

University Club Advising:  
Learning and Connecting Through Formal Practices  
by  
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## ABSTRACT

This mixed methods action research study closely examines what Club Advisors need in order to be successful in their role, develops an intervention that supports Club Advisors in skill-building along with Club Advisor's self-motivation and the development of self-efficacy in their role. The purpose of this study was to understand what skills and motivations Club Advisors had and after an intervention occurred, observing whether their self-efficacy around club advising increased. While there has been growth in the area of student affairs and focus on student involvement outside of the classroom, there is currently limited research in the field of university Club Advising as the resources exist informally. The formal literature which does exist does not agree on what skills are needed to be a Club Advisor and does not bridge the gap between theory and practice. The lack of formal research on Club Advising impacts the student experience through Club Advisors not receiving the resources they need. Ensuring the Club Advisors who do volunteer their time are set-up to develop their students successfully requires additional research. This research study used surveys, interviews, memos, and workshop interventions to understand where Club Advisors were developmentally and how to develop them further. Club Advisors in the study wanted to use the resources and connect with others, but before this study did not know how or where to connect. Future cycles of research beyond this study would expand upon the findings and create a foundation for Club Advisor development.

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## Chapter 1

### INTRODUCTION

A group of students visits during your office hours. The students ask you to be their club advisor for a new club they are creating. You accept. Several months pass after you sign the paperwork to be their official club advisor, during which you attend club meetings and activities when you can and meet with these students one on one during your office hours. Beyond these interactions, you continue to try to support your students, working through interpersonal dynamics, figuring out how to develop the group, and encouraging the group to keep up their involvement with the club. While you enjoy having a connection with students outside of your day-to-day work, the needs of the group seem to be beyond your experiences or expertise. This experience leads you to speak with the students about no longer being their club advisor and finding someone else to support their group. This situation is not a unique one when it comes to advising a club on a college campus. Faculty and staff are frequently in this same position and want to support their students' success in and out of the classroom but may not have the skills or motivation to be able to maintain supporting student extracurricular activities.

Interest in these activities, defined as both curricular and extracurricular, grew in the late nineteenth century in the United States of America (Brubacher, 1997; Massoni, 2011). This growth was due to more people interested in attending Higher Education, prompting Educators to find the connection between extracurricular activities and retention of students. During this time, areas encompassing student activities and residential colleges grew beyond Ivy League schools from Yale to more public institutions (Brubacher, 1997). Outside the United States, student involvement and

student life outside of the classroom dates back much further and aligns with much of the history of Higher Education. The developments over this period grew to become the foundation of the student engagement and student life model many higher-education institutions use today (Brubacher, 1997).

The early 20<sup>th</sup> century saw this initial growth of student involvement lead to the creation of Student Affairs offices. These offices support student life and student success on College or University campuses (NASPA, 2019). Despite this growth, there is a lack of formal practices and research on Club Advising (De Sawal, 2007), an area of student life, typically part of Student Affairs. A **Club Advisor** is a staff or faculty member who supports, guides, and develops formal groups of students who meet around an activity, purpose, or affiliation (Bloland, 1967). While the reason for the lack of research on the topic of Club Advising is unclear, there are many challenges staff and faculty face in advising a student club.

The first formal extracurricular groups or **Student Clubs** developed in the United States were male students who lived together based on academic discipline and created social activities within these spaces (Rudolph, 1990). It took until 1967 for Bloland to write the first formal pieces on the roles of Club Advisors:

“In an attempt to bridge the gap between the theory and practice of directing student learning out of the classroom situation—working with the college student on his ground to achieve basic ends. It intended to be used as a handbook or manual for advisers to student organizations and committees, providing faculty and staff advisers with a rationale to undergird their work, and to advance techniques for implementing this rationale,” (Bloland, p. 1).

Boland's words not only showed the importance of formal, written processes for Club Advisors, but the connection Advisors have between practical experiences and theory. The in and out of classroom experiences linked to one another, ultimately, showing the Club Advisor's role is one that is complex and holistic in supporting student development.

Since Boland's words, some authors have worked to develop an understanding of the Club Advisor's role. However, more research around advanced techniques Boland is referring to should be developed, such as where Club Advisors learn these advanced techniques and how Club Advisors apply these skills to student interactions. This lack of formal practice creates gaps within the research for practitioners to be able to have an agreement of roles or skills, such as what defines a "good" Club Advisor (Knowalski and Conlogue, 1996; De Sawal, 2007). These gaps in research are where this research study emerges. For this study, the advanced techniques Boland refers in his work is one of the areas of this research are **skills**.

Beyond Club Advisors' needs for skill development and clarification, the second area of focus for this study developed through informal conversations and interactions during previous cycles of research. **Previous research** conducted during the spring and summer of 2019, included interviews and observations that occurred to assess the gaps existing in the Club Advisor experience. During these cycles of research, Club Advisors would often bring up a lack of time, drive, or dedication to the groups they were supporting. Their concerns often stemmed from the lack of skills they had, but also something beyond skill development, which seemed to be motivation. Some Club Advisors were fueled by their students, the things their students were doing, or the topic

the student group was about while other Club Advisors struggled. These observations lead one to believe that Club Advisors do not only need resources around skill development and an overall understanding of what skills they should possess. They also need **intrinsic motivation**, internal factors that drive a person such as passion or expertise, and **extrinsic motivation**, external factors that drive a person such as resources or people within their roles as Club Advisors (Nelson et al., 2003). If Club Advisors are not motivated to support their students, they will not be present or use the skills they have developed as a Club Advisor. Skills and motivation must both exist for a Club Advisor to be able to grow in the role, otherwise known as **self-efficacy** or one's belief in one's own ability. Based on the literature and observations, these three areas of focus were the foundation for this research and the foundation for understanding the development of Club Advisors within my context.

### **Situated Context**

Due to the lack of development and research on the Club Advisor, there is a lack of understanding around how the Club Advisor experience then influences the student experience. Within my local context, there has been no formalized training or resource for Club Advisors, and like historical context, the focus has been on student development and not on the Club Advisor. There are no physical or virtual spaces where Club Advisors can go to connect with other Advisors, develop skills, and have positive experiences that could positively impact their students' experiences. The lack of space is where the gap exists within my context, and the need to fill the difference not only comes from a need for formal practices, but also to ensure Club Advisors understand how to fulfill administrative, event management, and student development roles, which are all

foundational skills Club Advisors should possess according to Bloland (1967). These three types of functions are the foundation of Club Advisors' work due to the liability, risk, complexity, and knowledge it takes to support students in a space where students lead. Therefore, the development of formal practices and resources is critical to the future success of not only Arizona State University Downtown but also across Student Affairs as a field.

The practice of Club Advising is one that is both formal and informal (Dunkle, 2004). Club Advisors can have both formal and informal interaction with students. Formal ways advisors engage with students include attending club meetings or events and meeting one on one with their students. Club Advisors participate informally with students in ways including intentionally developing the group through knowing when to step in or out of the conversation and spending time with the students beyond the times already scheduled. Whether Club Advisors use formal or informal practice with their students, there are many challenges these faculty and staff members face when working with their Student Clubs.

In observations during previous cycles of research, Club Advisors shared many different types of challenges they faced; challenges for themselves, challenges with their students, and challenges within the overall culture. Many Club Advisors shared difficulties they had with themselves; not having enough time in the day, being able to balance being an active Club Advisor while doing everything else they have in their lives, and staying motivated in their role as a Club Advisor through the good times with their groups and the struggles. The Club Advisors expressed a desire to share their time and talent but had shared concerns around self-motivation and management of time. Club

Advisors also shared challenges they had with their students; being able to develop and push the students to do their best, supporting the group even though the group changes from year-to-year, and maintaining a balance with students to have them lead the group but also to listen to their Club Advisor for advice and guidance. Club Advisors shared a passion for wanting their students to succeed, despite not always having the tools or skills to be able to do so. Club Advisors also shared challenges around culture, understanding University policies and procedures, if they were supporting a new student club, not understanding the previous culture of the group, and knowing where resources or people exist who can help them. Club Advisors spoke highly of working with other Club Advisors, but beyond the connection with other professionals, they did not appear to know how to find or navigate additional resources at the institution.

### **Positionality**

While historically the practice of club advising directly focuses on the student in understanding the development of their experiences, this study takes a broader look at how the practitioners are developing students, specifically outside of the classroom, and how the practitioners themselves develop in supporting these experiences for students. This shift in lens broadens the research currently conducted around student involvement and student retention into understanding how Universities and Colleges are setting up our faculty and staff to develop holistic student experiences throughout the students' collegiate career and beyond. **Student Involvement**, a construct of the amount of energy a student puts into the academic experience, in this case, college (Astin, 1984), is critical to not only the investment the student put into their collegiate experiences but also essential for a Club Advisor to understand how they can create optimal environments for

learning. The development of solid Club Advising practices not only creates intentional, developmental experiences for students but also consistency for Club Advisors, which is validating to the practice of Club Advising within an academic space (Dunkle, 2004).

As a Club Advisor, I have been lucky enough to attend several formalized training sessions at and outside of Arizona State University. Additionally, I have been able to meet and work with many other Club Advisors throughout my time as a student and as a Club Advisor. These experiences have given me formal training on how to be a successful Club Advisor and the ability to find resources to continue to grow. As a researcher, I have access to understand what a potential intervention could be to support this specific group of individuals at my institution. Additionally, this work directly links to my role on campus as the Director of Student Engagement and my work with Student Organizations on campus, which will lend to future cycles of research around the support of Club Advisors. While there may always be obstacles or barriers for Club Advisors, whether seen or unseen, this intervention created an accessible space for all Club Advisors on the Arizona State University Downtown campus to be able to gain additional skills and motivation while they build a network of colleagues which they can learn and grow from as a Club Advisor.

As a Club Advisor, I am passionate about the success of my students and the success of other Club Advisors. Not only do I support clubs within my work context, but I also work with Club Advisors across the globe in my volunteer work, working with student groups internationally. While I am in these support roles, I do not directly work with many of the participants in this study, as it is currently a rarity when the Club Advisors partake in our resources. However, during the period of the study occurred,

there was an increase of Club Advisors directly connected with me in my work capacity in part due to this research.

Through my positionality, I can connect with my participants of this study, understand some of their concerns, and be able to see where gaps exist in my context. While I am close to this work, I will be using this study to develop future cycles of research beyond this dissertation process, which in turn ensures accountability to this study.

### **Problem Statement**

For this study, I used an action research design with a mixed methods approach (Creswell, 2014), which takes a closer look at what Club Advisors need to be successful in their role and develops an intervention which supports Club Advisors in skill-building, Club Advisors self-motivation, and the development of self-efficacy or the Club Advisors continual belief of growth in their role. The purpose of this study is to understand what skills and motivation current Club Advisors at Arizona State University Downtown have and find if their self-efficacy around club advising increases when intervention occurs.

**Motivation.** The internal human energy available to inspire a person to act (Nelson et al., 2003). Motivation is a focus area for this study to understand the “why” behind Club Advisors’ roles and to know if an intervention would change the Club Advisors' motivation. Many Club Advisors give their own time and talent to student clubs outside of their regular work. By doing so, Club Advisors must find ways to motivate themselves, as well as their students.

**Skill.** The ability to do something well or expertise (Dictionary, 2019). Skill is a focus area for this study to understand how Club Advisors are currently performing their



role and to address gap areas through an intervention. Many Club Advisors develop their skills through informal experiences, such as what they learned or saw as a student or from other professionals; many do not have access to formal training and development for Club Advisors currently at Arizona State University Downtown.

**Self-efficacy.** One's belief in one's ability to succeed in specific situations or accomplish a task (Bandura, 1997). Self-efficacy is a focus area for this study to understand what the effects of the intervention will be on the skills development and motivation of Club Advisors. Due to the time constraints of the research, self-efficacy provided an understanding of the long-term changes and where they may occur in the future or where further interventions developed for future studies.

Additionally, self-efficacy ties both skill development and motivation together with motivation representing the internal and external pressure around a human's need to succeed and the development of skills to be able to accomplish the task itself (Bandura, 1997). While there are several other areas of focus for the development of Club Advisors, these key areas will build the foundation for future cycles of research. This research will create opportunities for future support systems for Club Advisors by meeting some of the current needs within the research context and assessing where Club Advisors are regarding these areas within their context.

In understanding the study limits and status of the field lies the purpose of this study, which is to discover what skills and motivation current Club Advisors at Arizona State University Downtown have both now and when intervention occurs, whether their self-efficacy around club advising increases, and to fill in some gaps in this field of research.

## **Research Importance**

Beyond the development of the individual Club Advisor, this research is essential to the broader Student Affairs field of study for three main assertions (1) Most Student Affairs offices focus on student life, thus do not focus on participants or consumers of the office beyond the student. This narrow in focus limits the possibilities of how Student Affairs offices can support the holistic environment and partnerships across the institution. (2) Most Student Affairs offices focus on the development of formal research instead of focusing on creating experiences for students. While the experiential learning of a student is critical in their development, Student Affairs offices lose credibility of these experiences without formal data collected alongside the experiences. (3) Most Student Affairs offices focus on the development of information resources used within day-to-day practice. The focus on everyday practice, while critical, leaves little to no time for the development of long-term solutions or consistent practices across the field of Student Affairs. In this study, while the focus of this specific problem is through the lens of Club Advising, the problem is prevalent throughout the field of Student Affairs as a whole.

## **Intervention**

An intervention was developed with the understanding of the needs of the population it served and gaps in the research. The response accounted for a pre-survey developed to assess the three areas of skills, motivations, and self-efficacy to understand and identify gaps with the current group of Club Advisors as Arizona State University Downtown. From there, workshops were developed around skills and motivation, directly addressing the areas of need and concern, including the need for a better

understanding of the skills Club Advisors should possess to be successful in their roles. Also needed is a better understanding of the motivation Club Advisors should maintain to stay in their roles as well as why they are a Club Advisor despite the lack of knowledge of their position. Ultimately these understandings assisted in creating an intervention exposing Club Advisors to these three key areas, developing further connections with Club Advisors among themselves and with our office.

### **Research Questions**

The following research questions for this study created around the need of Club Advisors, previous research conducted, alignment of the problem, and the interventions used within the study. The research questions looked at both skill development and motivation as two critical factors for a Club Advisor to succeed in their role and self-efficacy as the theory to understand further the Club Advisor's belief to improve and perform.

RQ1: What are Club Advisors' motivations for advising a student group, and how are Club Advisors motivated in their club advising experiences?

RQ2: To what extent do Club Advisors use and understand the skills needed in their role as a Club Advisor?

RQ3: How and to what extent does the intervention support Club Advisors self-efficacy in the areas of skill development and motivation towards advising experiences?

