Utah State University

DigitalCommons@USU

Undergraduate Honors Capstone Projects   **Honors Program**

5-2006

The Role of Faculty Advisors in the Success of Psi Chi Chapters: Leadership Characteristics and Their Relation With Student Organization Success

Mary Ann Bailey
Utah State University

Follow this and additional works at: https://digitalcommons.usu.edu/honors

Part of the Psychology Commons

UtahState University
MERRILL-CAZIER LIBRARY

THE ROLE OF FACULTY ADVISORS IN THE SUCCESS OF PSI CHI CHAPTERS: LEADERSHIP CHARACTERISTICS AND THEIR RELATION WITH STUDENT ORGANIZATION SUCCESS

by

Mary Ann Bailey

Thesis submitted in partial fulfillment
of the requirements for the degree of

BACHELOR OF SCIENCE

DEPARTMENT HONORS

in

Department of Psychology

Approved:

Melanie Domenech Rodríguez, Ph.D.	Scott C. Bates, Ph.D.
Thesis/Project Advisor	Department Honors Advisor

Christie Fox, Ph.D.
Director of Honors Program

UTAH STATE UNIVERSITY
Logan, UT

2006

ABSTRACT

The Role of Faculty Advisors in the Success of Psi Chi Chapters:

Leadership characteristics and their relation with student organization success.

By

Mary Ann Bailey, Bachelor of Science

Utah State University, 2006

Major Professor: Melanie Domenech Rodríguez, Ph.D.

Leaders of a student organization may have a strong impact on the success of the chapter they lead. The current research study examined leadership qualities of Psi Chi Faculty Advisors, leaders in a Psychology honors society, and how those qualities affected the activity, involvement, and satisfaction of members within Psi Chi. In order to assess these variables, a national online survey was sent out to Psi Chi student leaders asking them to evaluate their Faculty Advisor's leadership characteristics in addition to their Psi Chi chapter. Two-hundred and eighty-five surveys were completed and returned. Results showed a significant positive correlation between Psi Chi Faculty Advisor leadership scores and student satisfaction ($r=.436$, $p<.01$). Results also show a significant positive correlation between Faculty Advisor leadership scores and chapter activity ($r=.190$, $p<.01$).

CHAPTER I

REVIEW OF THE LITERATURE

Leadership

An effective leader is a vital part of an organization's success. Through effective leadership skills, an individual may influence their organization's productivity (Murnigham & Leung, 1976) and performance (Peterson, 2003) as well as their member's satisfaction (Foels et al., 2000), involvement (Conger & Kanugo, 1998), cooperation, and dedication to the company (Yan & Hunt, 2005).

Research studies within the realm of Psychology have sought to identify specific characteristics of an effective leader and to understand how those characteristics may affect an organization. For example, Bachiochi, Rogelberg, O'Conner and Elder (2000) defined effective business leaders as having six main characteristics: (1) background and expertise, (2) task-oriented skills, (3) interpersonal skills, (4) communication skills, (5) liaison skills, and (6) personal characteristics. Bachiochi et al. theorized that these characteristics my help a leader improve their organization and lead it effectively. Further studies within Psychology have addressed these six characteristics and supported or refuted the theory the characteristics are vital to effective leadership and organization success.

Background and expertise

Background and expertise refer to leaders' knowledge of their organization as well as subject matter expertise (Bachiochi et al., 2000). Research studies on leader background and expertise have found that leaders who possess these characteristics are more likely to lead an efficient organization and are able to be accepted as a leader and influence their subordinate's

behavior. Podsakoff, Todor, & Schuler (1983) theorized that experienced leaders who are seen by their subordinates as having organization expertise are more likely to have subordinates who understand their role within the company and carry our their duties effectively. Podsakoff et al. examined this theory within a non-profit organization and discovered that competent leaders who fully understand their own role and the roles of their employees are more likely to have competent employees and organization efficiency. Thus, leaders who possess background knowledge of their organization are more likely to have employees that understand their responsibilities and perform them efficiently and effectively.

Task-oriented skills

Task oriented skills include the ability to plan, make decisions, delegate, solve problems, facilitate a process and motivate others (Biachiochi et al., 2000). Research on task-oriented skills supports the idea that leaders who are efficient and organized are likely to have an efficient and structured organization with satisfied members. Hoyt, Murphy, Halverson and Watson (2003) examined this theory and proposed that leaders who are highly efficient are likely to have a highly efficient group. They also theorized that such leaders will be likely to have low leadership anxiety. Hoyt et al. studied leader efficacy and its effects on group performance within student laboratory groups. They found that leaders who are highly efficient are more likely to have a highly efficient group, where subordinates understand their role and group members work well together. However, the researchers also found leaders who are highly efficient are not more likely to have a group that is significantly more productive or can get the same amount of work done within a shorter amount of time.

Osborn and Hunt (1975) studied task-oriented skills and theorized that leaders who initiate structure, show consideration for their members and network for their organization are

more likely to have satisfied group members. These researchers studied these three characteristics within a student fraternity and found that individual fraternity leaders who initiated structure are more likely to have satisfied members. Thus, fraternity leaders who assigned appropriate roles and added structure to their organization were more likely to have satisfied members who felt pleased with their fraternity chapter.

