where we bring in 200 or more area Boy Scouts to work on merit badges on a Saturday and they have it on campus. That is a huge event for this small group. We have to get merit badge counselors who are certified in their merit badge and do all the communication, the registration. The ███ office does help us out a little bit. You have to have students who are with each group on campus, you have to organize the physical meeting space, and you have to find out where they eat lunch. It's a lot of details, it's a big event. That was pretty soon, starting right after the new officer took office, so that was unusual because they were hitting the ground running they were already in the organization doing something, they had to have another office type thing, as I recall, before they started. That was an artificial fast start to an organization.

Interviewer: This merit badge university was when?

Interviewee: A Saturday in February, usually. And everybody was very involved because of that, in that right away at the beginning of the year. After that, everybody was sort of burnt out, and they would get quieter. And my role, and I was very involved in merit badge university, my role was to make sure they still did activities, because sometimes when you have a huge activity like that for a small group, they tend to get people who have committed themselves and then they don't want to do anything else. They have to get back to school and want to do what they want to do.

Those people that had projects or events that happened after that had to really work at getting participation sometimes. So I had to talk to them about, talk to the group and make sure, they'd have to work a little bit harder in calling individuals or sending

individual emails about we need somebody to help clean up at this camp in ███████.
Making sure people are still involved was probably the group's biggest challenge.

Recruiting new members, was always, there was a spring recruiting that happened right away in January, and sometimes we change that. We have pledgeship, no hazing, we took everybody, we just wanted to make sure they were really interested in the organization, weren't just doing it to add to their resumes. We had a pledge semester, a rush kind of thing, and they had to spend a semester learning about the organization and taking pledge classes, which was really boring. Amazed people got through them. They had to take tests on the history and the Greek alphabet and stuff. So they were really gung ho if they got through all of that. That would be something that would go on each semester; they would be a pledge class. As advisor, I should have, but I didn't have much to do with the pledge class. There were membership, VP that was their responsibility, to teach and mentor that group. It's just being consistent, being there. In the summer there wasn't anything.

Summer was dead. Different people tried to do different activities, but everybody's so scattered in the summer. In the fall it's difficult to get people to come back and right away you're doing the rush in the fall as well. The year, for me as an advisor, the year has peaks and valleys but I was still involved. My time was pretty much the same. I was still involved but there weren't as many extra meetings I guess. Different committees and stuff like that. There was always the spring banquet; a dinner and dance kind of thing. Which was really (inaudible). Sometimes there were 50 of us. Then we started again in the fall, it was always a challenge to get everybody back together that was active in the spring. It didn't change a lot, through the year, for an advisor, always stay pretty busy. Christmas was a nice break, not that December was pretty quiet, and the month of May was pretty quiet because of finals. Review of the year, I hadn't really thought about it.

Interviewer: The Vice Presidents teach the new members?

Interviewee: The pledges, yes. There was a vice president of membership. And they had a pledge master as well. The two of them had to teach. They had a prescribed curriculum to do, kinda. We tried to make it fun. It also depended on the personalities of the pledges, too. They had a project they had to do that involved the chapter. That was cool, you'd get to know pledges. There was always a spring activity of cleaning up this camp, the ██████████████████████, we had several boys that were from ██████ area, that were Eagle Scouts, so we'd always go out there and have a weekend of fellowship and cleanup. It really was fun. The more overnight stuff we could do the better, and that was cool. I sort of did not do well with anything beyond our chapter. There was district stuff, regional stuff, and national stuff. I have 3 kids and when I was advisor I didn't really want to leave, to participate in that kind of stuff. And when they did the overnights in the camps, I would be there for lunch, and then get back to my family. They understood. They had strong leadership that would do that, I'd just support them and get some food, that's' why I'd go. I haven't really thought about how a year would progress. It was nice to have December, May, and the summer off.

Interviewer: Interesting to hear about that. Do you, what, you mentioned that there are a couple of other advisors within the organization, what type of relationship do they have to the organization and with you?

Interviewee: There's a faculty, community, and ███████ advisor. The ████████ ████████ was not very involved, but still like a liaison to the scouting organization when we did the merit badge university, they worked heavily on that. There's a lot of confidential stuff with the ██████████, like mailing lists and addresses and stuff like that that we wouldn't have access to and would make sure that we would give them the letter. They would make the copies, and had the bookkeeper that did the books and took the money and we did registration together. We would have a student that would help with registration, and the secretaries would work on that, so that was nice. It was a nice partnership. And the Boy Scouts would frequently call, through this advisor, would call ████ for service, like when they had popcorn sales distribution, ████ would go out and help, spend a Saturday giving the different Scout masters their popcorn. The ████████ advisor wasn't really involve dint he weekly activities at ████, but they'd always be in communication. About once a month we'd hear from them. Once in a while, depending on who the district executive was from the ████ Council, they would. One year we had a woman that came to all of our meetings, which was awesome; but usually, they didn't.