Through these research questions, resources for Club Advisors will be developed through the intervention but also extend resources beyond this study. Additionally, the following research questions used primarily qualitative approaches,

rich in data, with quantitative methods supporting the overall foundation for this study. Through these research questions, the level at which Club Advisors started and where Club Advisors ended throughout this study was able to be assessed.

## **Hypothesis**

Hypotheses looked at the relationships within each research question and to understand the quantitative and qualitative approaches used for this research. The simple, null, and alternative hypotheses for research question one (RQ1) consist of:

- Simple Hypothesis for Research Question One: There is a relationship between the motivations Club Advisors have towards advising their club and how they apply their motivation into their practice.
- Null Hypothesis for Research Question One (H01): There is no relationship between the motivations Club Advisors have towards advising their club and how they apply their motivation into their practice.
- Alternative Hypothesis for Research Question One (Ha1): There is a relationship between the motivation Club Advisors towards their Club advising experiences, and they apply their motivation into their practice, however, as an inverse correlation.

The simple, null, and alternative hypotheses for research question one (RQ2) are:

- Simple Hypothesis for Research Question Two: There is a relationship between Club Advisors understanding and using skills
- Null Hypothesis for Research Question Two (H02): There is no relationship between Club Advisors understanding and using skills

- Alternative Hypothesis for Research Question Two (Ha2): There is a relationship between Club Advisors' knowledge and using skills, but Advisors are not using the skills they know.

The simple, null, and alternative hypotheses for research question one (RQ3) are:

- Simple Hypothesis for Research Question Three: There is a relationship between Club Advisors using the intervention and the development of skills and motivation for Advisors
- Null Hypothesis for Research Question Three (H03): There is no relationship between Club Advisors using the intervention and the development of skills and motivation for Advisors
- Alternative Hypothesis for Research Question Three (Ha3): There is a relationship between Club Advisors using the intervention and the development of skills and motivation for Advisors; however, they do not use these tools long beyond the intervention.

Through the development of these hypotheses, the researcher was able to assess the effectiveness of each research question to the conditions it was capable of or not to value. Additionally, these hypotheses used in the development of future cycles of research through understand where relationships do and do not exist within the dataset.

### **Chapter Summary**

This chapter provided an overview and introduction to the topic of Club Advisors with a close look at the history of Club Advisors and Student Clubs assists in understanding how this history informed where research around Student Involvement has grown over time. Insight was provided into the three critical areas of this study: skills,

motivation, and self-efficacy; and how the background of the researcher influences this study through their context and positionality. With the foundation of research and intervention for this study established, the problem, why the research is necessary, was presented, and the intervention, research questions, and hypothesis of the intervention were presented.

The remaining chapters provide an overview of a mixed methods action research study to support the future skill development for Club Advisors and understanding of Club Advisors' motivation in their role. Chapter 2 will be a review of relevant literature on the topic of Club Advisors, overall theoretical perspectives used within this study, and an explanation of how the problem situates itself into the literature. Chapter 3 takes a closer look at the methodologies and research design for this study. Chapter 4 provides an analysis of the intervention and experiences of Club Advisors at Arizona State University Downtown. Finally, chapter 5 provides insight into the interpretations of the findings and implications for future practice and research.

## Chapter 2

### THEORETICAL PERSPECTIVES AND GUIDING RESEARCH

In the previous section, the need for formal practices was introduced around club advising in support of Club Advisors at Arizona State University Downtown. The challenges these faculty and staff members face in their context, and the overall direction of this dissertation laid the foundation for the research conducted.

The purpose of this chapter is to review the current literature and to assess where the problem of practice sits in the literature. There is limited research specifically on the topic of Club Advising, or the literature exists in the form of handbooks and other informal documentation (De Sawal, 2007), this is due in part to the extra-curricular nature of the role of the Club Advisor. Many of the studies which do exist, look at the roles Club Advisors play (Smith, 2015; Massoni, 2011), in the development of students within a Student Organization, and the benefits Student Organizations have for students; however, there is little research conducted on the Club Advisors themselves.

This specific literature review included topics around the institutional, departmental, and organizational levels of student involvement on campus due to the complexity of the problem and the gaps in the literature. Next, the literature review focuses on specific topical areas aligned with the problem and provide further context to the research: the student leaders, the Club Advisor role, and Club Advisor responsibilities within the organization. Finally, this chapter looks at challenges Club Advisors face and how practices for Club Advisors improve.

## **Search Strategy**

The search strategy for literature for this study included a guided list of keywords to find research. Keywords included but were not limited to *Advisor (and alternate wording), Club Advisor, Student Leadership, Mentorship, Student Activities, Advisor roles, Advisor training, Adult Learning, Self-efficacy, motivation, and skill development*. Google Scholar and the Arizona State University library databases were the primary databases used for this study, both connecting to other databases such as ERIC, ProQuest, EBSCOhost, Sage, and other University depositories. The study only used peer-reviewed articles, books, university websites, and dissertations. Primary resources focused on literature within the past ten years; however, due to the lack of current formal documentation, many sources dated back further and used to provide context and history to the topic. Some informal were documents reviewed for content but were not used for the dissertation due to the lack of verification or validity of the information.

## **Student Involvement and Development**

Many researchers agree that **Student Involvement** benefits the development of undergraduate students in and out of the classroom. Alexander Astin defines involvement as a construction of the amount of energy a student puts into the academic experience; in this case, college (Astin, 1984). Therefore, if a student puts energy into their academics, they are more likely to be involved on campus both in and beyond the classroom. Conversely, the student is more likely not to be as devoted to their academic experience if the student has a lack of involvement inside and beyond the classroom (Astin, 1984).



Some researchers, such as Yeşilyaprak, would argue not only is education meant to raise mental abilities, but also physical and social skills as well (2013). Additionally, the environment in which students experience education is an essential factor in supporting the mental, physical, and social well-being of students, which impacts them beyond school (Yeşilyaprak, 2013). Having students involved in activities outside of the classroom that connect to not only their academic pursuits but also who they are as people is essential for their development. One of the ways students can do this is by being a part of a peer group in a club or organization where they connect with others through a passion area (Kece, 2015).

There will always be concerns, however, when it comes to student involvement on campus. The student may become over-involved and take on too much at one time, not get involved at all, forget themselves or others in the process, or even lose sight of why they are in higher education in the first place: to get a degree (Marshall et al., 2008). Students involved on campus must know where to go to for support, and students knowing they have a Club Advisor is one easy way for them to have access to someone who knows will help them when they are struggling.

There are countless ways for student involvement on campus, including the many different types of clubs such as student governments, Greek letter organizations, residence halls, honors and recognition, military, sports, departmental, and interest (Dunkle et al., 1998). Through these different types of groups, students can improve their experiences in college and even become a student leader. Students who are involved in student leadership are more likely to rate themselves higher in leadership behaviors and leadership traits due to their access to role models, understanding of what makes a leader,

and development within the environment (Smith, 2015). Student leadership is one of the ways students can grow and bring skills outside of the classroom to the world after college. Student leadership is also a way for students to be able to connect with staff and faculty who serve in Club Advisor roles and have a direct connection to the professionals supporting their education. Specifically, in the context of Arizona State University Downtown, there are over 100 groups on campus, ranging from academic-based groups such as All Day Sports Production to religious groups such as Young Life Downtown.

**Development.** Development is the process of growth (Dictionary, 2019). Development is a critical part of student involvement, and student involvement also supports student development (Foreman et al., 2013). If a student is involved in extracurricular activities, it is developing their leadership abilities (Foreman et al., 2013). Foreman’s study concludes the “optimum number of clubs or organizations to be actively involved in is three to four” (2013) and highlighted the importance of quality of experience within student leadership, for example, holding an officer role in a student group.

### **The Student Activities Office**

Most universities and colleges have a Student Activities Office is which coordinates student involvement outside of the classroom, including student clubs and organizations, trips, events, volunteerism, and other ways for students to get involved (Dunkle et al., 1998). This office not only represents an institution’s support for the development of sustainable and thriving clubs but is also space for students to connect directly with the administration. By having a Student Activities office, an institution is creating an active environment for its students, supports retention efforts, and creates a

space for students to find support for their group (Astin, 1993). The Student Activities Office is one of the many campus resources students can use to support them while in higher education.

At Arizona State University Downtown, the Student Activities Office, or the Student Engagement office due to the nature of the office overseeing more than activities hosted on campus. The office supports all student clubs and organizations on campus, which includes the Club Advisors who support the students of these groups.

An *active club or organization*, for this study, is defined as a group which consists of at least three students and one advisor, per Arizona State University's Club and Organization Handbook (Handbook, 2019). Groups must affiliate with the university and register each year to keep their active status and to request funding through the university. Groups use *SunDevilSync* to register their organization. SunDevilSync is the Arizona State University version of OrgSync and Engage platforms, which is an online platform to support the functions of student organizations, including receiving funding, creating events, maintaining group pages, and being able to have all students uploaded into the system.

Club Advisors can support any student organization. The population of Club Advisors that support Downtown students may not even be on the Downtown campus or fully understand their students' experiences. Additionally, this would mean Club Advisors may not physically be present on the location the students conduct their primary activities; this may create unique types of barriers for both Club Advisors and students. Additionally, there is a possibility of professionals signing up to advise a club on campus on paper while not being involved in their student group otherwise. Club

Advisors are also not involved due to the other factors previously discussed: lack of understanding of resources, knowing resources exist, obstacles affecting them as a Club Advisor, or a lack of motivation to be a Club Advisor.

For Downtown specifically, there were only eight (8) of the 90 groups registered, which are directly advised by a Student Affairs professional (OrgSync, 2019). There are people at the university who have a background in Club Advising; there is currently no space to use their talents to support others formally.

### **Advisor Skills**

*Skill.* Defined as the ability to do something well, expertise (Dictionary, 2019). The development of skills as a Club Advisor is critical to the success of a student group. Most skills fall into two main types, hard skills, and soft skills. **Hard skills** are technical knowledge or training that you have gained through any life experience, and **soft skills** are personal habits and traits that shape how you work (Indeed, 2019). Some skills are considered soft skills, such as accessibility, and other skills deemed hard skills, such as researching and assessing. Some skills could fall into either category based on how someone has experienced nature and nature, such as coaching and motivation.

There are many different skills a Club Advisor has. Of those, there are four vital necessary skills within the research. The first of which is **Accessibility** or being present (Dunkle et al., 2006). This skill speaks to not only showing up but also being in the moment with students as you advise. If you are present, you can work to develop your students as individuals and as a group. This skill is critical during the beginning stages, as students are working to understand where they want the group to go (Dunkle et al.,

2006). The second skill is **coaching or** asking, “what if” and help the group to be effective (Dunkle et al., 2006).

Coaching is a skill that is most synonymous with Club Advising because the skill is the one most often used throughout the entire development of a club and the dynamic nature a Club Advisor would use it with their students — coaching used as a space for Club Advisors to motivate their students towards the direction they need to go. Coaching also supports course-correcting students along the way. Ultimately, this skill endorses the development of independents in students through the development of decision-making skills (Dunkle et al., 2006). The third skill is **motivation**, or the internal human energy available to inspire a person to act (Nelson et al., 2003; Dunkle et al., 2006). Many student leaders volunteer their time to be involved on campus. Motivation through recognition is one of the ways in which Club Advisors can give back to students’ time and effort. Working with students to understand what motivates everyone is critical in ensuring a group is healthy and happy. The last skill is **researching and assessing** or developing the decision-making skills of students (Dunkle et al., 2006). This skill can help support Club Advisors in developing decision-making skills in their students. This area allows groups to plan and supports students in legacy planning. Ultimately, all four of these skill areas support the understanding and development of Club Advisors as they work with their students.

### **Advisor Roles**

For this study, **Club Advisor** defined as a staff or faculty member who supports, guides, and develops formal undergraduate groups of students who meet around an activity, purpose, or affiliation (Bloland, 1967). This population will only include active

clubs or organizations affiliated with Arizona State University. For this study, it does not matter what location staff work at, but the student group they support must be located primarily at the Arizona State University Downtown location as the primary affiliation within SunDevilSync, and the Club Advisor's focus would be on groups, which primarily serve undergraduate students.

The use of the word club as opposed to organization defines this group of Advisors, as clubs are not explicitly regulated groups of students by an institutional department, other than the Student Engagement office (Clubs, 2019), whereas organizations on campus are groups that receive support directly from a department, typically receiving funding and an Advisor from the department (Clubs, 2019).

Whether someone chooses to be an Advisor, or it is a part of their job function, being an advisor is one of the few experiences where a person gets to experience what the students do firsthand (Dunkle et al., 1998). Within the research, Club Advisors can take on many types of roles for their students; they are a mentor, a supervisor, a teacher, a leader, and a follower (Dunkle et al., 1998). These types of roles seem to depend on the Club they are supporting, the needs of the group, and the contents of the constitution for the organization. A Club Advisor must be well versed in the group's structure, understand how the constitution changes, and provide context and guidance for the group.

Within the different types of roles, a Club Advisor can play; a mentor is one of the first one's students say. Club Advisors not only develop relationships with their students during their time in college but also supporting them beyond that period. Club Advisors who are good mentors' role model success within their field, positive behavior, treat all people equally, and provide honest open feedback (Daloz, 2012). Students also

often think of Club Advisors as teachers, someone who is willing to support their education inside and outside of the classroom. Club Advisors focus on the development of the peer group and the use of group development theory in the group. In both roles, Club Advisors are patient and supportive, wanting to grow future talent.

In the literature, there are also three types of controversial roles, when it comes to Club Advising: supervisor, leader, and follower. While there is still debate on whether a Club Advisor can also be a supervisor (Knowalski and Conlogue, 1996; De Sawal 2007), it depends on the type of student organization. If you have compensated student leaders, then as the Club Advisor, you may have to have them accountable to policies other student organizations might not have. Additionally, many of the skills a person develops as a supervisor can also apply to be an effective Club Advisor. However, the critical difference between supervising and advising is that in Club Advising, the students are the ultimate decision-makers in the organization, not the Club Advisor.

The second debate regarding the role of a Club Advisor is being a leader versus being a follower. As a Club Advisor, you have a certain level of power within the organization (De Sawal, 2007). Being aware of authority you as a Club Advisor has is beneficial to understand how to support students in leading their organization. Some ways a Club Advisor can be a positive role-model in how they lead is through recognition, problem-solving, including others, being a part of the vision making process, and challenge/supporting the students when needed (Daloz, 2012). Through these examples, a Club Advisor can be a leader without leading the group away from their own decisions and follow the students' direction for the organization.