Finally, Dobbins and Zaccaro (1986) also studied task-oriented skills in a leader's ability to initiate structure as well as show consideration for the members in relation to member satisfaction. These researchers studied leadership characteristics within a University Cadet Corporation. They found a leader's ability to initiate structure was positively correlated with member satisfaction, similar to Osborn and Hunt's findings.

Interpersonal skills

Interpersonal skills are defined in relation to others and include the ability to manage conflict, influence others, mentor subordinates, and provide understating and support (Biachiochi et al., 2000). Dobbins and Zaccaro (1986) and Osborn and Hunt (1975) also looked at a leader's interpersonal skills and how these skills affected member satisfaction. These researchers specifically examined leader characteristics and their effects of member satisfaction within a student organization and a University Cadet Corporation respectively. Both studies discovered that leader consideration and care for members correlated positively and significantly with member satisfaction.

Putti and Tong (1992) studied leader interpersonal skills and their effects on member satisfaction within civil service organizations (nursing, police, or engineering organizations). Through employee surveys, Putti and Tong found that a leader's level of consideration and

concern for their employees positively correlated with employee satisfaction. Thus, leaders who provide support and understanding for their members are more likely to have satisfied associates.

Communication skills

A leader with good communication skills has the ability to listen, provide feedback, and effectively communicate information (Biachiochi et al., 2000). Research studies on leader communication skills have discovered that effective exchange skills are an important leadership characteristic which is related to group performance and member satisfaction. Sagie (1996) investigated the role of leader communication skills through examining leader communication style (high directiveness or low directiveness) and subordinate productivity. Through examining group productivity within researcher-created lab groups, Sagie discovered that highly directive or communicative leaders are more likely to have groups which were high in performance.

Lawrence and Wiswell (1993) studied leader communication skills, looking specifically at leadership feedback skills. These researchers theorized that improved leader communication skills would have a direct impact on company effectiveness within public government companies (e.g. police force, libraries, courts, and public housing). These researchers directed public government leaders on effective feedback skills, concentrating on empathetic, inquisitive feedback. The researchers discovered that leaders who were instructed in feedback skills were more likely to have an effective company. Therefore, a leader may affect their organization's performance or effectiveness through direct, effective communication.

Liaison skills

Liaison skills include the ability to network and take responsibility for making outside conncetions (Biachiochi et al., 2000). Research studies concerning a leader's liaison skills have found mixed evidence for the importance of this particular skill set. Anderson and Tolson (1991)

studied a leader's liaison skills, looking specifically at the networks a leader has developed and the effects these available networks have on employee attitudes. Anderson and Tolson studied networks or available higher connections among public health leaders. These researchers surveyed nurses within a medical corporation and discovered health leaders are more likely to have nurses with positive attitudes if they are able to enlist the help of higher leaders when nurses express a concern. These leaders were seen by their employees as more helpful and supportive than leaders who did not have available networks with higher leaders. In contrast, Osborn and Hunt (1975) discovered no correlation between leader liaison skills and member satisfaction. Among student fraternity leaders, Osborn and Hunt discovered the amount of networks a fraternity leader had did not correlate significantly with member satisfaction. Thus, leader networking ability or additional support may or may not impact member attitudes within an organization.

Personal characteristics

Self-confidence, dependability, and flexibility are the three characteristics included under the personal characteristics construct (Biachiochi et al., 2000). Foels, Driskell, Mullen and Salas (2000) studied the two types of personal leader characteristics, concentrating on democratic and autocratic leaders and how their leadership characteristics affected member satisfaction. These researchers found that democratic leaders (leaders who are assertive yet flexible) were more likely to have satisfied members than autocratic leaders (leaders who are domineering and inflexible). Thus, leaders who are seen as self-confident yet flexible were more likely to have satisfied members than leaders who did not possess such characteristics.

Summary

The majority of these studies show that the six characteristics of a leader mentioned by Bachiochi et al. may have a significant impact on an organization's effectiveness and member satisfaction. From the above-mentioned studies, four studied leadership within a pre-existing business, government, or non-profit organization (Putti & Tong, 1992; Dobbins & Zaccaro, 1986; Anderson & Tolson, 1991; Lawrence & Wiswell, 1993; Podskoff et al, 1983), two studied leadership within a researcher-created laboratory group (Hoyt et al, 2003; Sagie, 1996), and one studied a collection of other research studies including business organizations (Foels et al, 2000). Only one of the above-mentioned studies looked at leadership within a student organization (Osborn & Hunt, 1975).

Leadership in a College Context

Little research has been conducted on leadership within student organizations in a college setting. This is unfortunate because student organizations may differ from business, government, non-profit organizations or laboratory groups in many essential areas. While a business leader may be chosen specifically for his/her leadership skills and knowledge of the organization, a student organization leader may be chosen based solely on his/her willingness to fill the position, regardless of leadership ability or experience. Additionally, while a business or government leader may be compensated for their time in the form of pay, a student organization leader is compensated in the form of recognition for the time they donated to the organization. Finally, while a business leader may be driven by a desire to move up in the company or by a fear of loosing his/her position, a student organization leader may not be motivated by either of these reasons to use their leadership skills and better the organization.