They had a high turnover in that position, as well, so that's another big thing, that turnover was hard. And the fact that I could stay with them for so many years was nice for the group, but at least I knew what needed to be done and when you get reports from the national office, what do you do with those? The community advisor, ████████████, who works for the VP of administration and finance, she was the community advisor, and we worked together for three or four years, and now she's the main advisor. My name might still be in the book as community advisor, but they were required by the national office to have three advisors. Usually there is one main advisor, that was me, and now it's ████████, and the ████████ advisor will be called, and then one main advisor usually. Always so busy.

Interviewer: You mentioned the ████████ Advisor role, what about the other person that worked at ████ while you were advisor, what kind of relationship was there?

Interviewee: The ████ position? Yes. She, we kind of worked together. We were like a tag team, frequently. Her kids were grown, so she was able to be with the group more and she really enjoyed the fellowship of the group. She was like a den mother for some of the guys. They just loved her. They would go over to her house and help her with home projects and she was one with a big heart and really funny. It was a natural transition when I said I was going to retire to the guys and ████████, I talked to her first, and she became head advisor. So it worked really well to have her as part. She was the supervisor, the staff supervisor, I think she's professional staff, supervisor of some of the guys that worked in computer science and had (inaudible) and said she was so funny at

work and asked her and she said sure, I'll do it; and she's so funny. And I see her around and she's still going strong and it's really fun too to have the students from ▮▮ come back and they'll say, Oh I need to see (inaudible) about your resume, too, then guys who graduate or women who graduate, oh you have ▮▮▮▮ as your reference. A lot of networking, after you graduate, which is nice. Very helpful.

Interviewer: Why did you continue to do it, you said you did it for approximately 10 years?

Interviewee: Well at the time, I didn't have a lot of student contact in my job. I worked at a university, I wanted student contact. I was an events coordinator and I'd get student contact asking for volunteers to work at it, but mostly my job is a worker bee job and doing events and talking to people on campus, caterers and stuff like that, setup people. I did have some one on one with students to work on resumes, but not a lot; not as much as other people in my office. So, when she asked me, I thought it'd be a neat way to get involved, and plus I value volunteering; I think that's very important. Wish my kids valued it more; hopefully when they get older they will.

I don't know, I'd always been involved in ▮▮▮▮ as well. Actually, one year I had after school I had a ▮▮▮▮, group (inaudible), Tuesday afternoon at 3:30 I had ▮▮▮, at 7:00 I had my ▮▮▮▮ and at 9:00 I had ▮, all on Tuesdays. So I had three ▮▮▮ groups all on Tuesday. Man, that just wiped me out that year. As my kids got out of ▮▮, I got out of ▮▮. Then ▮▮▮, I ▮▮ for probably 8 years. (inaudible) Because it was also affiliated with ▮▮▮ and I was into ▮▮ at the time. I had two ▮▮▮ and one got his project done and wouldn't write it up, so many too many (inaudible). We were finished; I don't regret it. Who cares. Celebrate kids. That might have had to do something with it, my interest in the group.

I don't know, it was the students, the student contact kept me coming back and the friendship I developed. Plus it was a service group, so those kids were there to volunteer, and generally people that volunteer are usually pretty nice. That part of their personalities I really liked. That was fun. I got to know them better than I would have at the office.

Interviewer: And your decision to retire from that position.

Interviewee: I think I started working more and, really a part-time person in the office I work 85%. I started working at 50% and then went up to 65 and then 70 and then got to 85, and I think it coincided with the fact that I was working more and we had a family business for a while, for 4 years, that was in the spring in the fall was wacky took all my weekends, and I was spread a little too thin. It was a good moment to leave because ▮▮▮ was there to step in and it was a natural transition and she was happy to do it. So it worked out really well. They gave me a nice little plaque. I still correspond, get jokes and stuff from email from kids. They still call me with career questions which I love. They say 'I've been out of college 10 years now.' "You need to get a job." It was nice. I

enjoyed it but I was ready to leave, I was just spread too thin. I needed to give up something and I had done my ▮▮▮ shot I think.

Interviewer: The people involved in the organization, is there any special qualifications to get into the organization?

Interviewee: The members, you mean?

Interviewer: Yes.

Interviewee: No; they had to be willing to do it. They did talk about expectations and the organization itself, each individual chapter gets to vote on what they expect from their members. Participate in perhaps two activities per semester, or one, or something like that, or attend 70% of the (inaudible)and they change the bylaws frequently, which is fine; that's their prerogative. No, as long as they were interested and willing to do it. People, easy for people to get involved and be gung-ho at the beginning of the semester, and then they go, "school's so hard and I don't have time." Some years we would have significant drop-outs and maybe half of our pledges would have dropped. So it was always a challenge.

Other years, we had really dynamic, fun leadership and people would come in droves. So leadership really is so critical has so much to say about how active or how fun the group is. I thought that was interesting to see the change and growing.

Interviewer: If I wanted to find out more about the organization, as far as some documents about the organization, would that, ▮▮▮, be the person to contact?