There are also three types of functional roles within the research: *administrative*, *student developer*, and *event management* (Bloland, 1967). While the types of roles are critical to the development of the group of students, there are also *administrative* and *event management* tasks within the role of a Club Advisor. As an *administrator*, a Club Advisor must understand liability, policies, and processes around university policies. This role is critical in supporting the sustainability and safety of the Club but also the day-to-day operations. For *event management*, a Club Advisor not only should understand their *administrative role*, but also the policies surrounding what it takes for the Club to put on an event or meeting. These characteristics include being a safety officer, role-modeling hard work in setting-up and cleaning-up an event, and being present in a positive way throughout.

For all these different types of roles to be developed, a Club Advisor must find ways to build skills, enjoy the experiences they are having, and be willing to put in the time to be able to learn what they need to support their students. These types of roles do depend on your students' needs and the kind of Club you are supporting, which means the skills each Club Advisor are developing may differ or shift depending on the day, year, or group.

### **Advisor Responsibilities**

Successful Club Advisors take on many different types of responsibilities; one of these areas is meeting regularly with their students. Not only should a Club Advisor attend meetings and events, but they should also meet periodically with the student leadership of the Club or attend an executive board meeting (Dunkle, 2004). During these meetings, the Club Advisor is not only there to support the individual students but



also to understand the overall direction of the organization. Typically, executive board meetings are a place for the Club Advisors to take a more active role (Dunkle, 2004). This role can include a Club Advisor answering questions and giving advice to the group, so the executive board members can answer questions when general student membership asks. The executive board meetings are also space for the Club Advisor to develop connections with the students, which then role-model positive relationships for the rest of the student organization. Being present is also another important role the Club Advisor plays, in which the Club Advisor role models the behavior of what all members of the Club should do (Daloz, 2012). While the Club Advisor may not partake in all activities, being someone who motivates and supports all members is essential to the success of the group's development. A Club Advisor must also serve as a resource, understanding institutional policy but also the needs of the student population they are working with (Dunkle, 2004). They need to understand the institution and meeting your students where they are, including minority students, first-generation students, or other student groups who may find it hard to navigate the university. Through the understanding of these responsibilities, a Club Advisor can build trust with their students and grow their skills as a Club Advisor.

### **Advisor Motivation**

Within a Club Advisor's role, they not only must find their student motivation from being involved, being in school, and whom they want to become as a person, but a Club Advisor must also be aware of their motivation to continue to grow alongside their students (Nelson et al., 2003). By being aware of why a Club Advisor supported the development of a new club on campus or stepped up to help an already existing group is

essential in understanding what keeps the Club Advisor in the club. Additionally, by understanding what keeps the Club Advisor in the club helps in the development of understanding what motivates a Club Advisor to continue not only their involvement in clubs but also their development as a Club Advisor.

Club Advisors face many barriers, such as turnover within the Club, turnover within their department on campus, students with whom a Club Advisor may find difficulty working, knowing when to step-in as Advisor when to let the students stand on their own, and even knowing when it may be time for someone new to step in (Nelson et al., 2003). However, there are many ways a Club Advisor can work to continue to motivate themselves and their students. First by understanding some common motivations for people in a club wanting to grow, being challenged and supported, finding meaning through the group, being a part of a team, autonomy of work, flexibility within the role, and finding external or internal benefits to the role (Nelson et al., 2003). Second, a Club Advisor needs to work with the students to set expectations of the group and each other in their roles (Nelson et al., 2003). By setting clear expectations, holding others accountable, and providing feedback create a space where clear recognition and motivation can occur (Nelson et al., 2003). From there, a Club Advisor should work with the group to develop what recognition looks like on the team. Ensuring there is regular recognition occurring during club meetings, during one on ones, annually at the end of the year, etc. through the development of a recognition culture, a Club creates motivation not only for the students but also for the Club Advisor. Ultimately, creating spaces where Club Advisors feel impactful and recognized is not only up to the student groups; they support but also the institution which they serve. Learning what motivates the Club

Advisors at Arizona State University Downtown and education on how to motivate students will help the Student Engagement office better support Club Advisors.

One of many inventories Advisors and students can take to understand the team dynamics and individuals who make up the team. For this study, Love Languages was used during the Advisor workshop intervention around motivation as a tool for Club Advisors to understand themselves, but also to use with their students (Chapman, 2019). This inventory is to understand in what ways someone wants to give and receive recognition for the work they do (Chapman, 2019). In Chapman's assessment, there are five main ways people like to be recognized: touch, service, words, time, and gifts. People who choose **touch** as the way they want recognition typically enjoy hugs, high-fives, and other forms of gratitude through touch (Chapman, 2019). Touch can sometimes be view as a problematic Love Language to have in the workplace and can shift due to cultural boundaries within an environment (Chapman, 2019). Touch is especially true between Clubs Advisors and Students, where there may be a potential power dynamic at play.

People who selected **service** typically enjoy it when others do something for them (Chapman, 2019). Many call this Love Language 'acts of service' due to the activities involved in this specific Love Language. Acts of service could include anything from holding the door for someone else to doing something beautiful for someone else. People who choose **words** or words of affirmation typically enjoy others saying they are doing a good job (Chapman, 2019). Words of affirmation can come in many different forms and may be different depending on the person. Some forms include cards or written words of praise, one-on-one or private in the moment affirmation, or public acknowledgment of a

job well done. People who selected **time** enjoy spending time with others (Chapman, 2019). Time is a precious resource and something limited; people who enjoy time to be recognized may want it one-on-one or in a group. Time can also include acts of service, depending on how the time is spent — for example, going on a picnic. Some are spending time with you but also creating the meal you will eat. The last Love Language people select **gifts** (Chapman, 2019). Gifts can also be something that can be culturally taboo based on cultural boundaries within an environment (Chapman, 2019). However, there are ways to ensure the gifts you give are appropriate for the group you are working with, for example, giving everyone a similar gift for the group you are advising.

Love Languages is one of many inventories Advisors and students can take to understand the team dynamics and individuals who make up the team. For this study, Love Languages was used during the Advisor workshop intervention around motivation as a tool for Club Advisors to understand themselves, but also to use with their students.

### **Self-Efficacy**

Albert Bandura defined *self-efficacy* as someone's ability and confidence to be able to control or achieve intended results (Bandura, 1977; Bandura, 1997). Ultimately, self-efficacy is the belief that one has power and control over one's behavior, external environment, and internal personal factors such as cognitive, affective, and biological events (Bandura, 1997). Self-efficacy develops through four primary sources, (1) mastery of experiences, (2) vicarious experiences, (3) social persuasion, and (4) modifying self-beliefs (Bandura, 1997). One way to create self-efficacy in Club Advisor early on is to create these types of programs to help Club Advisors feel successful in their role early on. Examples of this could be both in-person or online mentorship programs,

training sessions, events, and resources for Club Advisors. These types of interventions can lead to Club Advisors to build self-efficacy, skills, and positive motivation towards their experiences that influence the experiences of their students. Through these four areas, the foundation of this study emerges. The first two areas of self-efficacy mastery of experiences and vicarious experiences, both of which support skill-development in people through experiences. The third area or social persuasion focuses on the connection to people, and while this area was not a primary focus in this study, it is an important area to highlight as the development of connections between Club Advisors occurred throughout the study. The last area of self-efficacy or modifying self-beliefs in ways that support the increase in believing in yourself positively. There are many ways you can work towards modifying your self-beliefs, such as goal setting and motivation around achieving your goals. Both of these were used during this study; motivation is one of the themes for the workshops, and goal setting was a way for the participants to self-reflect after each workshop ended. Bandura's work around **self-efficacy** is at the heart of this study and built a strong foundation for data to be collected around

There are many different inventories or tools which could be used for goal setting and supporting the development of Club Advisors' self-efficacy. For this study, SMART goal setting was used during each advisor workshop for Club Advisors to write down goals specific to the topics of motivation and advisor skill development. A SMART goal is defined as specific, measurable, achievable, relevant, and time-bound (Doran, 1981; Marku, 2019). SMART goals are a common practice among businesses and educational settings across the United States (Marku, 2019). SMART goals help someone ensure the goals they create are tangible and simplistic enough to be understood by anyone reading

them and something someone could come back to at any time. This organic growth will allow Club Advisors to shift their goals based on the needs of their students and their groups. Club Advisors used SMART goals to directly teach their students how to use them, as they need little explanation for someone to understand. SMART goals can be used within student clubs to help students focus the vision they have for their student group or for each member of the team to develop goals around how they would like to grow.

### **Improving Club Advising Practice**

It is crucial to ensure students are getting positive and quality experiences when in college, as these then impact how a student will be in greater society (Dunkle et al., 1998). One of the ways to ensure students are having these types of experiences is by giving the students a team of faculty and staff inside and outside the classroom who are qualified and competent in their roles. This can happen through the evaluation of Club Advisors' skills and motivation in the role and understanding of their effectiveness as Club Advisors.

There are several formal and informal ways to support Club Advisor development in an institution. Some unstructured or informal ways could include the development of peer groups or building relationships with other Club Advisors across the institution to be able to have someone to be able to ask questions or advice. Unstructured ways to build skills as a Club Advisor could also include pulling from your previous experiences as a professional staff member or a student. There are also several formal ways to learn skills and develop as a Club Advisor. Club Advisor handbooks or training sessions and workshops provided by the Student Activities office can support Club Advisors

formally. Through the development of skills and having positive experiences influences a Club Advisor's motivation advising a Club Advisor then can develop an openness to grow or self-efficacy within their role as a Club Advisor.

There are also challenges impacting the improvement of club advising practices from the Club Advisors themselves. Many have full-time positions on campuses while also supporting their student group, so they may not have the time or energy to put into the group they are supporting. Some Club Advisors may merely be signing the form at the beginning of each year and then not directly working with the students. While some of these examples may be few and far between when you look at the totality of impact

### **Chapter Summary**

This specific literature review included topics around the institutional, departmental, and organizational levels of student involvement on campus, student activities office, advisor skills, advisor roles, advisor responsibilities, advisor motivation, and advisor self-efficacy. A review of the current literature and assessment regarding where the problem of practice sits in the literature was discussed. This chapter concluded with a look at how practices for Club Advisors are improved and the need for the development of an intervention based on the literature.

## Chapter 3

### METHODOLOGY

In previous chapters, I introduced the need for formal practices around Club Advising in support of Club Advisors at Arizona State University. In chapter one, I outlined challenges these staff members are currently facing, local and broader context, and the overall direction of this dissertation. In Chapter 2, I reviewed the current literature and assessed where the problem of practice is situated in the literature.

The purpose of this chapter is to introduce the research methodology (Creswell, 2014) for this mixed method, multiphase study regarding Club Advisor motivation, the skills they possess as Club Advisor, and how the intervention supports Club Advisor development beyond the intervention, otherwise known as self-efficacy. This approach will allow for not only the understanding of what skills Club Advisors have but how motivation influences the Club Advisors' ability to retain and use those skills. Chapter three also includes an overview of the reach plan, data collection, data analysis, and timeline; each one supporting the overall methodology of this research study.

#### **Research Design**

For this study, I used an action research design. The design for this study used repeated cycles of research leading to the development of the intervention shifting based on the needs of Club Advisors (Creswell, 2014). Additionally, the process of action research can be used beyond this dissertation to build best practices within the Office of Student Engagement to make data-driven decisions and support a reflective process when assessing the needs of Club Advisors and students (Creswell, 2014).



Mixed methods research design (Teddlie and Tashakkori, 2009) was employed as an analytic to examine not only quantitatively where Club Advisors believe their motivation and skills were at during the time of the study but to unpack how these areas could improve and where gaps existed for Club Advisors. This mixed-method approach not only looked at the relationship between these three variables, motivation, skills, and self-efficacy, but also built a more profound understanding of the “why” a relationship may exist between the variables (Creswell, 2014). Additionally, both types of research methods, quantitative and qualitative, were used to offset any weaknesses one approach may have over the other (Creswell, 2014). The reason for this methodology was to dig deeper into not only what Club Advisors were doing and where gaps existed to build the intervention but also how Club Advisors would use the skills they gained from the intervention. This study occurred from May 2019 until the end of November 2019.

The first phase of research occurred during the spring of 2019. A survey went to all 108 Club Advisors active during the 2018-2019 academic year with the expectation of a 50% return rate. This survey assessed where the Club Advisors are currently in terms of skills, motivation, and self-efficacy to understand where gaps in their knowledge existed. The pre-survey to the intervention and had questions around roles Club Advisors currently, areas Club Advisors would want additional support or information on, and their willingness to participate in formal and informal Club Advising support systems, such as in-person training or virtual resources. Demographic data collected in the pre-survey, such as years of experience as an Advisor and topical areas of the student group they directly advise, too understand the population (Brinkman et al., 2015). An example of the demographic data collected included years of experience advising a club, in

increments of five years starting at zero to twenty-years plus experience. The pre-survey, which concluded in August 2019, received 65 respondents, well above the expected 50% response rate, at a 60.19% response rate.

### **The Researcher**

I, the researcher, work as the Director of Student Engagement at the Arizona State University Downtown Phoenix campus and previously worked within Housing and Residential Life. No participants of this research study had a direct relationship with me outside of my work capacity; this was a purposeful measure to prevent conflict of interest or biases in the research study. I also developed as a practitioner throughout my Doctoral program to ensure the necessary skills acquired to conduct this research, including survey design, interview design, and several observational skills.

During this research, I was both participant and observer (Creswell, 2015). I was running and observing the workshop intervention. During the workshop, there were both individual and group tasks to remove any bias that may occur due to my presence. When the group debriefed this exercise, as a researcher, I gave little to no input on the topics to give the participants the space to be open, so there was little to no impact on their answers. I am an insider to the Club Advisor group through being a peer who also advises a Student Organization. However, I am also an outsider to the participants because I do not work with them on a day-to-day basis and working with Student Organizations is my role on campus. Additionally, my student organizations receive support through a University Department, i.e., a Student Organization versus a Student Club.

## Setting

The setting for this problem of practice is the Arizona State University Downtown Phoenix campus. The ASU Downtown location is a relatively new campus and opened its doors in 2006. The Downtown Phoenix location, in the heart of urban Phoenix, chosen for this study based my context and locus of control. The Downtown Phoenix campus is home to six undergraduate colleges including Barrett, The Honors College; College of Health Solutions; College of Integrative Sciences and Arts; College of Nursing and Health Innovation; College of Public Service and Community Solutions; and Walter Cronkite School of Journalism and Mass Communication (Downtown, 2019). Based on these Colleges and the types of degrees housed on the Downtown Phoenix campus, many consider the campus for pre-professional students or students who are on a specific career path. The majors mirror the types of Clubs and Organizations located on the Downtown campus with over 90 organizations for students to choose from, but of those, a majority of 49 associate with a student's academic major or other academic interests (OrgSync, 2019). Of these groups, there are over 100 Club Advisors providing support (OrgSync, 2019). These Advisors can come from anywhere in the University if they are formally affiliated (Advisor, 2019). When you go to the current *Become an Advisor* page on the Arizona State University website, it currently states:

“Student Club Advisors are integral to the success of the student leaders and the organization itself. Below are the resources and information to assist advisors throughout the year. Except for a few responsibilities, the advisor's role within a student organization is negotiable between the advisor and the student leaders. An

effective advisor should talk with the leaders of the organization and come to a mutual understanding about how much or how little the advisor will be involved. All faculty members, administrative, and professional staff are eligible to serve as student Club Advisors.