The Present Study

This research study examined the characteristics of student organization leaders and how those characteristics may impact the establishment they lead. The current study looked at leadership within a specific student organization, Psi Chi, the National Honor Society in Psychology. This honor society, comprised of undergraduate and graduate students as well as professors in Psychology, focuses on students by promoting student learning and achievement within the realm of Psychology (*Psi Chi*, 2005). Effective leadership within Psi Chi is vital to the purpose of Psi Chi in fulfilling its role to assist student learning, opportunity and achievement.

Psi Chi is comprised of 1,052 chapters in universities across the United States and Canada. Each Psi Chi chapter has a Psi Chi Faculty Advisor, a psychology professor who offers continuity for the local chapter and potentially provides a model for leadership. The Psi Chi Faculty Advisor is responsible for training the chapter's student leaders, guiding the chapter's development over a long period of time, providing chapter-specific information for student leaders, and directing chapter achievement (*Psi Chi*, 2005).

Each Psi Chi Faculty Advisor may have a significant impact on their respective chapter through their involvement in mentoring students, training student leaders and promoting Psi Chi activities and opportunities. Through the leadership qualities they employ and their involvement, a Psi Chi Faculty Advisor may significantly impact the student involvement, chapter activity and member satisfaction within their Psi Chi chapter.

This study examined the six specific leadership characteristics listed by Bachiochi, Rogelberg, O'Conner and Elder (2000) in relation to two chapter variables: chapter activity and member satisfaction. Each of these variables make up important aspects of a successful Psi Chi chapter: (1) a successful chapter is also likely to have many students involved in the Psi Chi

chapter, (2) a successful chapter is likely to have many activities and opportunities for members as well provide many resources for students, (3) a successful chapter is also likely to have students who are satisfied with the opportunities their chapter is providing. Each of these variables will be measured in correlation with Faculty Advisor leadership characteristics.

CHAPTER II

METHODS

Participants

All Psi Chi chapter Presidents throughout the nation were recruited to participate in this research study. Psi Chi chapter Presidents were selected as the target sample because they were most likely to have close contact with the Psi Chi Faculty Advisor. Of the 1,025 Psi Chi chapters, 285 chapter council members completed the survey; a response rate of 27%. The vast majority of participants were Psi Chi presidents ($N = 274$, 96.1%), while the remainder of participants were other council members ($N = 10$, 3.5%).

Of the participants who completed the survey, 83.8% were female ($N = 239$) and 15.7% were male ($N = 45$). Participant ages ranged from 19-74 years ($M = 23.7$, $SD = 7.3$) and most participants were White/European American ($N = 250$, 87.7%). The majority of participants were single ($N = 223$, 78.3%) with a yearly income below \$10,000 ($N = 174$, 61.1%). Most participants reported their religious affiliation as being Protestant Christian ($N = 90$, 31.6%) or Roman Catholic ($N = 83$, 29.1%). Most participants were currently employed ($N = 219$, 76.8%). Of those employed, the number of hours worked each week ranged from 3 hours per week to 55 hours per week, with an average of 19.54 hours ($SD = 10.55$). The majority of participants were currently enrolled in school ($N = 279$, 97.9%), in their fourth year of college ($N = 193$, 67.7%), majoring in Psychology ($N = 281$, 98.6%).

Of those surveyed, the majority of participants were inducted into Psi Chi in 2006 ($N = 169$, 59.3%), while 13.3% were inducted in 2005 ($N = 38$), 19.7% in 2004 ($N = 56$), and 6.7% inducted before 2004 ($N = 19$). Seventy-four percent of the participants were elected to the Psi

Chi council by member vote ($N = 211$) while 23.2% were appointed ($N = 66$) and 2.8% were chosen through other means (e.g., asked to be on the council, moved into the spot of president after a previous president left, $N = 8$). Of those who responded, 31.3% were from the Eastern Psi Chi region ($N = 89$), 29.8% from the Midwest ($N = 85$), 18.6% from the Southeast ($N = 53$), 8.42% from the West ($N = 24$), 7.72% from the Southwest ($N = 22$), and 4.21% from the Rocky Mountain region ($N = 12$). The proportion of respondents from each region is almost equivalent to the proportion of Psi Chi chapters by region.

Procedure

Data collection began online in the fall of 2005. An approved email invitation (see Appendix 1) to participate in this survey was emailed to each Psi Chi chapter faculty advisor across the United States who then forwarded the message to their respective Psi Chi chapter president. Through a link in the email message, participants were able to complete this online survey by logging onto to *surveymonkey.com*. The questionnaire consisted of 75 questions (see Appendix 2). At the end of the survey, participants were informed that they were eligible to enter a drawing for one of ten $25 prizes. Participants were able to choose between a $25 gift certificate for their Psi Chi chapter and a $25 personal gift certificate from Amazon.com.

Measures

Background Variables

All participants were asked to fill out basic demographic information such as age, ethnicity, marital status, income level, religious affiliation and employment. Participants were also asked to fill out questions concerning their student status, year in college, estimated date of graduation, major and minor, number of completed credits and number of credits currently enrolled in. Finally, participants were asked to give information concerning their Psi Chi

membership such as the region they were located in, their induction date, their current council position, and whether they were elected or appointed to this position.