Interviewee: Yes, and there's also a website, a national website: ▮▮▮. I don't know who the president is now, sorry. But ▮▮▮▮▮▮▮ is still the advisor and she's real fun.

Interviewer: When you think back to receiving this award in 2000, why do you think you were selected?

Interviewee: Because they didn't nominate many people. (haha) I don't know if you've ever been to those awards, have you been? Okay. Depending on who puts forth the effort to nominate themselves, you know, it's the year ▮▮▮ was president and they were really active and they did all that stuff; that was the year they went for the national awards. One of the things they enjoyed doing, and so they did. They nominated me. I think that, like PR, 50% of the awards (inaudible) and the rest goes to ▮▮▮. So, I think, "▮▮▮, let's give them one." I think they felt sorry for me because I'd been there for so dang long. I don't know. I never saw the nomination form, so it must have been a nice nomination, and they were probably so surprised that someone else apply, got nominated that I got it. I was not expecting it, because I had gone to the presentation thing, student activities, whatever that was, every year.

Interviewer: Anything else you'd like to share that I didn't ask you about?

Interviewee: I think it is as rewarding for the advisor as it is to the students involved. I think the friendships I've developed and watching those students go through years of being with a group is just neat; to see them in a different way, outside of the class, just socially. Watch them get married, to each other sometimes, which is way cool. Or not. Just really neat, anyway. Just the personal relationships that were the most rewarding for me.

And you have to do some good, too-get them thinking beyond themselves. Maybe they didn't go into ███ with the best feelings, maybe it was more looking for guys, or maybe people looking for something for their resume builders. As a matter of fact, (inaudible), "Yes I'm in ███ , a service fraternity." "That's funny, I'm an advisor and I've never seen you." They go, "Oh" (haha). Resume builder, I pledged and never went to anything. I've had a couple of people (you may want to take that off.)

I know, that one of your ideas is to have a training manual, and I think that would be a very good idea. Luckily I was with a national organization that also had a training manual that was helpful. It didn't help campus as much; it would be helpful to find out resources, like where to apply for trips, because you can get money for national or regional things and all of that kind of stuff. That kind of stuff I did have to learn for myself. I was lucky because I do work with lots of different organizations all over campus and I know a lot about the offices. It would be nice to have a ███ , specific advisor handbook, it would be really nice. There are so many resources out there for your group, and how to reserve meeting rooms, and how to have organizational of trips, student activity requirement of registering every year, that would be a helpful thing for advisors to know. I don't know.

Certainly was very rewarding for me, even though I was starting to get burnt out. And I didn't think they needed to have a burnt out advisor I was getting kind of apathetic. It was good to have somebody with enthusiasm to take over this year.

Interviewer: What kind of support did you receive as advisor? This could be from ███ , the department, from the job. All of those things.

Interviewee: ███ generally was supportive because it was a student-related thing and maybe it's my personality but I always felt sort of guilty when I took that hour to meet with the president every, but then we did have a guy that worked in our office who said, "We're doing this for students, so don't feel guilty and that's hwy we're here." So when I, because I was contracted for so many hours I felt like I was stealing from the university for an hour, sometimes an hour and a half depending during the work day. Then I sort of just talked to myself, and justified, I'm for students and that's why I'm here. I certainly am not doing it for personal means. That was just my own, I don't think the university says, "you can't devote an hour a day to ███ this week," and they were fine. They would have been fine about it. I had to do university research frequently for the group as well, and I don't have a computer at home with (inaudible) software, so I'd do that during my lunch hour, I'd work on that. Sometimes I'd have to print out some stuff, and I'd have to

talk to my supervisor about that stuff and she's say, "Well yeah, there are some days when you can do that for your group, that's fine." (inaudible) the list serve monitored for a while and that took some time, and I explained that to my supervisor as well, and she was ok with that. It may take an hour long. (inaudible) I didn't feel over support within my office, it was more like, "you can do that if you need to, but don't spend a lot of time on it." That kind of stuff. The ████████ office was very supportive. I think they certainly got a benefit from us being an organization; we were generous with our time and talents for them. Actually, I did get an award from the ████████ one year, that was really nice. A regional award of merit which was very supportive (inaudible). Quite an honor. That was wonderful support. They offered all of their other things to us as well; a meeting space and we did have meetings out there, which was nice. Campus, they weren't non-supportive, but there weren't a lot of resources that would support student activities, that I know about. That could have been my fault because I didn't know. I knew they had meeting space and stuff like that, that I knew about, and we did get it. That's good I guess.

Interviewer: And you're a volunteer.

Interviewee: Yes.

Interviewer: Well that's all I have. Thanks.

APPENDIX D

<u>Transcribed Interview for Advisor Three/Organization Three</u>

Interviewer: If you could first tell us a little bit about the organization to start off with.

Interviewee: The ███████████████████████████, but the ███████████████ is a nationwide organization with headquarters in ████████. We've been on this campus for 15 years. The idea is to prepare students for non-profit, entry-level jobs such as Boy Scouts, YMCAs, etc. The program is has two functions; one is the academic side and then a co-curricular side and that's the student organization that we are referring to in this conversation that we have. And what else would you like to know?