If you are interested in serving as a Student Club Advisor, please email:

Downtown: [downtownclubs@asu.edu](mailto:downtownclubs@asu.edu)

Polytechnic: [polytechnicclubs@asu.edu](mailto:polytechnicclubs@asu.edu)

Tempe: [tempeclubs@asu.edu](mailto:tempeclubs@asu.edu)

West: [westclubs@asu.edu](mailto:westclubs@asu.edu)” (<https://eoss.asu.edu/clubs/advisor>, 2019).

Outside of the above statements, there was no other formal documentation on the website specifically for Club Advisors, there was a Student Club Handbook, which referenced Club Advisors within its contents, but there was no formal training, handbook, or additional information available to Club Advisors on the website (Advisor, 2019). In addition to the website, there was a SunDevilSync Advisor Training Portal (Arizona State University’s name for the OrgSync and Engage platforms). However, this platform was tailored to Arizona State University’s Tempe campus, did not have any formal training present on the portal, and was only used to promote events and Student Club renewal at the time (OrgSync Training, 2019). Due to how this specific portal functioned, it was not providing resources, which Club Advisors could use to develop professional or develop their students, as the resources were tailored to another Arizona State University campus and lacked formal resources. During the summer of 2019,

Arizona State University transitioned student club platforms to Engage, however, it is still called SunDevilSync for Arizona State University. This shift to a new platform created both opportunities and challenges for Club Advisors. Club Advisors had to navigate a new system and support their students in also understanding a new system; however, the system provided an opportunity for Arizona State University Downtown Club Advisors to be able to have their portal, which currently has 63 members. To become a part of a group, members have to opt-in to the group. Having 63 Downtown Club Advisors as a part of the new landing page is promising for the growth of connection and development for these Advisors. SunDevilSync kept its name for both the OrgSync and Engage platforms to have a smooth transition for Students and Club Advisors. SunDevilSync is the common name used for both platforms on campus.

### **Participants**

The sample of participants for this study came from the Arizona State University Downtown Campus Club Advisor group during the 2019 calendar year. All participants were either faculty members, administrative staff, or professional staff at Arizona State University, which is the definition of a **Club Advisor** through Arizona State University (Advisor, 2019). Participants could have been full- or part-time employees of the University, and there were no limitations around demographics such as age, gender, or ethnicity. All participants had to be fluent in English but could speak other languages to be able to answer the questions for this research design. All Downtown Club Advisors had the option to opt into the research study. While some professionals within the study would have received formal training through Student Affairs programs, most Club Advisors have received degrees in other specific fields of study. For Downtown

expressly, only eight (8) of the 90 groups registered are advised by a current Student Affairs professional. Data was not collected on the degrees or backgrounds of the rest of the population of Club Advisors (OrgSync, 2019).

During the summer of 2019, several dates and topics for the workshops were sent to participants to be able to attend and plan for. Club Advisors received information on participation for these workshops via email, the Club Advisor portal, and through previous workshops. There were no limitations on the Club Advisors' participation in the workshops to ensure an inclusive environment for all Downtown Club Advisors.

### **Research Questions**

The following research questions were developed and designed for this study. These questions guided the development of the intervention for this study. Research question one assessed Club Advisors' motivation around their experiences with Club Advising. This research question looked at the reason why or the commonalities in behavior between participants. Research question two developed to understand what the Club Advisors understand is their skill-set and if they know what skills they need to possess. This research question assessed the gap in need around the resources needed for this cycle of research, but also to assess for future cycles of research and need. Research question three tied both motivation and skills together to understand the potential long-term impacts of the intervention and how future cycles of research can develop. Additionally, research question three measured the potential growth of participants in these areas, along with measuring their overall confidence and comfort as a Club Advisor.

RQ1: What are Club Advisors' motivations for advising a student group, and how are Club Advisors motivated in their club advising experiences?

RQ2: To what extent do Club Advisors use and understand the skills needed in their role as a Club Advisor?

RQ3: How and to what extent does the intervention support Club Advisors self-efficacy in the areas of skill development and motivation towards advising experiences?

### **Data Sources**

In this exploratory concurrent mixed methods design, surveys, memos, and interviews were used (Ivankova, 2015). Surveys used both qualitatively and quantitatively methods to collect pre-data and post-data around the intervention. The pre-survey assessed where gaps in knowledge or concerns might exist in the Club Advisors' roles. Interviews collected Club Advisors' perspectives. Interviews were conducted directly after each intervention workshop but included all intervention topics and were consistent in structure regardless of when the interview took place. Finally, memos were used throughout the intervention for the researcher to include themes from the conversations which took place during the intervention. Both qualitative and quantitative data looked at the conversations and people in the space. These three data sources were selected for this research because they were able to support the research in different ways throughout the implementation period.

### **Survey**

The survey focused on self-efficacy of Club Advisors through the constructs of motivation and skills through surveying pre- and post-intervention perceptions of their

Club Advising role on campus. The survey captured data points using the six-point Likert scale from strongly disagree through strongly agree.

Table 1  
*Organization Advising Survey Estimates of Internal-Consistency Reliability (n=40)*

Construct	Instrument items	Cronbach Alpha Pre-Survey	Cronbach Alpha Post-Survey
Motivation	Items 1, 2, 3, 4, 5, 6, 7	.887	.843
Skills	Items 9, 10, 11, 12, 13, 14, 15	.455	.657
Self-efficacy	Items 17, 18, 19, 20, 21, 22, 23	.772	.788
Overall Alpha	All items	.855	.893

Descriptive statistics analyzed the survey results of both the pre-survey (n=56) and post-survey (n=40). SPSS calculated Cronbach Alpha on both the pre-survey (.855) and the post-survey (.893). Plano, Clark, and Creswell (2010) state scores must be consistent and meaningful from a data collection instrument. The scores can be measured by Cronbach’s Alpha with a score needing to be between .7-1.0 to be considered reasonably significant (Plano et al., 2010). Based on this assessment, both the reliability measures for the pre-survey and post-survey fall within the reliability range. The first construct of motivation stayed above the threshold for the Cronbach Alpha measurement for both the pre-survey (.887) and post-survey (.843). In looking at the overall data, most questions consistently aligned between both surveys. The second construct of skills stayed below the threshold for the Cronbach Alpha measurement for both the pre-survey (.455) and post-survey (.657). In looking at the overall data, questions around resources and knowing other Club Advisors were rated lower than questions around ability or



support. The third construct of motivation stayed above the threshold for the Cronbach Alpha measurement for both the pre-survey (.772) and post-survey (.788). Again, the overall data looked consistently aligned between both surveys, with a small bump in the question around Club Advisors knowing their role as a Club Advisor.

Of the participants in the surveys who shared their gender the pre-survey had 40 females and 14 males participating and of the post-survey had 30 females, 12 males, and 1 prefer not to answer participating. 33 (out of 56 participants) of the pre-survey participants and 22 (out of 40 participants) of the post-survey participants only had two-years or less experience advising. Additionally, all participants primarily work at the Downtown campus except for two participants working at ASU online and Tempe campus in the pre-survey; and two participants working at the Tempe campus in the post-survey. All types of clubs' groups were selected in both surveys.

The survey looked at the following constructions for motivation, self-efficacy, and skills, below are the questions along with their constructs:

Survey items for motivation include:

1. I enjoy advising a club on campus
2. I have a favorable attitude towards club advising
3. I have a favorable attitude towards the role I hold as a club advisor
4. I have a favorable attitude towards attending the events my students hold
5. I am motivated by my students and what they are accomplishing
6. My work motivates me as a club advisor

Survey items for skills include:

1. I know where I can go for resources to support my club

2. I like the idea of additional support for club advisors
3. I believe having additional club advising resources is beneficial
4. I know others who also advise clubs on campus
5. I would be interested in online resources for club advisors
6. I would be interested in in-person resources for club advisors
7. My abilities allow me to engage students within my student club

Survey items for self-efficacy include:

1. I know how to communicate with the students in my club effectively
2. I am aware of the influence that effective communication with students has on their success
3. I feel confident in supporting my students through unforeseen situations
4. I feel confident in supporting my student' goals for the club
5. I am sure I can implement what I learned from additional club advising resources into my club advising
6. Having additional club advising resources is useful in carrying out the work necessary
7. I know my role when it comes to club advising

**Interview**

Interviews were also conducted immediately after each workshop in the fall of 2019. Interviews took a more in-depth look beyond the survey to understand areas of need and gaps for Club Advisors. Each interview lasted from 15 minutes to 22 minutes in length, and interviews occurred individually. Five people in total interviewed during this cycle of research.

Additionally, interviews looked at the qualitative data needed to develop additional resources and workshops. Interviews looked at the experience of the Club Advisors. Interviews also gave the researcher a deeper understanding of the survey and memo data. Interviews also triangulated the data and compared the topics discussed across instruments. All interviews occurred while recording with the permission of the participant and then transcribed for coding. The interviews consisted of the following eight questions:

1. Tell me a little bit about the student club you support on the Downtown campus and how you became involved with advising.
2. Describe your role in your student club and what skills you use in your role.
3. Describe what motivates you in your role as a Club Advisor.
4. What challenges have you faced working with your student club?
5. What have you learned and realized through advising your student club?
6. What types of resources would increase your knowledge as an organization advisor?
7. What are areas of growth you would like to improve in the next year as a Club Advisor?
8. How confident do you feel in improving in the next year as a Club Advisor?

### **Memos**

Memos were used throughout the data collection period in the fall of 2019 from August to November. After each intervention workshop, a memo was created, and two additional memos from observational field notes. The memos created after each intervention collected both quantitative and qualitative data. This data included

demographic information on participants in the workshops, notes of topics discussed during the workshops, and researcher notes on key words and thoughts for future interventions. The information from the intervention memos compared both the interview and survey datasets. The two additional memos written were created based on interactions that occurred in the Student Engagement office. These memos were created in October 2019 and September 2019. These memos consisted of topics that Club Advisors came to the Student Engagement office with, documentation of interactions with Club Advisors throughout the data collection period, and notes on how the Club Advisors learned about the Student Engagement office and resources. The two additional memos were used to support the assessment of the increased use of the office and the Club Advisors' understanding of resources. All six memos were used in the creation of the qualitative codebook and to support the data collected for each research question.

### **Intervention**

The intervention plan included a virtual resource portal for Advisors through SunDevilSync in the fall of 2019. Demographic information collected during the Student Club renewal process in April 2019, along with a set of pre-questions to understand Club Advisors' level of skills and motivation. During the fall 2019 semester, a schedule of in-person workshops occurred with assessments and inventories occurring throughout the workshop to assess to usefulness and skills acquired during the session and used for future improvement of sessions in future cycles of research. Inventories are located in Appendixes C and D. Inventories were conducted during the intervention process. Slides were also shared on SunDevilSync to all Club Advisors and posted on

the site for their reference. These workshops focused on the skills Club Advisors presented as needs in the pre-survey and gaps in skills and motivation. Post-workshop, Club Advisors had the opportunity to interview for the research to gain further insight into their experiences. The interviews included all Club Advisors interested and questions around their current skills, motivation, and use or lack of these areas for the intervention. During the close of the fall 2019 semester, after the workshops occurred, all 108 Advisors received a post-survey identical to the pre-survey in the spring.

This methodology will inform research question one (RQ1) through assessing the shift in what skills Advisors may use after intervention through surveys or the change in how they use the new skills they have learned through interviews. This methodology will inform research question two (RQ2) through understanding where the motivation was in pre-survey and how motivations may have shifted in the post-survey. This methodology informed Research question three (RQ3) through understanding how the intervention not only influenced research question one (RQ1) and research question two (RQ2) but also how it developed formal and informal practices, such as more interest in some formal settings such as training sessions or interest in informal settings such as networking activities. As the sample size was potentially as large as 108 Club Advisors, this methodology was appropriate with this size of a population for a survey while still having room for a low response rate. Additionally, there was an assumption of a higher likelihood of participation in things outside of their daily work in those who were willing to be Club Advisors due to their support of their students as well as the sessions are professional development. Finally, due to the population of Club Advisors having

other roles on campus beyond Club Advising, the need to do more quantitative assessment is critical to ensure ease of feedback and response.

Recruitment of participants was through an opt-in process for the pre-survey, and they had the option of filling out the survey with their re-registration process for their Organization. The survey completion rate of the 108 Advisors was set at 50% to exceed the needed 50 Advisors within the sample dataset. The completion rate also ensured the population for the group throughout the process stayed consistent, as Advisors can change year to year or throughout the academic year. Interviews were through stratified sampling during the beginning and end of the assessment period by dividing Advisors into smaller sub-groups randomly, which represent vital characteristics such as years of experience, gender, etc. All Club Advisors who supported an Arizona State University Downtown Club qualified for the study, excluding myself and other staff members of the Student Engagement office. In this study, no Students from other Arizona State University locations took part, but faculty and staff who support Arizona State University Downtown Organizations may have a role on another campus.

### **Data Collection**

This study used pre- and post-survey data collection methods, found in the Appendix, where participants completed the pre-survey in late spring of 2019 and completed the post-survey in late fall of 2019. This study also used interviews to collect enriched data throughout the fall of 2019 to improve the intervention for future cycles of research, to understand why an Advisor would or would not use the intervention, and to understand the growth of participants throughout the fall 2019 semester.

Table 2  
*Study Participant Summary*

Pre-survey participants	56	**68 total including partial surveys
Skill Building Workshop participants	20	All completed inventories during the workshop
Post-Skill Building Interviews	3	
Motivation Workshop participants	18	All completed inventories during the workshop
Post-Motivation Interviews	2	
Post-survey participants	40	**52 total including partial surveys
Online portal participants	63	

The surveys used had both close-ended and open-ended questions for participants to answer. The interviews consisted of semi-structured, open-ended questions for the participant to answer (Brinkman et al., 2015). Questions for both instruments consisted of an assessment of skills, motivations, and intentions supporting the two areas, as mentioned earlier. The interview recordings happened electronically using a voice-recorder application on an iPhone. All survey and interview participants were shown and given a copy of a consent form and could pull consent at any time. No survey or interview occurred without gaining consent before the start of the survey or interview. I transcribed each interview.