Faculty Advisor Characteristics

Participants were asked to fill out questions concerning their communication with the Psi Chi Faculty Advisor. Presidents were asked to estimate the average amount of weekly communication they had with their faculty advisor and to identify the forms of communication used (e.g., email, in-person, phone).

The chapter president's perception of the advisor's leadership qualities were then measured through questions which assessed Bachiochi, Rogelberg, O'Conner, and Elder's six leadership characteristics. Since a measure did not exist, one was created for this study. The measure has a subscale for each of the six major areas, in which participants rated statements on a scale of 1-4 (1=strongly agree and 4= strongly disagree). The background and expertise scale had four items (e.g., My Psi Chi advisor has a firm knowledge of how the chapter should be run). The task-oriented skills scale had four items (e.g., My Psi Chi advisor helps with planning and organizing Psi Chi events). The interpersonal skills scale had six items (e.g., My Psi Chi advisor can manage conflict when it arises). The communication skills subscale had five items (e.g., My Psi Chi advisor is open to suggestions, is able to communicate ideas/knowledge). The liaison skills scale had three items (e.g., My Psi Chi advisor serves as an advocate for Psi Chi). Finally the personal characteristics scale had five items (e.g., My Psi Chi advisor shows confidence in his/her abilities). Reliability analyses were conducted for each subscale and were all quite good ranging from .85 to .94 (see Table 1). The total scale reliability was .97.

Table 1

Reliabilities for leadership scale subscales and total scale.

Scale Name	No. of Items	Reliability	N
Background and expertise	4	.88	286
Task oriented skills	4	.90	286
Interpersonal skills	6	.94	286
Communication skills	5	.90	286
Liaison skills	3	.85	286
Personal characteristics	5	.91	286
Total Leadership scale	27	.97	286

Student Satisfaction

Participants were asked to express their satisfaction with their Psi Chi chapter. Student satisfaction was assessed through questions concerning the participant's satisfaction with the number of Psi Chi activities held each year, the amount of communication with Psi Chi members, and the amount of chapter involvement in Psi Chi on a regional and national level.

Chapter Activity

Participants were asked to report their chapter activity. Psi Chi chapter activity was assessed through questions concerning how many council meetings were held each month, how many Psi Chi activates were held each quarter/semester, how often the Psi Chi council communicated with its members, how many members were involved in research and how many members attended Psi Chi regional and national events. Activity was assessed in the social, service, academic, and fundraising areas, consistent with Psi Chi National descriptions of appropriate chapter activities.

Student Participation

Participants were asked to provide information concerning their student participation in Psi Chi. Student participation was calculated from two questions: how many psychology majors are in your school?, and how many students are members of Psi Chi? Since many students did not know this information, the survey asked for the student's consent to allow the researchers to find the total number of Psychology majors at their university by giving their university name. The survey also asked for the student's consent to allow the researchers to find the total number of Psi Chi members in the student's chapter through online searching or an email to Psi Chi national. After surveys were completed and returned, the researchers tried to obtain this information. Circumstances did not allow for more than 1/3 of the available data to be obtained. The procedure of tracking down schools and Psi Chi chapters turned out to be difficult and costly, so this branch of the research was abandoned.

CHAPTER III

RESULTS

A total of 323 people participated in this research. Data from each survey was entered into and analyzed using SPSS and Microsoft Excel. Incomplete surveys (N= 38) and surveys in which the participant did not agree to the consent form (N=1) were deleted from further analysis. The current sample is comprised of 285 respondents. Frequencies were then run on the remaining data in order to ensure appropriate ranges and calculate scale reliabilities. Correlations between each of the variables in question were then examined.

The central question in this research was what specific Faculty Advisor leadership qualities affect their respective Psi Chi chapter and how? Correlations were calculated between specific leadership characteristics of the Psi Chi chapter Faculty Advisor and the student satisfaction, student involvement, and chapter activity within Psi Chi chapters throughout the nation.

Faculty Advisor Characteristics

Communication. Survey questions concerning the number of time participants conversed with their faculty advisor revealed that presidents communicate with their faculty advisor an average of 2.7 times per week, with a minimum of 1 time each week and a maximum of 7 (SD = 1.24). Common forms of communication consisted of email (N = 274, 96.1%) and in-person one-on-one (N = 260, 91.2%). Less common forms of communication included in-person within a group (N = 191, 67.0%), by telephone (N = 66, 23.2%), through mail or inbox (N = 33, 11.6) and via Instant Messenger (N = 3, 1.1%).

Experience. Survey results revealed that 20% of faculty advisors have been serving for less than 1 year ($N = 57$), 42.8% for 1-5 years ($N = 122$), 7.7% for 5-10 years ($N = 22$) and 7.0% for 10 or more years ($N = 20$). Twenty-two percent of students were unsure how long their advisor had been serving ($N = 64$). Correlations between Faculty Advisor experience (Number of years as a Faculty Advisor) and member satisfaction had no significant relationship ($r = 0.056, p < 0.05$). Similarly, Faculty Advisor experience had no significant relationship with Psi Chi chapter activity ($r = 0.096, p < 0.05$).