Interviewer: Well, let's see. How would a student maybe join an organization or who is eligible to be in the organization?

Interviewee: (inaudible) Students that want to pursue a career in non-profit but we have other students who are undecided and not sure what they want to do. They may be taking introductory to non-profit and say "well let me see what this career is all about" and we suggest that they join a student organization because we run it like any other student organization with the officers and people on the committees to fulfill our mission which is to get students to work in the community in a variety of places non-profit organizations. As you know volunteerism on campus is a big thing and we fit right into that.

  Once they're in the organization, we have kind of a set program. We have fundraising because one of the highlights of the program is a management institute in January where all of the students from the other 80 colleges gather, juniors and seniors usually, for three or four days to experience workshops, have a chance to get up close with national non-profit leaders, and work in simulations and meet other students and find out what they're doing, how they're volunteering and what ways they're serving their communities that surround their particular colleges. So in order to do that, we need to raise money.

  One of our committees, naturally, is a fundraising committee. We've used the golf event in the fall as a centerpiece of our fundraising; not that we raise a lot of money, but there's a lot more to fundraising than just raising money, it's letting people know what we do and we're available and so forth. That's one of our fundraising activities. The other is we have a junior high girls basketball tournament in December, and that's a little under $1000. The golf, in good years, in the past 10 years since I've been here, it's been about $3000-$4000 in the good years, average. We've had bad years when it was cold, and nobody showed up, you know, but, other than that. And then we park cars usually at the festival of trees, that's a good bit of money, a little over $1000. Traditionally, we've applied for a grant from a collegiate fund and they've been very generous in their support of us; this year we've received $3500. It all goes to getting the students to wherever the

conference is, so students look forward to that. Last year we had 14 students in Kansas City, the ones on the wall there, and they have a good time, naturally. We've been to New Orleans, we've been to Orlando, and we've been to Houston, TX. Every year it goes to a different spot. Two years ago, we were in Las Vegas, somebody got lost out there.

My role in all of this is, as advisor, is to help them succeed. That's the role of a non-profit administrator anyhow is to work with volunteers, to get them to do the jobs that need doing to meet their mission. It's a leadership job as well, when you're working with students. You find that sometimes you have to lead, you will elect a president, officers in a student organization, but Some years we have very good ones, some years they're just average. They're all in a learning position and my job as a teacher and advisor here is to help students reach their goals and to reach our goals as an organization. That's primarily my role. My door is open all the time, they're here all the time, sitting on the futon as you can see doing various things. Gets me up close to students. I'm known as a guy that can spend a lot of time with students. I'm here, in a sense, by myself. My family/wife is in ▮▮▮▮▮, so I have a lot of free time to spend with students and I'm available to whatever it is that we need to do.

Interviewer: We started answering that second question already, which is great. Um, could you elaborate on that a little bit more? How do you see your role as advisor?

Interviewee: Actually, I don't really think it as that, but I think because I teach, and the same students I advise in others, our courses, students who have come for many disciplines, not all of them are leisure services students, which would be a natural for them, okay? So, I think, it distinguishes maybe somewhat advisors that are not seeing their students all of the time. Most of the students I see just about, most, at least two or three times a week. It's more informal way to the organization. I have thirty students I advise as part of my job. That's different than advising a student organization.

And student organization is one in which we try to set goals-we have a fall retreat and a spring retreat. Spring-we look ahead because we have new officers we elected last week, and so we'll meet next week to start talking about what's going to happen next year and plan. They forget over the summer so in the fall we have another fall retreat to have new students hopefully will join us. If we lose 15-20, we have about 60 students in the organization about 20 are active, the rest are out there in the world I don't know where they are. We plan specifically for the fall. We know we're going to have the golf event, and the fundraiser. What about our community service? Are we going to take on this year we're doing with the Boy Scouts, we're running their merit badge university. Some years we've taken on running the after school program for the Salvation Army. Some years we've worked in the ECHOES program, we said this is what we're want to do. So we try to look at those projects as well as individual wanting to do, things like Big Brothers Big Sisters.

Part of my role is to make sure most of our students are connected somewhere in the community. Talk about what are you doing? How are you doing? This is part of our mission. What's our social committee doing? Making sure that all of those aspects of the

student organization are functioning. Fundraising, social, professional development, community action, they're all functioning and students are involved. It's easy to have students to come to meetings every other Wed at 9:00 in ███ and to get talking and hear reports from committees and see what they're doing.

We have a real energetic cabinet; cabinet usually meets before the regular meeting, like any non-profit organization we have the officers meet. I sit with them. I work with the president of the organization; we usually meet before the meeting, look at the agenda, talk about what he or she really wants to do and we present that to the executive committee and they look at it and we go forth to our regular meeting.