Each research question had qualitative and quantitative data collected. Interviews were conducted after each workshop to answer RQ1 and RQ2 qualitatively. Interviews were identical regardless of which workshop they occurred after and consisted of all three of the research questions. Memos were also created following each workshop to assess the conversations around the topics of motivation and skills. To answer RQ1 and RQ2 quantitatively, pre-surveys and post-surveys were conducted to assess were Club

Advisors were at in terms of skills and motivation before and after the intervention. Both the surveys and the interviews supported answering RQ3. Surveys determined if there was marked improvement around self-efficacy for RQ3. Club Advisors were asked questions around their perceptions of confidence and growth in the role to assess RQ3. Table 4 shows a codebook defining topical areas found in the study and sources assessing each research question.

Completing the pre-survey or post-survey did not impact the ability to participate in the workshops or interviews. While participants created unique identification to connect their pre-survey to their post-survey, only one participant created matching identifications. Due to the anonymity of the surveys collected tracking of which participants participated in the data collection could not be conducted. Of the workshops, all but two participants completed both workshops, with the two participants not attending the second workshop. All interviews were conducted post-workshops, thus all interviews directly connected to the interventions. Some participants of the workshops shared they completed the survey; however, this cannot be confirmed.

### **Data Analysis**

Data analysis for surveys used Qualtrics, SPSS, and the use of descriptive statistics (Field, 2013; Green et al., 2014). Descriptive statistics calculated the mean, median, mode, and standard deviation of each survey question and the overall constructs of motivation, skills, and self-efficacy (Field, 2013). A t-Test statistic matrix compared constructs and connections between questions and Coefficient Alpha Estimate of Reliability for items within each construct (Field, 2013). An additional



assessment occurred to compare demographic data information against constructs, including a Crosstabs Report of Frequency, Factor Analysis, and Simple Regression (Field, 2013). Through these tests, I was able to assess the connection between questions, the effectiveness of the survey, and the validity of the questions asked of the participants.

Data analysis for interviews included transcribing and coding the data (Creswell, 2014). Coding consisted of looking for common themes among the participants and aid in combining the different experiences of the participants (Charmaz, 2014). Codes were manually developed and employed coding software. Constant comparison happened at each phase of coding aligned with the previous phase, and as new themes emerged, they became part of the coding process (Charmaz, 2014). Codes were developed through emerging and ground theory see table 4. Codes were developed through the words used directly by the interviewees and combining interviews to compare the language. The first two interviews were coded, and then the second set of interviews was applied to the first two. From this process, new or more complex codes were developed. Codes were assessed through a multi-meaning and member checking with the Club Advisors engaged in the process.

Data analysis between both surveys and interviews took place to align themes across both sets of data and to understand how both sets of data inform one another. By applying these three data methods, triangulation occurred to support the end findings of the data collected and to develop future cycles of action research post the data analysis process.

Table 3  
*Data Analysis; Club Advisors skills and Motivation*

Research Questions	What is it measuring	Data Collection	Data Analysis
RQ1: What are Club Advisors' motivations for advising a student group, and how are Club Advisors motivated in their club advising experiences?	Motivation towards Student Organization	Pre- and Post-Survey instrument conducted in late spring and again in late fall to assess motivation	Analysis of surveys for the development of the intervention and assessment of change
	Motivation towards Club Advising Motivation	Interviews conducted post-workshops to assess motivation  Creating memos around field notes	Transcribing and coding interviews for common themes
RQ2: To what extent do Club Advisors use and understand the skills needed in their role as a Club Advisor?	skills of the student and Club development	Pre- and Post-Survey instrument conducted in late spring and again in late fall to assess skills  Interviews conducted post-workshops to assess skills	Analysis of surveys for the development of the intervention and assessment of change  Transcribing and coding interviews for common themes
	Use of skills in their role skills	Creating memos around field notes	
RQ3: How and to what extent does the intervention support Club Advisors self-efficacy in the areas of skill development and motivation towards advising experiences?	Changes in skills used Club Advisor role	Pre- and Post-Survey instrument conducted in late spring and again in late fall to assess self-efficacy	Analysis of surveys for the development of the intervention and assessment of change
	Further motivation in role  Belief in future changes in motivation and skills in Club Advisor role Self-efficacy	Interviews conducted post-workshops to assess self-efficacy  Creating memos around field notes	Transcribing and coding interviews for common themes

Table 4  
 Qualitative Data Codebook  
*\*\*Includes data from interviews, workshops, and open-ended survey questions*

Research Question	Construct	Code Name	Sub-Code Names	Sources
RQ 1	Motivation	Involvement	Students Experience Conferences Advising	Survey Interview Memos
RQ1	Motivation	Barriers	Time People	Survey Interview Memos Inventories
RQ1 & RQ2	Skills and Motivation	Balance	Problem-solving Continuity Passion Guidance	Interview Memos Inventories
RQ 2	Skills	Student Leadership	Retention Ownership	Interview Memos
RQ2 & RQ3	Skills and Self- efficacy	Resources	Training Inquisitive wiliness Connection Opportunity	Interview Memos Inventories
RQ3	Self- efficacy	Confidence	Ability to grow Proactive	Survey Interview

### Validity and Trustworthiness

Controlling for validity and trustworthiness of the data happened in two main ways. One was triangulation, by using a survey instrument, observing Advisors' use of the intervention, and interviews throughout the cycle of research. The other was via tests on the data collected to compare and analyze the data in several ways, using descriptive statistics, constant comparison, and the triangulation as well.

Three types of threats could have occurred to this specific data set. The first was a history threat; events outside of the study during the same period can influence the outcome (Smith et al., 1987). This threat could influence the study by club Advisors taking part in other resources at the same time as the study happened or through personal events occurring in their lives and then influenced their retention in their roles as Advisors. There are some ways I can maximize this validity to assess outside factors as the study is occurring, such as asking Advisors where they receive support. Additionally, having a bigger pool of Advisors would help to protect the data from outliers who may need to leave their roles as club Advisors.

Testing and pretest sensitization threat, or when participants learn through the assessment used versus the intervention (Smith et al., 1987), is another threat to this study. This threat would most directly influence my study based on the survey the participants would take. Additionally, with these types of questions, participants could have said they fully understand or agree with something even though it would not be accurate. I was leaning towards either not doing a survey or only survey on specific parts of the problem and not all pieces, for example, while compliance is a concern if I ask them about following University policies, all surveyed would say they do to “look good” or not “get in trouble” even though it is an anonymous survey.

Mortality/Attrition threat or when participants drop out of the study (Smith et al., 1987), is the final threat to this study. This threat is something I was the most concerned about in doing my research. Most Advisors have no connection to our office, Student Engagement. If this is the case, building up relationships was vital in ensuring participants do not drop. Additionally, creating resources, Advisors find beneficial, and

not a waste of time was to be critical to the process. From the research design point of view, getting their buy-in was vital. Through the awareness of these threats and the precautions taken, the validity and reliability of the data will be present.

**Timeline**

The timeline for this research was from the end of spring 2019 until the end of fall 2019, see table 2. A pre-survey occurred in April 2019, with the intervention developed during the summer of 2019, and implemented in the fall of 2019. Interviews and intervention assessment surveys happened throughout the intervention, with a post-survey conducted in November 2019.

Table 5  
*Intervention Timeline: Spring 2019-Spring 2020*

Activity/ Month	2019-2020									
	5	6	7	8	9	10	11	12	1	2
Implementation of pre-survey for Club Advisors in Student Club renewal process (Opened May 1st)	█	█	█	█						
Development of ASU-Downtown Club Advisor portal and content	█	█	█	█						
Testing of portal and development of workshop content	█	█	█	█						
Add Club Advisors to portal and promotion of intervention begins (Opened August 1 <sup>st</sup> )				█	█	█	█			
First dissertation workshop occurs, and post-workshop outreach for interviews happens						█				
Second dissertation workshop occurs, and post-workshop outreach for interviews happens							█			
Implementation of post-survey (Opened November 6 <sup>th</sup> )							█	█		
Data collection				█	█	█	█			
Data analysis				█	█	█	█			
Written Report							█	█	█	█

## **Chapter Summary**

Introduction to the research methodology occurred for this mixed method, multiphase study (Creswell, 2014) regarding Club Advisors' motivation, their understanding of their role as a Club Advisor, and how the intervention supports Advisors' development of skills through an intervention. A discussion of the research questions, research design, data collection, and data analysis all outline specifics on how the study occurred and how the study fits within my context. This approach allowed for not only the understanding of what skills Club Advisors had but how motivation influences the Club Advisors' ability to retain and use those skills. This chapter supported the goal of Chapter 4 in providing the foundation for the research results and assessment of the data sets.

## Chapter 4

### DATA ANALYSIS AND RESULTS

In the previous chapter, I introduced the need for formal practices around Club Advising and the need for an expansion of existing research. This chapter will present my findings from the cycles of research discussed in the previous chapter alongside the perspective provided by the supporting literature and methodology. This research study was conducted through surveys, interviews, and memos to assess the intervention of workshops in supporting Club Advisors in their development of skills, motivation, and self-efficacy.

#### **Research Questions**

Research questions guided how to support the development of an intervention for campus Club Advisors. The following research questions were developed and designed for this study around the need of Club Advisors, previous research conducted, alignment of the problem, and the interventions used:

RQ1: What are Club Advisors' motivations for advising a student group, and how are Club Advisors motivated in their club advising experiences?

RQ2: How do Club Advisors use and understand the skills needed in their role as a Club Advisor?

RQ3: How and to what extent does the intervention support Club Advisors self-efficacy in the areas of skill development and motivation towards advising experiences?

For each research question, both quantitative and qualitative data were reported. Quantitative data was reported first and qualitative data second. Results

analyzed from the quantitative data include descriptive statistics from a pre-survey administered during the summer of 2019, post-survey administered during November of 2019, and instruments used throughout the workshop interventions. These instruments included a Club Advisor skill inventory, a love language (a way to measure motivation and recognition) inventory, and SMART goal setting guide. Results analyzed from the qualitative data included the detailed description from a pre-survey administered during the summer of 2019, post-survey administered during November of 2019, interviews conducted following each workshop intervention, and the intervention workshops themselves.

### Quantitative Analysis

Quantitative data was collected through a pre-survey and post-survey. A t-test was conducted to compare the two datasets. The t-test was selected due to the smaller participant number and due to the random sample population or inferential statistics (Field, 2013). Based on the below t-test conducted between each construct and overall pre-survey and post-survey, there is a low confidence level incorrectly guessing the null hypothesis within 95% accuracy, the alpha level criteria were chosen for the t-test for each construct, however, the survey overall had a high confidence level.

Table 6  
*Organization Advising Survey t-test for pre-survey and post-survey (n=40)*

Construct	Instrument items	t-test (0.05)
Motivation	Items 1, 2, 3, 4, 5, 6, 7	.527
Skills	Items 9, 10, 11, 12, 13, 14, 15	-.756
Self-efficacy	Items 17, 18, 19, 20, 21, 22, 23	.121
Overall	All items	-.014

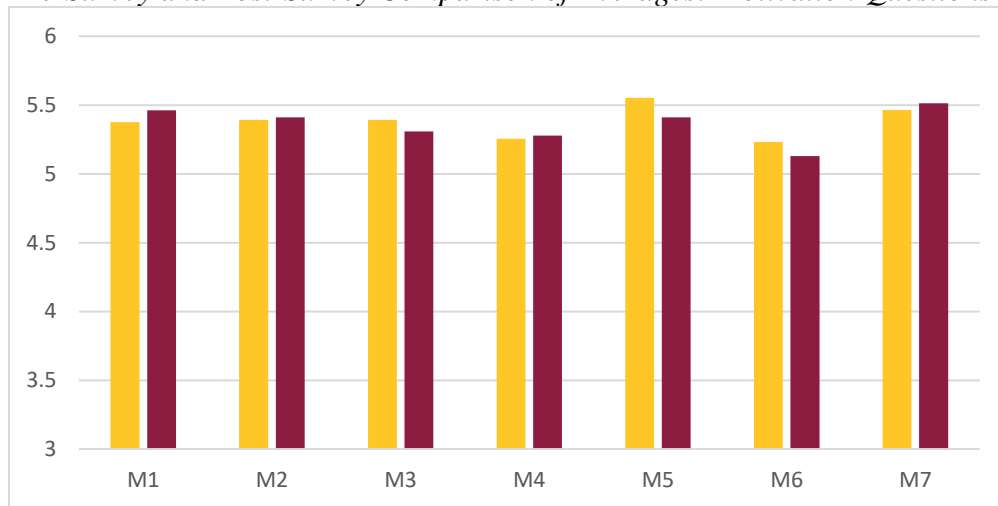


**RQ1: What are Club Advisors’ motivations for advising a student group, and how are Club Advisors motivated in their club advising experiences?** While RQ1 directly relates to qualitative analysis, the data below was collected to assess the change in experiences during the period in which the study was conducted. While overall, the pre-survey and post-survey had a similar response, there is a slight overall decrease in motivation in comparing the data points. While the pre-survey has a higher mean (m=5.37) and median (5.43), the post-survey shows a more considerable change in the standard deviation than the change of the mean or the median. A looser range of answers may indicate improvements for some but not all participants or merely an artifact of the reduced sample size in the post-survey.