Member satisfaction. The six measured Faculty Advisor leadership characteristics were all positively and significantly correlated with participants' satisfaction with their local Psi Chi chapter. Background ($r = 0.40, p = 0.01$), task-oriented ($r = 0.36, p < 0.01$), interpersonal ($r = 0.37, p < 0.01$), communication ($r = 0.41, p < 0.01$), liaison ($r = 0.38, p < 0.01$) and personal ($r = 0.39, p < 0.01$) characteristics were each significantly positively correlated with Psi Chi president satisfaction.

Chapter activity. Each Faculty Advisor leadership characteristic was also positively and significantly correlated with local Psi Chi chapter activity. Background ($r = 0.29, p < 0.01$), task-oriented ($r = 0.15, p < 0.05$), interpersonal ($r = 0.13, p < 0.05$), communication ($r = 0.15, p < 0.05$), liaison ($r = 0.16, p < 0.01$) and personal ($r = .19, p < 0.05$) were each positively and significantly correlated with chapter activity.

The six leadership characteristics were highly intercorrelated (see Table 2). The high intercorrelations and high reliability score (.97) suggest these are dimensions of "good leadership" that pool into one construct. As such, the overall leadership score was correlated with student satisfaction and chapter activity. This overall leadership score was significantly

positively correlated with both student satisfaction (r = 0.44, $p < 0.01$) and chapter activity (r = 0.19, $p < 0.01$).

Table 2

Correlations between leadership scale subscale scores and total score

	1	2	3	4	5	6	7
1. Background and expertise	1.00						
2. Task oriented skills	.62*	1.00					
3. Interpersonal skills	.57*	.84*	1.00				
4. Communication skills	.57*	.80*	.89*	1.00			
5. Liaison skills	.57*	.72*	.75*	.81*	1.00		
6. Personal characteristics	.55*	.78*	.85*	.86*	.77*	1.00	
7. Total Leadership scale	.74*	.91	.94*	.93*	.86*	.91*	1.00

* $p < .001$

On average, presidents rated their Faculty Advisor lowest in Psi Chi-specific background and experience (M=2.04 or "agree" to "disagree") and highest in personal characteristics such as dependability and flexibility (M=1.38 or "strongly agree" to "agree").

Surprising results were found when analyzing the total satisfaction levels of Psi Chi presidents. Among all participants, average satisfaction with Psi Chi was in the "somewhat satisfied" to "somewhat dissatisfied" range ($M = 2.10$, $SD = .58$). Further analyses revealed that satisfaction was lowest (2.5 or below) for student involvement in research, chapter involvement on a regional scale and chapter involvement on a national scale.

CHAPTER IV

DISCUSSION

Within Psi Chi, a Faculty Advisor may have a significant impact on the success of the chapter through the leadership characteristics they possess. An advisor who possesses (1) background and expertise in Psi Chi, (2) task-oriented skills,(3) interpersonal skills, (4) communication skills, (5) liaison skills, and (6) positive personal characteristics may be more likely than a Faculty Advisor who does not possess these qualities to have high levels of both chapter activity and student satisfaction. Results from this study showed that each of these six characteristics was positively and significantly correlated with chapter activity and member satisfaction. The specific characteristics a Faculty Advisor employs when leading their Psi Chi chapter may have a ripple effect, influencing the student leaders who organize that chapter and members who are involved with Psi Chi.

The leadership characteristics a Psi Chi leader employs may have an impact on their Psi Chi chapter that is similar to the impact a business leader may have on their organization. Although Psi Chi may differ from other organizations in many fundamental ways, the impact a leader may have on the organization is the same across the different organizations.

Results showed student satisfaction with their Psi Chi chapter was unexpectedly low. On average, students reported being "somewhat satisfied" to "somewhat dissatisfied" ($M = 2.10$ $SD = .58$) with their Psi Chi chapter. Further analyses showed that student satisfaction was lowest (mean below 2.5) in three specific areas: student involvement in research within the chapter, chapter involvement in regional activities, and chapter involvement in national activities.

Chapter leaders may help to improve student satisfaction in these areas.

Since research is central to the mission of Psi Chi, helping students improve their knowledge of psychology through hands-on experience, it is important for chapters to consider ways to improve student involvement in research. Research involvement in Psychology is also crucial for students to be competitive in graduate school admissions.

In order to improve student involvement in research, students must first be aware of the research opportunities available to them. The National office spends considerable time and resources making these announcements. For example, all research awards are listed on the website, (http://www.psichi.org/awards/completelist_awards.asp), they are routinely mentioned in the Psi Chi Digest, an e-mail communication from the national office that is sent to chapter advisors and chapter officers (through the chapter e-mail), and also listed in the *Eye on Psi Chi*, the quarterly publication of the Society. It is possible that these communications are not reaching all student members. Psi Chi chapters may consider providing information this information on the chapter website or in chapter emails.

Chapters may also help students find out about and understand the process of conducting your own research project. The chapter may also host discussion panels of professors and students who are involved in research. Through discussion panels and online discussions, ,chapters may help students learn about the process of becoming involved in research. Discussions may cover such topics as: how to get involved in current research, how to choose your own a research topic, how to find a research mentor, how to search the literature for a research topic, how to apply for a research grant, and how to prepare for a presentation.