Traditionally, in non-profit, the professional, which I will play that role, is the one who is the facilitator. Not out in front leading, helping the volunteers, important people do the work and you're right there helping them, not taking all the glory for what happens in the organization; you want them to succeed. If students succeed, I succeed, right? People think we have a great organization, nationally, ███ a great ███, but it's the kids that are doing it. So that's kind of like generally speaking.

Interviewer: That's great, thank you. I was curious about, you mentioned a couple of times in our interview so far, your role as a teacher and how that influences your role as an advisor. Could you talk more about that?

Interviewee: I think that before I came here I taught at graduate school in New York, and they asked retirees, which I am going to retire in May, one of the things that surprise you when you came here and it was working with undergraduates, I learned to work with undergraduates, I've always taught graduate students. As an adjunct or where I was. So I think that learning to listen to, what I've learned to do, I think, is listen to what students are saying. And not so much, I'm kind of an eclectic teacher, I believe in challenging students, like I would in a student organization. What is it you want to do? Why do you want to do this? What are you getting from this? How is this affecting you? I think that carries over in my style, my style some people believe is laid back, it really isn't. I have some objectives for students and some goals. Sometimes they get active out in the other student organizations. If I'm seeing students in class and I'm thinking "you know they could benefit from interaction in our group," because a lot of students who come here haven't had any student activity. They weren't in the Boys' Clubs, they weren't girl scouts, they weren't in 4-H, they don't understand working with each other.

Class is one thing, but in a more relaxed setting they can do that and find themselves when they might not be able to find themselves in a classroom; because they're individuals when they're worrying about their grades or something like that. It's a voluntary organization, they don't have to. I shouldn't say that, those that want the certificate in ███ need to be involved in the student organization. But there are many over the years that have come just because of experience. They had no other group to go to. They said "oh this is pretty good I can do it with ███ ███" and so, welcome, come on in, Let's have some fun. We have fun, as they say, the fundamentals but emphasis on fun.

Interviewer: Talk a little bit more about that. What fun is involved within your organization?

Interviewee: We have, looking at the calendar of the year, usually we'll have something on Halloween. First, the hospital, usually, and pass out candy and treats to the kids, some of the wards. Then we'll have a party there. Course, our retreat is a party as well. Thanksgiving, some years we'll have a Thanksgiving function. If a student has a large apartment, we'll gather over there. Right before the holidays, we had a social. We've been to hockey games, women's basketball is kind of like a social activity we gather and go, we go if they want to go do that. Christmas, we always do something similar around the holidays.

Last year we had a party at a guy's house. I went by the house and I couldn't find it, actually I knocked on the door and said "is this the party?" and he said "no, no party here." So I went to another place, I thought I knew where he lived, back here on the hill, wasn't there, so I went home. I thought "well I'll go back" thought, "naw I think .." went back, still couldn't find it. Went back home again, students called and said "████ where are you? What are you doing?" I said "I've been looking, been to the wrong houses!" Apparently found it. In the spring, we've already had one little outing, just a group wants to go out and do something, try to keep away from the bars, but that's on your own. We did do something recently…A culminating event is a spring banquet for the division and then we have a spring outing we're going to do. Sometimes we'll try to hook it up with the, we were at the YW last year for our winter retreat and stayed overnight at the YW in the gym and stuff, and said "we'd like to come for a service project we'd like to do," because we like to do service projects. And they said, "Yeah, you can help us do (inaudible)." So part of our retreat was doing a service project that would help the YW in their program. Then we meet, we always meet and have pizza before we start, we con the pizza places into giving us free pizza, sometimes we have to pay half price. If I have somebody really good when they call; I had a guy a couple of years ago, Terry (inaudible), we never paid for pizza the whole year. He said, "Is ████ there? Well I went by there earlier and talked with a guy name is Joe and we're from ████████████, a non-profit organization and he said we could have three pizzas for free. Can I come by and get them?" "Well there's nobody here like that." And we'd go over there and we'd get them. He was a master at that.

I don't know if I really answered your question on that one. It's close, together, I see other faculty here that have the same kind of relationship with students and we're pretty much informal here. Some aren't, a lot of our people are working on their tenure, and I'm not tenure, I'm tenured in my classification but I'm don't have a terminal degree.

Interviewer: Interesting. If you had to list or describe three principles that guide your advising or are the most important to your advising, what would they be?

Interviewee: I could give you the Boy Scout oath. I think the principle is being authentic to me. It is what I try to be, what you see is what you get. I like kids to think about things, the real people, not some facade. I think the other principle is having a vision or a dream,

I like, for me, when I work with students, to have them think about what it is they want to do. You could call is goal-setting, but in a sense it is goal-setting. And then say "all right if this is what I want to do, how do I get there, am I taking the right steps?" They say "I don't know what I want to do." Okay, well let's talk about that. What are the options for you? Some leave here really not knowing that, either, but try to work hard at that.