Table 7  
*Survey Means, Medians, Modes, and Standard Deviation (n=40): Motivation*

Survey type	Mean	Median	Mode	Standard Deviation
Pre-Survey	5.37	5.43	6	.56
Post-Survey	5.23	5.21	6	.89

Figure 1  
*Pre-Survey and Post-Survey Comparison of Averages: Motivation Questions*



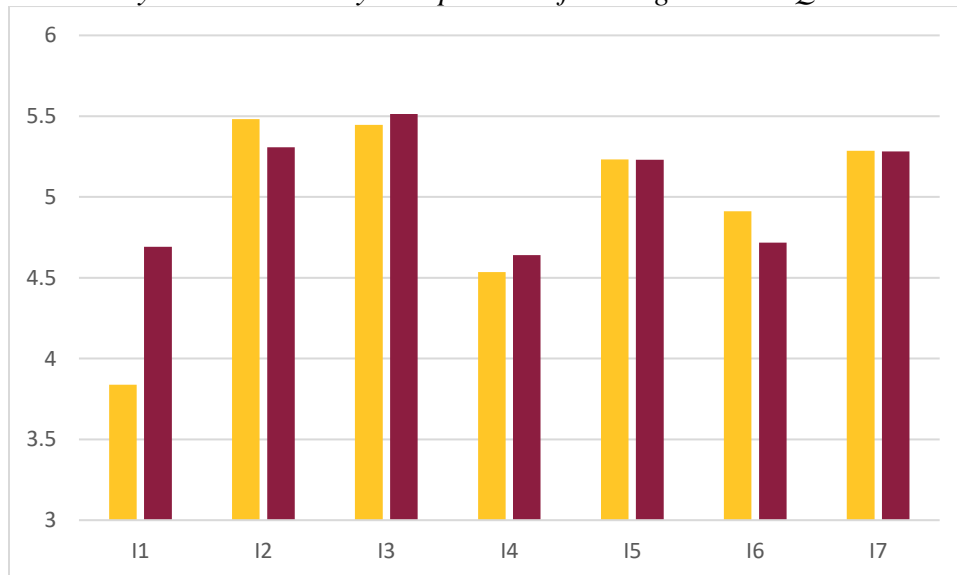
**RQ2: How do Club Advisors use and understand the skills needed in their role**

**as a Club Advisor?** While RQ2 also directly relates to qualitative analysis, the below data was collected to assess the change in experiences during the period in which the study was conducted. A more considerable change in responses for the skills competency between the pre-survey and post-survey. In particular, the statement *I know where I can go for resources to support my club* increased by almost a full Likert point (.85). The mean median indicates an apparent increase in overall positive responses.

Table 8  
*Survey Means, Medians, Modes, and Standard Deviation (n=40): Skills*

Survey type	Mean	Median	Mode	Standard Deviation
Pre-Survey	4.96	4.93	5	.45
Post-Survey	5.05	5.14	5	.55

Figure 2  
*Pre-Survey and Post-Survey Comparison of Averages: Skills Questions*

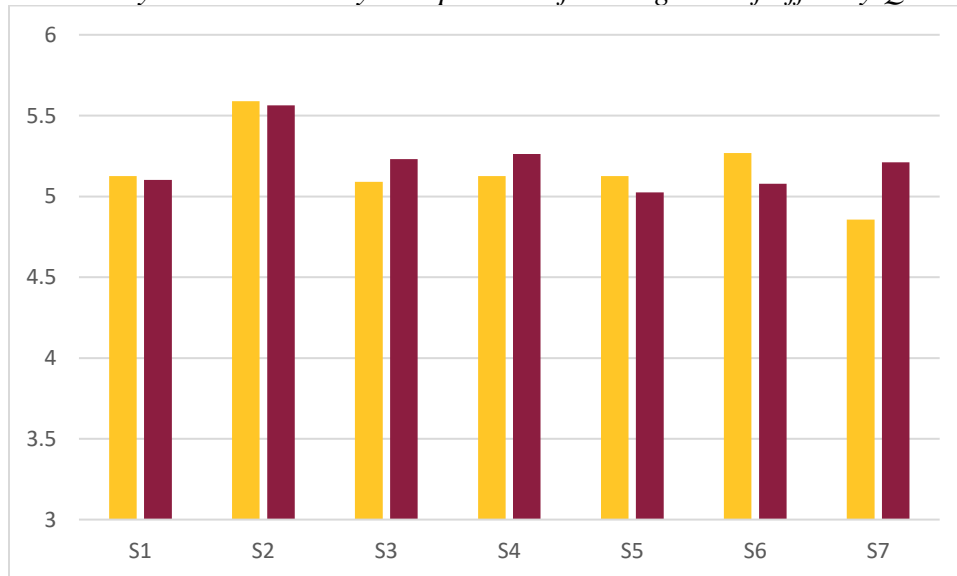


**RQ3: How and to what extent does the intervention support Club Advisors self-efficacy in the areas of skill development and motivation towards advising experiences?** RQ3 directly relates to quantitative analysis through the assessment in change over time. While overall, the pre-survey and post-survey had a similar response, there is a slight overall increase in self-efficacy in comparing the data points. One data point, the statement *I know my role when it comes to club advising*, was the next most considerable change in comparison from the pre-survey to the post-survey by over a third of a Likert point (.35). Overall, the post-survey shows a slight increase in all areas except for mode.

Table 9  
*Survey Means, Medians, Modes, and Standard Deviation (n=40): Self-Efficacy*

Survey type	Mean	Median	Mode	Standard Deviation
Pre-Survey	5.14	4.86	5	.47
Post-Survey	5.18	5	5	.55

Figure 3  
*Pre-Survey and Post-Survey Comparison of Averages: Self-efficacy Questions*



## Qualitative Analysis

Table 10

*Qualitative Data Codebook: Definitions*

\*\*\*Includes data from interviews, workshops, and open-ended survey questions

Research Question	Construct	Code Name	Definition
RQ 1	Motivation	Involvement	How actively engaged both Club Advisors and students to participate in the club groups of which they are part.
RQ1	Motivation	Barriers	The obstacles in the Club Advisor's way.
RQ1 & RQ2	Skills and Motivation	Balance	Where skills and motivation meet for a Club Advisor to remain steady and upright.
RQ 2	Skills	Leadership	When someone supports others in moving forward.
RQ2 & RQ3	Skills and Self-efficacy	Resources	Assets someone needs to be effective; specifically, the need and understanding of these assessments.
RQ3	Self-efficacy	Confidence	A feeling of certainty in self; specifically, the confidence to succeed.

**RQ1: What are Club Advisors' motivations for advising a student group, and how are Club Advisors motivated in their club advising experiences?**

Qualitative and quantitative data were collected and used to analyze RQ1. Both positive and negative motivating factors emerged from this data, resulting in the definition of three themes: involvement, balance, and barriers. The first theme, involvement, was used to answer the first half of RQ1 and address what Club Advisor motivations are. The second and third themes, barriers, and balance were used to

answer the second half of RQ1 and address how Club Advisors are motivated both positively and negatively in their club advising experiences.

**Involvement.** Involvement is an umbrella term used to describe how actively engaged both Club Advisors and students to participate in the club groups of which they are part. The first of the three themes of motivation, involvement, plays a critical role in a Club Advisor's connection to their student group. Based on qualitative data, interviews, and workshop memos, Club Advisors seemed to have a positive, interconnected relationship between their motivation to do well as an Advisor and to be involved as a Club Advisor.

In interviews, Club Advisors shared their *experiences as students* and how those experiences directly related to the groups they support today in their roles as Club Advisors. Even more impressive, the majority of Club Advisors interviewed, four out of the five, shared that they were directly a part of the exact club they currently advise. The fifth Club Advisor had been a part of a different but still similar group. This pattern showed a connection between involvement as a student and involvement as a faculty or staff when in a club.

In interviews, the majority three out of the five Club Advisors shared their experiences at *conferences as a student*. All three shared how these experiences supported their connection and a longer commitment to the groups they were a part of as students or now as Club Advisors. The two who did not speak to conferences in their student experiences did share of other lasting experiences as a student that impacted them, such as hosting events on campus or running for a role on campus as a student. Regardless of the experiences, all interviewees could express their

experiences and involvement as creating deeper connections to what they do today. While there was no direct question asking about these types of experiences within the interview, they still came up, which observationally shows the importance of the connection these people made to the groups of which they are part.

Additionally, during the workshops, participants spoke to these types of experiences when speaking on the experiences of students and the connection to their club. One participant shared, “I’ve been involved with (my student group) since I arrived in 2016, but it was based on my involvement since 1967 in previous states at the local, state, and national levels.” This statement, among others, shows a longtime commitment to the organization they advise.

The third area of involvement was the *perception of involvement* that the Club Advisors had with their student groups. Throughout the workshops, the Club Advisors would share how they viewed their role, especially in terms of motivating students. Many Club Advisors shared difficulty motivating students beyond their first year or two at the university due to the high demand of the majors on the campus and the students shifting their focus solely to academic work, even when the club is academic. One participant shared, “Their (the students) motivation shifts from doing what they think is fun to doing what they think they have to, to be competitive.”

Club Advisors agreed in their struggles to motivate their groups to grow and the student’s role in leading the groups. The Club Advisors shared the importance of the student groups being student-run. One Club Advisor shared that viewed themselves as a ‘consultant’ and not as a Club Advisor. They held this view because they felt a consultant is only called upon when the students want help, whereas an

Advisor is present to provide support along the way regardless of whether the students want the Club Advisor's help. This point of view was not shared consistently throughout the group as each Club Advisor shared their unique way of supporting students, which aligns with the literature around the idea of advising styles.

**Barriers.** Barriers is an umbrella term used to describe the obstacles in the Club Advisor's way, for this instance, regarding motivation. The second of the three themes of motivation, barriers are a way Club Advisors describe demotivators in their experiences. Based on qualitative data, interviews, surveys, and workshop memos, Club Advisors seemed to have several obstacles in their way when it can to their perceived motivation and success in their roles.

The first and most persistent barrier was *time*. Throughout conversations, workshops, interviews, and surveys, Club Advisors consistently spoke about time, not having enough of it. One participant surveyed shared, "times that events are planned do not often work with my already full schedule; thus, I don't get to attend many of their events." Another surveyed participant shared when thinking about obstacles in their role as a Club Advisor, "Time, as with anything prioritizing the most important things and trying to focus energy on those things." Time throughout the workshops also was a consistent topic of concern of Club Advisors, many sharing the struggles of having enough time to develop the students or be a 'good' Club Advisor. Time was also a high motivating factor of whether a Club Advisor believe they were doing a 'good' job or should not be a Club Advisor at all. In an interview, one Club Advisor shared that if they did not have support from their department to advise their student

group, and they believed themselves lucky to have the support they did from their department.

Club Advisors also shared a barrier of *the people within the group*. Club Advisors throughout the workshops shared areas they were struggling with their groups and asked the other Club Advisors for suggestions. Time after time, each workshop had Club Advisors sharing stories of the personalities of their groups, the lack of investment from their student leaders, or the dynamics between the Club Advisors if they were in a co-advising situation. Throughout the examples, the Club Advisors shared there was a consistent theme of people being a barrier to the Club Advisors feeling motivated in supporting their student group. Throughout the interviews, Club Advisors shared the internal struggles they were having with student leadership. Four out of the five interviewees shared a story or an example of their current struggles with students who were leading the group. One interviewee shared their experiences with students in their senior year, not having the focus to be able to lead, and the Club Advisors desire to have the student group shift to having younger leadership. While she shared this example, she also spoke about the struggles of keeping the student group student-run while also ensuring the group was growing in a direction that is sustainable for the organization. This dilemma shows the complexity of being human and finding the balance in motivating the students but also motivating yourself as the Club Advisor to do what you believe is best for the group.

**Balance.** Balance is an umbrella term used to describe where skills and motivation meet for a Club Advisor to remain steady and upright. The last of the three themes of motivation, balance, is one-way Club Advisors describe motivators in their



experiences. Balance is also the first of three ways Club Advisors describe their skills. Based on qualitative data, interviews, surveys, and workshop memos, Club Advisors seemed to have several ways they find balance in their role to be motivated and skilled in their work.

The way balance connected to motivation was through *passion and commitment*. Club Advisors shared the importance of being passionate about this work time and time again. Club Advisors could not help but show the passion they had for their students through not only the things they said but the way they said them with emotion. All the Club Advisors I spoke to spoke with passion when talking about their students, the challenges, and the successes of their groups. The Club Advisors cared.

Club Advisors also shared the importance of *continuity*. This theme, while not always formally said, continued to come up as a role Club Advisors play, even when they were not aware of it. Not only was this a theme that emerged as an area of skill, but also an area of challenge for many Club Advisors. Club Advisors spoke of turnover in other Club Advisors and students, which in turn created a focus for them on supporting the history or context for the group. This topic did depend on years advising based on the person, with those advising a group for a more extended period seeming to have more concern around this area. However, even Club Advisor, as new as two weeks advising had concerns around this topic, but it was forming a different point of view, focusing on what context they needed to learn to be able to provide the continuity to the group.

**RQ2: How do Club Advisors use and understand the skills needed in their role as a Club Advisor?**

Qualitative and quantitative data were collected and used to analyze RQ2. An understanding of how advisors use and understand skills emerged from this data.

Four themes developed from this data: balance, resource need, student leadership, and resource use. The first two themes of balance and resource use to answer how Club Advisors understand skills. The third and fourth themes of student leadership and resource need answered how Club Advisors use the skills needed in their roles.

**Balance.** Balance is an umbrella term used to describe where skills and motivation meet for a Club Advisor to remain steady and upright. The first of the three themes of skills. Based on qualitative data, interviews, surveys, and workshop memos, Club Advisors seemed to have several ways they find balance in their role to be skilled in their work.

*Guidance* was one of the most common words used throughout the workshops. Even when conducting separate workshops, the Advisors still used this word or talked about their experiences in guiding students. *Guidance* not only described the Club Advisor role but in some cases, the Club Advisor preferred to be called a guide or consultant instead of a Club Advisor. Regardless of what the participants wanted to be called, they agreed that the primary role of a Club Advisor was to guide and support students. Almost all Advisors in the skills workshop spoke about improve around the skill of guidance in their SMART goal development. The Club Advisors wrote about how they want to continue to improve in providing advice around the development of their groups, navigating university policies, and supporting their students in knowing

their resources. While all these areas touch many different types of skills, guidance is an underlying foundation of being able to navigate any of these and other topics.

“My role as an advisor is to provide guidance and to provide oversight as they go about doing their activities. I believe that as an advisor, your role is to ensure they are running the group properly and to provide any information about resources or avenues they can explore and trying to accomplish their goals. However, I believe a good advisor also leaves it upon the students to run their group to make it a vision of their own. The advisors are (there) to advise not to take over and run the group how they want it ran, it is a student group so the students should run the group to accomplish the goals they perceive as important,” interview participant.

All Club Advisors interviewed talked about being someone who works with their students to *problem-solve*. They understood the need to support their students through difficult decisions. Additionally, they used problem-solving to share what difficulties they were having with the students or club itself, sharing their internal struggles in the role. All Club Advisors appeared to be competent in problem-solving but did not always have the solutions or know all the options to provide for their students; this is where I observed there might be gaps in understanding of resources on campus. The gap was observed throughout the workshops as Club Advisors would share where they struggled and gave advice to one another. Club Advisors did see the importance of problem-solving. They expressed as such throughout the skill workshop inventories, placing ‘Be a problem-solving agent’ as their second overall choice of skills they use as a Club Advisor.