Chapters may also consider hosting research presentations for their members. By allowing undergraduate researchers from Psychology or other social science fields to present their research to Psi Chi members, the chapter may spur an interest in research among their

members. Such presentations may give Psi Chi members an opportunity to ask questions and learn about the steps involved in a research project.

In addition to emphasizing student research involvement, chapter leaders may help to increase their chapter's involvement in Psi Chi regional and national events. Attendance at a Psi Chi regional or national event is a valuable opportunity for undergraduate and graduate students involved in Psychology. Attendance at such an event may provide students an opportunity explore their interests in Psychology, present their own research, or network with professors from other schools.

Through passing out fliers or pamphlets from previous regional or national events, Psi Chi leaders may help their members to be aware of the opportunities open to them at such conferences.

Psi Chi leaders may also improve their chapter's involvement in regional and national activities by helping their members to be aware of upcoming conferences dates, locations and registration deadlines. Psi Chi chapters may also offer to help pay member traveling or lodging costs for attendance at these events.

Information from this entire survey has helped us identify specific characteristics of a successful Psi Chi Faculty Advisor as well as identify areas where student satisfaction is low. Such information is vital to current many different Psi Chi leaders.

This research may be pertinent to current Psi Chi Faculty Advisors who are looking to improve their Psi Chi leadership. Faculty Advisors who would like to improve their chapter's activity and student satisfaction may be able to help their Psi Chi chapter through improving their own leadership skills.

This research may also be relevant to Psychology department faculty members and students who are looking for a new Psi Chi Faculty Advisor. By examining the leadership qualities of available professors, the Psychology department faculty members and students may choose a professor who will lead the chapter effectively.

Finally, this information may be relevant to Psi Chi national leaders who are looking to provide extra help and support for Psi Chi chapter advisors. Through concentrating on improving leadership skills, Psi Chi national leaders may be able help to improve the overall quality of leadership in individual Psi Chi chapters.

The extent to which these research findings may be extended is limited, though. Since Psi Chi is a unique student organization with specific goals, incentives and members, these r findings may not be able to be extended to other student clubs and societies. Further research in this area is called for.

This research is also limited by participation bias. Since the invitation to participate in this research was sent first to the Psi Chi Faculty Advisor who then forwarded the message on to their Psi Chi chapter president, many email invitations may have been lost or discarded before they reached the presidents. Also, many Psi Chi presidents may have chosen not to participate. Thus, this survey may have missed a specific portion of the available population.

This research may also be limited by Psi Chi president membership ratings. Within this research study, president's satisfaction ratings were used to represent general member satisfaction within that Psi Chi chapter. However, since a Psi Chi chapter president may differ from the general members of a Psi Chi chapter, their satisfaction ratings may differ as well. Psi Chi president satisfaction ratings may have been exceptionally high or low, based on the general characteristics of Psi Chi presidents. Additional research studies within Psi Chi may wish to

concentrate on leadership characteristics in correlation with general member satisfaction rather than president satisfaction.

Additional research within Psi Chi may wish to extend this research study by looking at leadership qualities of a Psi Chi president instead of a Faculty Advisor, and how the president's characteristics may impact their Psi Chi chapter.

Overall, this research study found that Psi Chi Faculty Advisors may have a significant impact of the success of their respective chapter through the leadership characteristics they employ. Faculty Advisors who possess the 6 characteristics of an effective leader identified by Bachiochi et al. (2000) are more likely to have an active chapter with satisfied members than Faculty Advisors who do not employ such leadership characteristics.

REFERENCES

Anderson, L.R., & Tolson, J. (1991). Leaders' upward influence in the organization: Replication and extensions of the Pelz effect to include group support and self-monitoring. *Small Group Research, 22,* 59-75.

Awamleh, R., & Gardner, W.L. (1999). Perceptions of leader charisma and effectiveness: The effects of vision content, delivery, and organizational performance. *Leadership Quarterly, 10,* 345-373.

Bachiochi, P.D., Rogelberg, S.G., O'Conner, M.S., & Elder, A.E. (2000). The qualities of an effective team leader. *Organization Development Journal, 18,* 11-27.

Conger, J.A., & Kanugo, R.N. (1987). Toward a behavioral theory of charismatic leadership in organizational settings. *Academy of Management Review, 12,* 637-647.

Dobbins, G.H., & Zaccaro, S.H. (1986). The effects of group cohesion and leader behavior on subordinate satisfaction. *Group & Organization Studies, 11,* 203-219.

Foels, R., Driskell, J.E., Mullen, B., & Salas, E. (2000). The effects of democratic leadership on group member satisfaction: An integration. *Small Group Research, 31,* 676-702.

Hoyt, C.L, Murphy, S.E., Halverson S.K., & Watson, C.B. (2003). Group leadership: Efficacy and effectiveness. *Group Dynamics: Theory, Research and Practice, 7,* 259-274.

Lawrence, H.V., & Wiswell, A.K. (1993). Using the work group as a laboratory for learning: Increasing leadership and team effectiveness through feedback. *Human Resource Development Quarterly, 4,* 135-148.