I think the others certain discipline in students, I think we're preparing people for professional jobs and of course I try to model that. Wear a shirt and tie, that's my uniform. If I was an executive, that's what I'd be wearing. I think it's important for them in terms of their bearing, in terms of being able to stand in front of a group and talk about what their organization is, is really important I think. The language, the words they use, the choice of words is so important in getting the message. We work at that in classes and █████████, because these students are going to be going to PTA meetings, going to Kiwanis, they can't get up there and stumble and fumble. They need to present themselves in a military, bearing?, in terms of that. That's an uphill struggle. (inaudible)

Interviewer: How do you do that as an advisor?

Interviewee: Talk about it. About the only thing you can do. Be an example. I still set an example.

Interviewer: Are there experiences within the organization that allows them to practice that?

Interviewee: Yes, the management institute in January is certainly is one. Getting ready for that. We did some work on that. What's the dress? What's going to be expected of you? We'll write proposals. We have a plaque up there from two years ago, we got this plaque for being the best █████████ unit in fundraising group. We always present a workshop at that particular conference, which is important. So they get practice in doing that, they would in class probably, but we work hard at that. That would be probably what I would say, the basic principles.

Interviewer: One of the other characteristics is helping students develop a dream or goals in their career or their personal development. How does that occur with your role as an advisor?

Interviewee: When students start talking about what committees they are going to be on, what their interests are, I think we try to follow that up, other than the social committees, the professional development, community action committee in particular, look at that. What way in which they can fulfill some of their aspirations. I think we're all about developing people that have intellectual and physical energy and couple that with, is it focused in the right direction?

I think part of it, because we meet a lot, we're close enough to each other to know how to work at that, to come in here and talk about it. Students were here before you

came and were talking about what they were doing this summer. Informal, not in our group, but is a student, may be in our next year, she's got things she can't always come to our meetings.

It happens that way. It's part of my nature to challenge people to say "are you going in the right direction? Is this what you want to do? Think about it. Maybe you should go down to the ▮ Museum." "I've never been down there; I've never been to downtown to Waterloo."

Working with all different kind of people, coming from a small town, never had to interact with people that are different, this is a SAFE place, you can be whatever you want, nobody's going to put you down for whatever you say and do (inaudible). I don't like to use the word 'family' but in a sense we are, get six to eight people that are together and working to develop our mission of service, that's what non-profit's all about, service. We have a common denominator for all of us. Is that achievable? I think anybody that works with volunteers or with teaching, are you making an impact?

Sometimes you don't know. I was telling ▮, he was with Muscular Dystrophy Association looking for an intern; one of the people who runs this organization is one of my graduates. She was out there and all the sudden she was doing this thing, as junior achievement in ▮ former student. I have a student who worked for the National YMCA, been out of college 5 years. Somewhere (inaudible) that's a whole person who did everything, and she was a part of my life and I was a part of hers. So, I've been here long enough to see some of that as any person of 10 years can see a lot. Some are still out there struggling. When you take classes, and they take classes and say, "I was in ▮." They can say that. That sounds good. In fact, student was in here yesterday and applying for a job and she met a man who was interviewing with a man down in ▮, and she told him that she was in ▮, and he didn't know about the program. She started telling him and he said, "How did I miss that?" Ambassadors are out there.

Because it's all about leadership. We're after developing leaders. A process that escapes them, they don't always know what's happening to them. Sometimes it works sometimes it doesn't. But, the students who going to apply for an internship, a job, at an insurance company. She'd been a good student. I'd said, "what are you doing?" And she said, "Well ▮, I was there and I saw it in an ad and thought it was paying pretty good." And I said, "Well I thought you were going to do something…" "Yeah, well I do, and this was here, and I have to pay my bills." Good why don't you do that. She wanted me to be a reference. No problem. She may do that, then she may decide that's for her or she might say "I want to get back to working with kids." Or vice versa. Some will say "I thought that's what I wanted to do, this is not my cup of tea," even though they may have spent three or four summers working with kids in Camp Adventure or whatever when they decided that it wasn't for me and needed to go find something else. That's all right. They could volunteer, once they understand the volunteer spirit and what it takes, they can be successful and make a million bucks and give it to the boys and girls club, that's fine with them. That spirit, (inaudible) and support hopefully (inaudible)

Interviewer: You mentioned "be authentic" was important to your advising. Why do you feel that is so important?

Interviewee: I think, I have a lot of (inaudible). I've seen people that I think on the negative side, they weren't not true, to whatever belief or whatever. They were just filling a position because they had to or somebody told them they had to do it and they did something they thought they had to do that was maybe out there as a dream or maybe a job description that they thought about and they weren't their real selves. I think to me that whether or not I agree with you or not, I'd like you to say "this is who I am and this is what I believe." And I think the most difficult task, one of the most, for the students is to be, is to say "this is what I believe and this is who I am." And lay that out there and grab hold of it, and not say "I don't know." "Is that what you're going to do is say 'I don't know.'" What is it do you know? Tell me about it. Laugh a little bit, it's not all serious. Life is not going to end tomorrow, not unless you run in front of a car. This is a chance to try things out, find out who you are. Hiding in the corner over there and not doing this and not volunteering, no, that's not, college is not about it. You can fail here, it's okay. (inaudible). I've been there. I've been out there. I've failed, I've done all of it. I've had successes too. And they will too.