Table 11  
*Top Advisor Skills Inventory*

#	Skill Workshop; Advisor responses 2019	Advice for Advisors; Advisor responses 2006, Dunkle
1	Motivate and encourage members	Serve as an information resource
2	Be a problem-solving Agent	Serve as a university liaison
3	<b>Be an interpreter of university policy</b>	<b>Be an interpreter of university policy</b>
4	Meet with the executive board	Motivate and encourage members
5	Serve as an information resource	Provide continuity for the organization

**Leadership.** Leadership is an umbrella term used to describe when someone supports others in moving forward. The second of the three themes of skills, leadership, is something both students and Club Advisors provide to their clubs. Based on qualitative data, interviews, and workshop memos, Club Advisors often spoke around their development of Student Leadership in terms of their skills.

When Club Advisors spoke about concerns within their groups, whether during interviews or the workshops, they were concerned about the *retention* of their student leadership and hoped they were able to support their students fully. Club Advisors recognized the concern but vocalized not having the skills to know how to retain their student leaders or creating pipelines for student leaders for their groups. One interviewee shared, "...And the retention, as you know, when students get more involved with school as time goes on, unfortunately, something has to give, and a lot of times it might be a club, they're involved in because they're doing an internship or they're working a job now to make more money or something, so I think retention is a challenge a lot of groups face."

Club Advisors also focused on the understanding of how to build their skills as a Club Advisor while also instilling *ownership* of the group in the Student Leaders

who run the group. One participant in the workshop shared their struggles with supporting the ownership within their group. "...Something that they feel an ownership with the group because that's going, that's going to help increase the retention, whenever the student feels that a group is part of them, they are going to do whatever they can to make time for it if they feel it's something they go to a meeting and it's whatever and they maybe get free food, and whatever it might be, when something else more important comes up, they're just going to brush it to the side, so I think increasing that sense of ownership in the club is very important." This statement encompasses what other Club Advisors also shared around the idea of ownership, the importance of a genuine connection, and passion for the groups in which students are involved.

**Resources.** An umbrella term used in this dissertation to describe assets someone needs to be effective and the need and understanding of these assets. The last of the three themes of skills, resource need, is critical in understanding what advisors need in their roles. The resources area is also the first of the two areas of self-efficacy. Resources from both qualitative data and quantitative data; interviews and workshop memos, Club Advisors understand what resources they need, but may not know where to find their resources.

Club Advisors spoke to the need for Club Advisor resources in the development of their skills as a Club Advisor. The needs expressed by Club Advisors included training, help in general with their student group, understanding of processes such as general group funding or university policy, understanding of opportunities open to their group across the University, and overall gratefulness around the workshop experiences

they were having. One participant in the very first skills workshop said, “In my four years of advising on the Downtown ASU campus, this is the first time I got my questions answered and resources provided to me. Thank you.”

Club Advisors shared want for *training* resources. Throughout each experience, the Club Advisors shared the need for additional support. One survey participant shared, “This was my first year advising a brand-new club (so officers are first-time, too). We are all learning as we go. I wish there were some club advisor training sessions.” Advisors shared wanting help in assessing and improving the skills they have as well as wanting training sessions that were interactive and idea-generating. Club Advisors also talked about the importance of the students they are working with being trained as well. One Club Advisor shared, “Many of our members are first-generation and do not know how to run a club. I continuously work with them to provide support, training, and knowledge about ASU resources. Also, I encourage them to attend training offered by Student Engagement.” The importance of training came up during both the pre-survey and post-survey, workshops, interviews, and informal settings with Club Advisors.

When it was not directly shared, there was an overarching feeling of Club Advisors looking for *opportunities* when it came to resources. Club Advisors did not merely want training or resources but wanted interaction with others and the opportunity to develop beyond the necessary skills provided to them through the workshops. Club Advisors shared wanting to “creating practices to help future students & advisors,” “Building student leaders,” and “help my students’ network with other clubs to learn more about student leadership at the college level.” Club Advisors

do not merely want to advise; they want to build innovation, become visionaries, and see students succeed at the highest level.

**RQ3: How and to what extent does the intervention support Club Advisors self-efficacy in the areas of skill development and motivation towards advising experiences?**

Qualitative and quantitative data were collected and used to analyze RQ3. Two key themes emerged from the data around the idea of self-efficacy. These themes included resources used and the overall confidence the Club Advisors had. The first theme of resource use directly tied to how Club Advisors would use the intervention and the second theme of confidence tied to what extent the Club Advisors used the intervention. Self-efficacy also directly tied to other components of RQ1 and RQ2; however, resources used and confidence were the two most directly aligned codes which emerged in the data.

**Resources.** Resources is an umbrella term used to describe assets someone needs to be effective; accurately, the need and understanding of these assessments. The first of the two themes of self-efficacy, resource use is critical in understanding the long-term effects of the intervention. Resource use from both qualitative data and quantitative data, interviews, and workshop memos.

The Club Advisors spoke to a *wiliness to use resources* and improve in their practice. Club Advisors throughout the process spoke with or about passion for their groups. Club Advisors shared how student-focused and centered they were, even in the way Club Advisors spoke, you could see how much they cared for their students. Club Advisors also understood the “line,” which comes with Club Advising, meaning they

were aware of what was appropriate for a Club Advisor to do or say to students. One Advisor in a survey wrote, “Motivating the students to accomplish goals without doing the work for them! I let them know I am available to help but also encourage them to accomplish things without my help. It's a fine line...” While there were skills the Club Advisors wanted to improve in or skills, they were not fully aware they should work on, they all seemed to understand these few primary areas of advising.

The Club Advisors were also *inquisitive*, showing care beyond what was in front of them. Observed outside of the formal data collection settings, Club Advisors reached out, asking about the expansion of the workshops, asking if there would be online sessions in the future. Club Advisors also reached out about the future topics of the workshops for the spring semester. Club Advisors called the Student Engagement office throughout the fall semester asking for support with their groups, which was not observed in the same frequency in previous semesters. Club Advisors showed they had an investment in the groups they were supporting through these additional actions beyond the structured intervention.

Additionally, throughout the workshops, Club Advisors asked questions beyond the content. Club Advisors wanted to understand better the skills they should be developing, how to motivate their students, and what resources were available to their students. The Club Advisors were actively engaged and involved throughout the process.

The Club Advisors also showed a want for *connection* with other Club Advisors. After each workshop, Club Advisors stayed back talking to one another. One workshop participant shared, “I think with the training more of a conversational, group training where you are speaking with advisors and people that are working with other types of



groups just because I think that is when you hear a lot of great ideas that have worked for other groups that you may never think of or might not have thought of implementing in your group, so I think that when you get into a group where people share ideas.” Club Advisors want to hear other passions and what experiences other Club Advisors are doing through, even when it does not relate to what they are doing. This thought of connection permeates throughout the experiences of this study, the care, and concern for others. The Club Advisors wanted to use one another as a resource.

**Confidence.** Confidence is an umbrella term used to describe a feeling of certainty in self; specifically, the confidence to succeed. In the second of the two themes of self-efficacy, confidence was used to understand the long-term effects of the intervention. Both qualitative data and quantitative through data, interviews, and surveys were used to assess confidence.

Throughout the interviews, all five interviewees shared confidence in their *ability to grow* within the next year as a Club Advisor. Some shared complete confidence without hesitation. One interviewee shared, “Very confident. If I’m not confident, I shouldn’t be doing it (Advising),” and others shared confidence but had to think through where they would pull confidence. Another interviewee shared, “I think I’m confident, I’m confident. I decided that I need to be more active and I must be a little bit proactive in this, and by just coming now you’ve heard from me a lot, all my little questions, so that’s good to know that there’s somebody for us to reach out to, you know.”

Club Advisors also shared their excitement to be *proactive* in the future. One participant shared, “I am excited about the new resources in place, and I am looking forward to being able to use them with my students.” Club Advisors throughout this

process shared wanting to be more engaged in the process. Several Club Advisors reached out throughout the intervention with apologies when they were unable to attend, which shows me the importance the intervention had to them, even when other things can get in the way. The proactiveness of the Club Advisor group shows the time and investment they will continue to put into the intervention beyond this study.

### **Summary**

Both quantitative and qualitative data answered all three research questions through surveys, workshop interventions, inventories, interviews, and observations.

#### **RQ1: What are Club Advisors' motivations for advising a student group, and how are Club Advisors motivated in their club advising experiences?**

RQ1 was answered through involvement answering what Club Advisors' motivations are and barriers negatively motivating Club Advisors and balance positively motivating Club Advisors within their experiences as Club Advisors. Within each of these areas, the Club Advisors shared their experiences as students themselves and being able to problem-solve, show passion for their groups, but also reveal the struggles that come with club advising. Balance is the connection point from RQ1 to RQ2, linking the importance of the development of balance as a skill, but balance as a motivation in their role.

#### **RQ2: How do Club Advisors use and understand the skills needed in their role as a Club Advisor?**

RQ2 was answered through understanding how Club Advisors balance their role while also supporting the student-run function of clubs through using the skills they have learned. Club Advisors also understand the skills they need through their

connection with the student leaders they work with and the issues they face. Lastly, Club Advisors use resources as the connection point between RQ2 and RQ3 in using and understanding resources, but also in their long-term growth as a Club Advisor.

**RQ3: How and to what extent does the intervention support Club Advisors self-efficacy in the areas of skill development and motivation towards advising experiences?**

RQ3 was answered through understanding how and to what extent Club Advisors express using resources beyond the intervention and feel confident in their role. Through the inquisitiveness, wiliness, and connection to other Advisors, Club Advisors showed they wanted more experiences beyond in intervention. Club Advisors expressed confidence in their roles through interviews and within workshops, but also shared wanting to be more proactive in the future to continue to grow.

**Chapter Summary**

The data collected around the three research questions developed for the study were analyzed. The ways both quantitative and qualitative data answered all three research questions were shown through the surveys, workshop interventions, inventories, interviews, and observations. RQ1 looked at Club Advisor involvement, barriers, and balance. RQ2 assessed balance, student leadership, and resources. RQ3 looked at resources and confidence in their role. The goal of the final chapter provides the research results and assessment of the data sets which were analyzed in this chapter.

## Chapter 5

### CONCLUSION

The purpose of this study was to understand what skills and motivation current Club Advisors at Arizona State University Downtown have and determining when intervention occurs if their self-efficacy around club advising increases. The three key areas identified for this study and aligned with the three research questions developed for this study were motivation, skills, and self-efficacy.

Chapter 1 provided an overview and introduction to the topic of Club Advisors. Taking a closer look at the history of Club Advisors, Student Clubs, and understand how this history informed where research around Student Involvement has grown over time. Chapter one also provided insight into the three critical areas of this study: skills, motivation, and self-efficacy; and how the background of the researcher influences this study through their context and positionality. Lastly, the chapter provided insight into the foundation of research and intervention for this study; the problem, why the research is essential, the intervention, research questions, and hypothesis of the intervention.

Chapter 2 reviewed the current literature and assessed where the problem of practice sits in the literature. This specific literature review included topics around the institutional, departmental, and organizational levels of student involvement on campus, student leadership, the Club Advisor role, and Club Advisor responsibilities within the organization. Finally, this chapter looked at how practices for Club Advisors are improved and the need for the development of an intervention based on the literature.

Chapter 3 introduced the research methodology for this mixed method, multiphase study (Creswell, 2014) regarding Club Advisors' motivation, their

understanding of their role as a Club Advisor, and how the intervention supports Advisors' development of skills through an intervention. A discussion of the research questions, research design, data collection, and data analysis all outline specifics on how the study occurred and how the study fits within my context. This approach allowed for not only the understanding of what skills Club Advisors had but how motivation influences the Club Advisors' ability to retain and use those skills. The goal of Chapter 4 is to provide the research results and assessment of the data sets.

Chapter 4 showed how both quantitative and qualitative data answered all three research questions through surveys, workshop interventions, inventories, interviews, and observations. RQ1 looked at Club Advisor involvement, barriers, and balance. RQ2 assessed balance, student leadership, and resources. RQ3 looked at resources and confidence in their role. The goal of Chapter 5 is to provide the research results and assessment of the data sets.

### **Interpretation of findings**

**Motivation.** In the first of the three areas of study for this research, motivation was something that fueled the Club Advisors in their work with students. Club Advisors shared a high-level of involvement throughout the process, which I believe comes from the predisposition of the people who would volunteer to be a Club Advisor in the first place. I was surprised by the number of student experiences the Club Advisors brought with them as now Club Advisors. Club Advisors also shared their experiences motivating students and the struggle of motivating students beyond their first or second year of study. Barriers was a topic that came up often in conversations with Club Advisors. While for this study, there was a focus on time and people, there were many

barriers shared throughout the period the study occurred. Lastly, the area of **balance** surprised me as something which came up within the study. Balance seemed to be a bridge between skills and motivation during the study. Balance spoke to Club Advisors' passion, commitment, and continuity.

**Skills.** Out of the three areas of study for this research, it was the broadest to focus in on, but also the most tangible for Club Advisors. Advisors understood and used this area the most in their day-to-day work and may have already had skill areas coming into the workshops but did not know what to call them or formally understood they had a skill. The development of balance as a skill revolved around Club Advisors learning how to provide guidance for their students, support students in problem-solving, and find what it means to them for their group to be student-led. Leadership was also a key area of skills Club Advisors supported students in developing, but also developing within themselves. Club Advisors had many concerns within this area when it came to the student leaders; they worked with including retention and ownership. Finally, within the area of skills was resources. Resources were also a bridge concept, lying in both skills and self-efficacy. Resources sat within both areas, as resources supported skill development not only today but in the future for the Club Advisors.

Within the quantitative data, skills stayed below the threshold for the Cronbach Alpha measurement for both the pre-survey (.455) and post-survey (.657) but increased during the study. The lack of reliability may be due to the amount of variation in the skills Club Advisors possess or the Likert questions inability to assess skills within a limited question set.

**Self-efficacy.** In the last of the three research areas, self-efficacy showed the resiliency of the Club Advisors through their ability to reach out without the study. Through the Club Advisors' connection to resources, they showed a willingness to use them, which I had not seen previously, and Club Advisors were willing to show vulnerability through asking questions. The increase of Club Advisors, even those not a part of the study, increased, which was a positive side effect of the study. While I was not surprised by the connection Club Advisors wanted with one another, it was apparent the connections they wanted were not shallow. Confidence was an area I was surprised by due to the immediate response many Advisors gave about feeling confident in their role or how the intervention supported their confidence. Advisors showed a willingness to grow and proactiveness towards the study. However, I believe the study would lend itself to those who would already have these characteristics.

**Mixed methods.** When looking at the study in totality, the quantitative and qualitative data went together. In the area of motivation, the group of people already being assessed can be assumed to already be highly motivated intrinsically due to volunteering and giving time to a student group. This characteristic of the population may have a ceiling on the results and is reflected in both the qualitative and quantitative data. When analyzing the skills data, skills were inconsistent throughout both qualitative and quantitative data, and in future research should be conducted as a longitudinal study on its own. Finally, there was difficulty around measuring self-efficacy during a short time provided to be true. However, the overall increase may have come from the increase of connection to a person and department to find support.