Murnigham, J.K., & Leung, T.K. (1976). The effects of leadership and the importance of the task on subordinates' performance. *Organizational Behavior & Human Performance, 17,* 299-310.

Osborn, R.N., & Hunt, J.G. (1975). Relations between leadership, size, and subordinate satisfaction in a voluntary organization. *Journal of Applied Psychology, 60*, 730-735.

Peterson, R.S. (2003). The impact of chief executive officer personality on top management team dynamics: One mechanism by which leadership affects organizational performance. *Journal of Applied Psychology, 88*, 795-808.

Putti, J.M., & Tong, A.C. (1992). Effects of leader behavior on subordinate satisfaction in a civil service-Asian context. *Public Personnel Management, 21*, 53-63.

Podsakoff, P.M., Todor, W.D., & Schuler, R.S. (1983). Leader expertise as a moderator of the effects of instrumental and supportive leader behaviors. *Journal of Management, 9*, 173-185.

Psi Chi (2005). *Psi Chi Chapter Handbook.* Retrieved Feb. 16, 2006 from the World Wide Web: http://www.psichi.org/pdf/handbook.pdf

Psi Chi (2005). *What is Psi Chi?* Retrieved April 19th, 2006 from the World Wide Web: http://www.psichi.com/about/what_is_psichi.asp

Sagie, A. (1996). Effects of leader's communication style and participative goal setting on performance and attitudes. *Human Performance, 9*, 51-64.

Yan, J. & Hunt, J.G. (2005). A cross cultural perspective on perceived leadership effectiveness. *International Journal of Cross Cultural Management 5*, 49-66.

APPENDIX 1

Invitation to Participate in Online Survey

Dear Presidents,

You are invited to participate in an on-line survey and be a part of a Psi Chi research project that explores the role of faculty advisors in the success of Psi Chi chapters. **This research is supported by a Thelma Hunt Research Grant from the Psi Chi National Office.**

The survey will take about 15-20 minutes to complete. Responses will be analyzed collectively, and responses will never be linked to the you, your faculty advisor, or the Psi Chi chapter in which you are involved.

Most questions consist of response categories you may choose from. Others may ask for a short written answer.

If you have any questions or concerns about this survey, please contact Dr. Melanie Domenech Rodruguez or Mary Ann Bailey at the addresses listed below. This research has been approved by the Institutional Review Board at Utah State University in Logan, Utah.

The URL for the survey is: http://www.surveymonkey.com/s.asp?u=72711436721

Melanie Domenech Rodriguez
Mdr88@cc.usu.edu

Mary Ann Bailey
mjohns@cc.usu.edu

Utah State University Psi Chi Chapter

Research Questionnaire

1. Gender   ☐ Male   ☐ Female

2. Age **(in years)**: _____

3. Ethnicity:
   - ☐ White/European American   ☐ Latino/Hispanic
   - ☐ African American   ☐ Asian/ Asian American
   - ☐ Native American/ American Indian
   - ☐ Other (specify_____)

4. Marital Status: ☐ Single   ☐ Married   ☐ Separated/ Divorced
        ☐ Cohabitating

5. Income level per year:
   - ☐ > $10,000   ☐ $10,000-19,000   ☐ $20,000-29,000
   - ☐ $30,000-39,000   ☐ $40,000-49,000   ☐ $50,000-59,000
   - ☐ $60,000-69,000   ☐ $70,000-79,000   ☐ $80,000-89,000
   - ☐ $90,000-99,000   ☐ $100,000-150,000   ☐ $150,000 <

6. Religious affiliation:
   - ☐ Protestant Christian   ☐ Roman Catholic
   - ☐ Evangelical Christian   ☐ Jewish
   - ☐ Muslim   ☐ Hindu
   - ☐ Buddhist   ☐ Other: _____

7. Year in college: ☐ first   ☐ second   ☐ third   ☐ fourth   ☐ fifth or beyond

8. Undergraduate Major(s) _____

9. Undergraduate Minor(s) _____

10. Estimated date of graduation (mm/dd/yyyy): _____

11. Number of   ☐ quarters   ☐ semesters   completed: _____

12. Are you currently enrolled in school?   ☐ Yes   ☐ No

    If yes, how many credits are you taking? _____

13. Are you currently employed?   ☐ Yes   ☐ No

    If yes, how many hours do you typically work in a given week? _____

14. When were you inducted into Psi Chi? (mm/dd/yyyy) _____

15. What is your position on the Executive Council? _____

16. Were you appointed or elected to this position?

 _____

17. Region that your chapter is in:

    ☐ East   ☐ Midwest   ☐ Rocky Mountain
    ☐ Southeast   ☐ Southwest   ☐ West
    ☐ I don't know (please write the state you are in:_____) *

Interaction with Psi Chi Faculty Advisor

18. On average, how often do you communicate with your faculty advisor each week? (whether in person, phone, or through email)
    ☐ 0 times   ☐ 1-3 times ☐ 4-6 times   ☐ 6-8 times   ☐ 8-10 times ☐ 10>