Interviewer: Thanks. Interesting. Tell me a little bit more about how you got involved in this organization.

Interviewee: Well, I'll give you a short history. I worked for the YMCA in Chicago, I started there. I was adjunct at ▉▉▉ (inaudible) College, it was actually ▉▉▉ (inaudible) College at YMCA. And I moved from a program to working with boys and girls to a regional job, then I worked for the National Y as director of (inaudible), one of the office was in Chicago, I mean in New York in the late 60s, no, 70s. I was there, I heard about ▉▉▉, my predecessor had a relationship. In '67 there was two colleges that were similar to the YMCA schools that were founded to train men, essentially, in YMCA work, in Springfield (inaudible.) And I visited one of these ▉▉▉ students, colleges, down at Salem College in West Virginia. Then I knew about them. Then I left the Y, I went to work at ▉▉▉ College of Education, so I forgot about the Y and all that stuff. I was there 11 years as a Dean of Field Services and Leadership development. I came back to the same job I'd left 11 years previously as director of recruitment. By then the director of the YMCA had moved to ▉▉▉, my hometown, but my wife, we'd been living in ▉▉▉ for years, and my wife said "I'm not going back home," because we're from the same town. I came home and lived with my dad, same house, same bed I lived in as a kid.

As a director of recruiting I said, "Ah, I wonder what ▉▉▉ I doing" and by then there were 13 schools. So I thought, okay, I'll go to all these schools that has ▉▉▉ and talk about the YMCA, and I came here, twice. And then I became the personnel director and I was promoting ▉▉▉ and promoting recruiting as well, over the years. My boss went to one of these ▉▉▉ institutes and he said, "▉▉▉ you should be doing this from now on, as director of (inaudible)." So about 18 years ago I

started going to these things, management institute. Meet the students, go to the colleges, when are you going to come and speak, and talk? Every year I'd make 2 visits to the 13 colleges as part of my work. Then I became personnel director and a bunch of other things.

Then I retired from the YMCA. Thinking about going home to ██████, full time, and I got a call from the woman who had that particular job that I had, "I'm leaving, I'm going to Oklahoma State" they wanted someone to come for a semester. Sounded like a deal, said to my wife, "Hey I think I'll go out there and interview." So I came out here and I didn't think they'd hire me, there was a young guy with a PhD, and he from ████████████ and was directing a program, and I knew him because I'd been through his school. And I said, "Hey, what are you doing here?" We were here the same day interviewing. Crazy. Anyhow, they selected me. I came, and said I was only going for the semester. 1994, you know what this year is, don't you? And I stayed, about midway and they said, "we'd like to have you stay." And I said, "I'm tired, no no no." Finally, then I got to say, about 5 years ago, I'd say, "this is my last year." So students will still say they don't believe that I'm retiring. "You've said that every year ████████." I said, "This is it, okay?" So that's how I got here, and that's how I stayed here. I had no intention of staying this long.

But the students and the challenges, I've always worked with students, either with the Y or when I was in ████████ working in schools helping young people get started. It's always been the thing I've wanted to do way back when I was in Chicago at ████████ ████████ college, I had student volunteers, I've had A students working in my club programs as advisors to boys and girls at elementary schools. That's always been my interest, working with young people, developing them as professionals. And I've followed that pretty much my whole career.

Interviewer: Did you start the student organization here?

Interviewee: No it was here already. I'd been here a couple of times in the early 80s to recruit students, and been out with the YMCA too.

Interviewer: As you became involved here, did you become involved in the organization right away in the student organization?

Interviewee: Part in parcel. As a curriculum of courses. Five basic courses. And co-curricular, but it's all one program. You got to do the course work, you got to be involved with ████████. And that pulls it together so students have had the practical experience of extra volunteering and working in non-profits, as their own organization, this is a non-profit organization. One time, a school in Kentucky, Murray State who actually started a real YMCA that's up and running now, but that was the thing they wanted to do, the students. They moved it out, they found a place, they got the community people involved. And now there's a Y there. It's really active doing it so you know what it's all about.

Interviewer: So your part as advisor is part of your job.

Interviewee: You could say that, yes. It's more, but it's more. I don't even see it, it's something you do when you have a student organization I'm here and I'm the adult that's responsible.

Interviewer: Tell me a little bit about the golf tournament and a little bit about the main event and what your role as advisor is with putting on those events every year.

Interviewee: The idea's mine. We have a course in financial administration. We still have a course in fundraising, so it's natural to come up with a project for the students in the class as well as ▮▮▮▮▮▮ to raise money, so I combine those. But the student organization essentially runs it, the students in the classroom participate in fundraising as part of their assignments, more or less. But the students in the organization actually run it. We have a chairman, which we selected last week. We have an organizer. They go out and we have experience now, we have donors who have been giving to us, we have their cards and we pass out, we organize this like we would any fundraising activity. We have teams.

    Teams have goals. Organization has goals. Whoever is the chair of the golf event is the person who runs it and is responsible for everything. Getting the site, getting the food, making sure the teams are working, blah blah. Listen to what they do. (inaudible). Girls basketball, student came to me, "▮▮▮▮▮, all of these junior high girls are playing basketball all over." And I said, "They are? Really?" And she said, "Yeah, we need another fundraiser and we're going to have a tournament." ▮▮▮▮▮, she's up in Minnesota now working on her master's, we started 3 years ago. "I know how to organize it." "Fine, take it." Make sure that every person with an idea/event has a committee, a lot of people want to go out and do it themselves. They can't do it themselves. I say, "No, you can't do it yourself. You need a committee." She gets a committee. She organizes this thing, she writes the teams, uses ▮▮▮▮▮▮ stationery. 12 teams show up. It's an afternoon activity from 12-6, you've got the medals and blah blah. We're selling hotdogs at the end of the gymnasium and soda pop and everything. Kids put out of order sign on one of the drinking machines because it was selling. "I think that they'll do that." "▮▮▮▮▮, we're trying to get money!" But it's theirs. They'll say, "Are you coming to the event? Yes."

    Part of my responsibility is to be there for every event they have. Be supportive to know I'm there. If they need something, I'm there. But it's their event; good, bad, or different. If it fails, I fail too. They have to look at it. But most of the time we do well. We don't always make our goals. This year, Brooklyn, her name is not Brooklyn, but she's from Brooklyn, ▮, so I call her Brooklyn. "I want to do that." The person who before had a notebook with all this stuff, it was beautiful, and now she wants to do it next year. She's only going to be a semester, she graduates in December, but she said, "I want to do that." I said, "Fine, great, we need somebody." And she has a good time with it. She gets the volunteers, the referees, the timekeepers, the whole nine years, the chairs, the whole thing. Save us (inaudible). And that's how they learn from that. So you can go out and say "I ran this." I know, it'll look good on your resume.

Interviewer: You mentioned at times you need to give sometimes people a little nudge. How do you do that? These are big events.

Interviewee: I try to work with the chair person because that's a modeling idea. People say, "Where's the executive? I never see an executive." The executive is working with the volunteers in real life. They hire a staff to do a job, but their role is essentially to work with the volunteers and the board. The board hires them, the chief executive, the board fires you. You better be working with them and talking with them. Getting to know them. Talking about ideas. What do you think about this? How are things going? Who's going to raise the money? What about the thing? Don't we need some new lights? Whatever. That's their job as well as supervising staff.

So when I say that a chair isn't doing what they ought to be doing, I'm more aggressive. This year's chair was terrible. (inaudible). Want to step aside? We need to get somebody to recruit. We're not doing what we need to do this year. Our recruiting is terrible. We only got 20 kids. We talked about a goal. What's our goal for this semester? This was last semester. Well, we want to recruit 35 people by the end of February. How you going to do that? (inadubile) You got a committee? Well..You got a committee? No, let's get one. Then we get 4 people who want to be on the committee. He comes in here, we talk about it. We have a little meeting, set some goals, crossroads we want to go through and organize. "I know, I know." "You didn't have to accept this, you didn't have to do this. You want to do it or not? If you do, I know you have school work, but if you don't want to do it we'll find somebody else." "No no, I want to do it" Well, let's do it.

Sometimes they do, sometimes they don't. I think it's all a learning process. I'm not getting out of shape because we didn't do this or didn't do that, if we can see kids grow, I can see students grow, some students that come here I scare the wits out of some students. I scare them sometimes. You can see them grow a little bit. And then sometimes growth is from here to there, monumental, others, THIS is where they need to go. It's an individualized activity and still be a group. I'm trained as a group worker as well, work with groups, teach group work. Everybody's a leader at certain times. You don't have to lead all of the time. Leading in basketball, so and so's leading here, and we're all leaders coming together to share our experiences with each other. If that happens, then we all sit back at the spring banquet in a couple of weeks and think we did a good job. And I say, goodbye.

Interviewer: Is there anything else you'd like to share that I didn't ask you about your advising that you think is important?

Interviewee: Some of the people that advised have been to some of the events we have next week (inaudible) kind of distant from the kids I think. I think I'm the guy up close and personal. I'm comfortable. It's worked for me, may not have worked for other people but it's worked for me. I try to be accepting of everybody. Being a minority, it's part of my roles/duties, to be a model and (inaudible). Not always easy, because I've old enough to have different experiences, and I can go like the others. I never, I underestimated students, I thought a kid who'd make a terrible president. She said, "I knew you didn't

like me, ███████, but I'm the president." "No no no, I didn't know, there's about 6 others." She was the most dynamic, she was absolutely, in ten years, probably the top president there. "I'll show you," she said. I said, "I know you could do it." "No you didn't." I was looking someplace else, but she was there all the time. So sometimes you underestimate them. That's fine, that's okay. They get out there to prove you and the world that they can do it. That's what is exciting. And their parents come at graduation and away they go. Not bad.

Interviewer: Thank you, this was good