19. What forms of communication do you use with your advisor? (mark all that apply)
    ☐ in person, one-on-one
    ☐ in person, within a group
    ☐ telephone
    ☐ email
    ☐ mail or inbox
    ☐ other _____

Psi Chi Faculty Advisor Qualities

20. My Psi Chi faculty advisor has been an advisor for Psi Chi for
    ☐ <1 year   ☐ 1-5 years   ☐ 5-10 years   ☐ 10> years   ☐ I do not know

Please rate the following
4= Strongly Agree   3= Agree   2= Disagree   1= Strongly Disagree

(Background/expertise in Psi Chi - title not included on survey)

My Psi Chi advisor . . .   4   3   2   1

21. has a firm knowledge of how our chapter should be run

22. is very aware of upcoming national Psi Chi grant deadlines

23. is very aware of upcoming Model Chapter Award deadlines

24. is very aware of upcoming regional conferences

(Task-oriented skills- title not included on survey)

My Psi Chi advisor . . .   4   3   2   1

25. helps with the planning and organizing of Psi Chi events

26. is able to make decisions easily

27. is good at supervising projects

28. motivates others through encouragement

(Interpersonal Skills- title not included on survey)

My Psi Chi advisor . . .   4   3   2   1

29. can manage conflict when it arises

30. has good interpersonal skills

31. stimulates cooperation within a   group

32. helps others develop needed skills

33. is understanding

34. is supportive

(Communication Skills- title not included on survey)

My Psi Chi advisor . . .   4   3   2   1

35. is open to suggestions

36. is able to communicate ideas/knowledge

37. provides feedback for tasks

38. recognizes others for their accomplishments

39. uses constructive criticism when needed

(Liaison Skills - title not included on survey)

My Psi Chi advisor . . .   4   3   2   1

40. serves as a link to important people

41. acts as an advocate for Psi Chi

42. takes responsibility for the outcome of a task he/she is involved in

(Personal Characteristics- title not included on survey)

My Psi Chi advisor . . .   4   3   2   1

43. shows confidence in his/her abilities

44. is able to remain even tempered

45. is patient

46. is dependable (will keep his/her word and meet commitments)

47. is flexible and "rolls with the punches"

Satisfaction with Psi Chi

Please rate your level of satisfaction with the following
4= very satisfied   3= somewhat satisfied   2= somewhat disappointed
1= very disappointed

How satisfied are you with the following?   4   3   2   1   n/a

48. The number of meetings our Psi Chi council holds each month

49. The percentage of Psychology majors and minors who are members
of Psi Chi

50. The number of Psi Chi *social* activities we have each year

51. The number of Psi Chi *service* activities we have each year

52. The number of Psi Chi *academic* (e.g. guest speakers, discussion panels) activities we have each year.

53. The number of Psi Chi *fundraising* activities we have each year

54. The quality of Psi Chi activities we have each year

55. The amount of communication we have with Psi Chi members each month (e.g. emails, announcements, etc.)

56. The amount of student involvement in Psi Chi research we have in our chapter

57. The number of grants our members apply for each year

58. The amount of involvement our chapter has with Psi Chi on a regional scale (e.g. participation in regional conferences)

59. The amount of involvement our chapter has with Psi Chi on a national scale

Psi Chi Chapter Activity

Please estimate for the following
(? = I do not know)

| | 0 | 1-2 | 3-4 | 5< | ? |

60. How many council meetings does your Psi Chi chapter hold each month?

61. How many of the following activities does your chapter have each
☐ semester ☐ quarter? :

a. Social

b. Service

c. Academic (e.g., guest speakers, discussion panels)

d. Fundraising

62. How often does your Psi Chi chapter communicate with its members each month?

63. How often does your Psi Chi chapter send out e-mails or other communication to it members each month? (e.g. emails, personal announcements or conversations, etc.)

64. How often does **your** Psi Chi chapter send out e-mails or other communication to the Psychology department faculty?

65. How many Psi Chi sponsored research projects are going on in your chapter in a given ☐ semester ☐ quarter?

66. How many grants do your Psi Chi members apply for each year?

67. How many Psi Chi inductions do you have in a given academic year?

68. How many students from your Psi Chi chapter attended a national psychology conference in the past year (e.g., APS or APA)?

69. Has your chapter applied for any awards in the past year?
    ☐ yes   ☐ no   ☐ I do not know
    If yes, how many? _____.
    Please list: _____
                      _____
                      _____
                      _____
                      _____

70. My chapter sent out the following reports to the national office last year (please mark all that apply):
    ☐ financial   ☐ officers & activities   ☐ annual   ☐ I do not know

Number of Psychology students involved in Psi Chi

71. Total number of students in the Psychology major **at your school**:
    _____   ☐ I do not know *

72. Total number of students your chapter inducted in the past two years:
    _____   ☐ I do not know *

if you do now know this information, we may be able to access it easily (e.g., through the web). If this is acceptable, please provide your school and department name:

_____

Thank you for your participation!

For your participation in this survey, you are eligible to enter a drawing in which ten participants will be chosen to win a prize

73. Would you like to enter this drawing? ☐ Yes ☐ No

74. If I you win, which would you prefer?
   ☐ A $25 donation made to my Psi Chi chapter   ☐ A $25 gift card to Amazon.com