The t-test results show the effects of the intervention are unpredictable through the pre-survey and post-survey. This lack of confidence in being able to predict change within the participants in each construct came from a few factors, including the random sample population used for the surveys that did not guarantee the same people who completed the surveys also participated in the intervention. Additionally, the lack of confidence level was unpredictable from the pre-survey and post-survey due to the subjective nature of the training and resource usage from person-to-person. Each person who participated in the intervention took the parts they needed or learned, so there is a lack of consistency in learning. The confidence level may increase if the study was done longitudinally, as the increased exposure to the information during a more extended time may ensure a more significant impact on the participants.

### **Practice**

**Growth.** While this study only existed throughout a semester, the observable growth within the use of resources on campus has increased. For example, more Advisors have shared when they are struggling within their student group, even Advisors who have not participated in the intervention. Additionally, the number of students who have been using the Club and Organization space has increased exponentially. Last year, very few students used the space; however, during two weeks in November, over 60 students used the space. The Student Organization Space was promoted to Club Advisors through the workshops and on SunDevilSync.

From the survey, there was one question that directly increased by almost a full Likert point (.85), which was *I know where I can go for resources to support my club*. The increase shows a better understanding of where resources are on campus for Club



Advisors between the pre-survey and the post-survey. This growth may have come from the intervention or the surveys themselves. However, the increase in this specific area shows the Club Advisors have a better understanding and connection point to where they can find resources. The next closest change in comparison from the pre-survey to the post-survey was the question *I know my role when it comes to club advising* by about a third of a Likert point (.35). This increase may be due in part to the group of new Advisors from the beginning of the semester to learning their role better by the end of the semester. The other survey questions showed little to no increase or decrease in scale (within 0 to .2 change).

**Motivation development.** Barriers was a topic that came up often in conversations with Club Advisors. While there was a focus on time and people, there were many barriers shared throughout the period the study occurred. The further understanding of these barriers will help the Student Engagement office continue to grow and expand its resources for Club Advisors to meet their needs.

Motivation is also an area where the Student Engagement office can find new ways to recognize Club Advisors for all the additional work; they are putting in to support students. The future development of this will motivate not only the Club Advisors but also the Office of Student Engagement.

**Skill development.** Skill development within the intervention is a broad topic, one which is hard to measure during a short period. However, through the first workshop and those participants taking the inventory, the Office of Student Engagement can assess what specific skills to investigate next for workshops with Club Advisors. From the workshops and interviews, concerns around students having fun in their club experiences

and how to help students in this area. As a solution to these concerns, Club Advisors shared the importance of treating students as a person. Students can get so wrapped up in their student leadership; they forget why they joined in the first place or to have fun. As a Club Advisor, it is our role to ground them, ask them how they are doing as a person, and remind them to have fun. The human aspect of advising was a topic and solution which came up throughout the skill workshops and interviews, which is an example of an area to investigate for future workshops or resources for Club Advisors to have these conversations with students. The importance of this topic speaks explicitly to the local context due to the high academic demand of the campus, where the fun may get lost in their experiences.

**Non-study Advisor interactions.** During the study period, two additional formal interactions occurred with Club Advisors. One interaction was a workshop around club funding for Club Advisors to further understand how their student groups could receive funding through student fee dollars, which are stewarded by the Undergraduate Student Government. This workshop tested the workshop format and was available to Club Advisors before the other two topics, which did not directly align with this study. This workshop assessed any changes made to the following two workshops and to create a culture of consistency in workshops occurring each month throughout the school year.

The second form of non-study interaction occurred after the intervention workshops, which were Club Advisor socials at the end of the semester. These socials thanked and celebrated Club Advisors' hard work throughout the fall semester.

Additionally, these socials were held to create an informal environment for the Club

Advisors to interact with one another, build community with each other, and to have another opportunity to connect with the Office of Student Engagement directly.

Both interactions gave an additional perspective on what topics Club Advisors are interested in and are willing to give time to developing their skills.

**Informal interactions.** During this process, informal interactions and the use of the Student Engagement office both increased. More Club Advisors have directly contacted the Office of Student Engagement Downtown and the researcher.

Observationally, this may be due in part to the research itself since more direct communication has occurred throughout the semester between myself and the Club Advisors through emails gathering surveys, workshop participation, and overall online presence. Also, the promotion of the Office of Student Engagement and the resources available were more active throughout the semester with Club Advisors.

**Nonparticipant.** The Coordinator for Student Engagement was hired at the beginning of the fall semester. The Coordinator for Student Engagement was present throughout all the workshops presented in the fall to learn about their role and to be a future resource to Club Advisors. Future cycles of research and resources for Club Advisors will directly be supported through this position on our campus, as their role is to support the work Clubs are doing across Arizona State University Downtown. Having an additional person to work with Club Advisors directly will give them more support, resources, and show them how important we think their role is on campus.

### **Recommendations for Future Research**

Due to the lack of previous research within this area of study, there are several areas of recommendation for future research and closing the gap in the research.

**Student experiences.** I was surprised by the number of student experiences the Club Advisors brought with them as now Club Advisors. This connection would be an exciting area of study for future research to assess the relationship between being a Club Advisor and their student experiences. This relationship would be satisfying to see if there was a cycle of leadership that develops due to this relationship. Additionally, research around the positive and negative experiences and how they impact people to be Club Advisors would be a future area of study.

**Skills.** Within the area of skills, there is a need for further development of consistent skills Club Advisors should possess. Adopting these areas would aid in the development of a consistent inventory for skills to be used to assess Club Advisors across all Universities and to put interventions into place which meet the needs of their people. The skill inventory I used in the study was developed for one specific type of organization but allowed Club Advisors to be able to understand where they were and gave me as a researcher an understanding of any gaps which may exist for future cycles of research. Most importantly, the Club Advisors were able to bring back the inventory with them to use with their students to compare expectations and reality.

**Identity.** While not formally a part of the research, identity was a topic that emerged for different Club Advisors through our conversations. While this topic did not come up within the space, the importance of the study of identity, how different people work together, and the importance of club connection people from different identities would also fill a gap in the research and a need expressed by Club Advisors for their students' experiences.

**SunDevilSync.** A Club and Organization Advisor group was created on SunDevilSync for Club Advisors' use. SunDevilSync created a space to host resources used within the workshops, connect Advisors throughout the Downtown Arizona State University campus. An assessment of this space and online interventions would also bring a new angle to future research within this area of study. For example, the development of a space for Club Advisors to engage with one another online through forums, be able to learn about different topics, and complete activities to be certified in Club Advising. The online space could be completed on the Club Advisors' own time but provide a space where a connection can happen between Club Advisors, but also learning how to improve as a Club Advisor.

**Advisor Practice.** As stated in Chapter 1, Club Advising is both a formal and informal practice (Dunkle, 2004). This statement held within this study through the experiences Club Advisors shared throughout data collection. Additionally, Club Advisors shared more intimate experiences in their roles working with students, which also aligned with the previous cycles of research. Club Advisors were able to connect with one another which became critical as the study went on. Advisors supporting each other in their development created buy-in within the group and ownership of the experience beyond what I created. This created spaces for Club Advisors to build connections where they might not have been able to before.

**Student Affairs.** While not directly stated from participants, the overall use and connection with the Student Engagement office increased throughout the data collection period. This increase aligns with the importance of this research stated in Chapter 1 through increasing access to other types of consumers of the office beyond students, such

as Advisors. Additionally, due to the office being connected to the research conducted, faculty and staff saw a connection to their academic work, many even asked how the research was going in conversations with the Student Engagement office.

**Contributions.** This research contributed to the field by building a foundation for research in the future. Due to the overall lack of research and formalization of Club Advisor development, this research created a starting place for future cycles of research. Topics for future cycles of research could include a further understanding of the types of skills Club Advisors need, understanding what types of people are motivated to be a Club Advisor, and seeing the impacts of the intervention if applied during a more extended implementation period. Within the literature, there is inconsistency in what researchers agree upon in terms of the role of a Club Advisor (Knowalski and Conlogue, 1996; De Sawal 2007). Within my research, Club Advisors were consistent in what they believed their role was, but to varying degrees. For example, some Club Advisors step-up when called upon while others are present throughout the student experience, so students have their Club Advisor by their side. Regardless of how Club Advisors advise, future research should be conducted to verify if what Club Advisors' shared in the intervention setting aligned with the actions they take with their students in the club setting. This research contributed to the literature by expanding upon the idea of formal Club Advisor practices. Currently, there is little formal research on Club Advisor workshops, even though they exist informally at many institutions.

### **Limitations**

There are several limitations to this study. First, I had a personal stake in the success of this study as a Club Advisor myself and through my role on campus working

with Club Advisors. This personal stake could lead to bias on the part of the researcher, due to the need for the study to be a success. Measures were put in place around reliability and validity to ensure a certain level of bias was not present. However, there cannot be a certainty that biases did not exist. Additionally, due to my role on campus, I have insider knowledge into the inner workings of clubs and organizations across Arizona State University, which could lead to misinterpretation of the data through assumption around what the participant meant during data analysis. Making sure ethical decision-making was a priority while conducting this research.

Secondly, the study could not be generalizable due to the sample size and limit to only using Arizona State University Downtown as the sample population. This study was limited only to the Arizona State University Downtown Club Advisor population to ensure an intervention that directly impacted my context. The study only focused on Club Advisors, which did not include all advisors on campus.

Additionally, the period for the study spanned over the summer of 2019 until the end of fall 2019, when several Club Advisors came and left the institution, which could have impacted the study results. These barriers also created a time limitation on the development and assessment of the future cycles of research due to the dissertation process; however, I hope to continue my work within this topic beyond the program. This lack of time also impacted the ability to directly measure skills and motivation, being able to measure if there was direct growth due to the intervention. If this study was able to be conducted longitudinally or through additional cycles of research, this limitation could shift.

## **Conclusions**

The purpose of this study was to understand what skills and motivation Club Advisors have and when an intervention is applied whether self-efficacy around club advising increases. Three key areas were identified for this study and aligned with the three research questions developed for this study around motivation, skills, and self-efficacy. While this study did show positive indications of improvement within these areas for the Club Advisors who choose to connect with the intervention, the study itself would need future cycles of research to test the longitudinal impact of the development of skills and motivation to assess the impact on the self-efficacy of Club Advisors.

Through this process, I was able to learn the importance of research to improve my practice and how vital action research was for this study. Action research provided me the opportunity to understand some of the gaps which exist for Club Advisors to then use that knowledge to conduct this study. Action research will also provide me with future tools to be able to assess further areas of research and practice further. Mixed methods research also provided me an opportunity to see and understand the breadth and depth of the problem. While the results may not have been as predicted, they did lend to an understanding of how both qualitative and quantitative research used together creates a more holistic picture.

This process also provided me the ability to implement changes to improve the daily operations of the Office of Student Engagement and overall at my University. As a leader within my unit, I can implement these changes and will continue to use the knowledge gained in this program to continue to implement change to improve experiences for students through future cycles of research. Additionally, as a current and



former Club Advisor, I will use what I have learned from those who have participated in this study to continue to improve within my practice of advising.

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APPENDIX A  
SURVEY INSTRUMENT

### Survey Questions: Club and Organization Advising

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Slightly Disagree</b>	<b>Slightly Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

**Directions:**

Please read the following direction carefully before responding to the survey. For this study, this survey has four sections. Descriptions of each section proceed with the question set. There are six Likert-scale items and one-to-two open-ended questions in each of these sections. Please respond to each item by selecting a response on the following scale. The focus of your answers should be on clubs and organizations you support on the Arizona State University Downtown Phoenix Location

**Demographics Questions**

1. Create a Unique id you will remember (example: the first three letters of your mother’s name and the last four digits of your phone number):
2. **Gender:** Male / Female / Transgender Female / Transgender male / prefer not to answer
3. **Age:** 18-25 / 26-35 / 36-45 / 46-55 / 56-65 / 65 and older / prefer not to answer
4. Demographics questions-- ethnicity (White, Black, Latino/Asian, Native American, etc.)?
5. **Years advising a club or organization on campus:** 0-2 years / 3-5 years / 6-10 years / 11-15 years / 16-20 years / 21 years and above / other
6. **Primary campus of affiliation (work):** Downtown Phoenix Campus / Polytechnic Campus / Tempe Campus / West Campus / Online / Other
7. **Type of club or organization you advise:** \_\_\_\_\_ (dropdown)
8. **Dropdown options:** Academic, Creative/Performing Arts, Cultural/Ethnic, Entrepreneurship/Innovation, Graduate, Health/Wellness, International, Leadership, LGBTQIA, Political, Professional, Religious/Faith/Spiritual, Service, Social Awareness, Special Interest, Sports/Recreation, Sustainability, Technology, Women, University  
(Options based on OrgSync options available for students to choose when re-registering)

**Survey items for Motivation:**

RQ1: What are Organization Advisors' attitudes towards their organization advising experiences, and how do they apply their attitude into their practice as Organization Advisor?

1. I enjoy advising a club on campus
2. I have a favorable attitude towards club advising
3. I have a favorable attitude towards the role I hold as a club advisor
4. I have a favorable attitude towards attending the events my students hold
5. I am motivated by my students and what they are accomplishing
6. My work motivates me as a club advisor
7. I possess the necessary desire to be a better club advisor

Open-ended: In your role as a club advisor, what are obstacles you face, and how do you overcome them?

**Survey items for Skills:**

RQ2: To what extent do Organization Advisors use and understand campus resources in their role as an Organization Advisor?

1. I know where I can go for resources to support my club
2. I like the idea of additional support for club advisors
3. I believe having additional club advising resources is beneficial
4. I know others who also advise clubs on campus
5. I would be interested in online resources for club advisors
6. I would be interested in in-person resources for club advisors
7. My abilities allow me to engage students within my student club

Open-ended: In your role as a club advisor, what types of resources would increase your knowledge as an organization advisor?

**Survey items for self-efficacy:**

RQ3: How and to what extent does the intervention support Organization Advisors improving in the areas of knowledge and influence attitudes towards advising experiences?

1. I know how to communicate with the students in my club' effectively
2. I am aware of the influence that effective communication with students has on their success
3. I feel confident in supporting my students through unforeseen situations
4. I feel confident in supporting my student' goals for the club
5. I am sure I can implement what I learned from additional club advising resources into my club advising

6. Having additional club advising resources is useful in carrying out the work necessary
7. I know my role when it comes to club advising

Open-ended: In your role as a club advisor, what are three areas of growth you would like to improve in the next year?

**Thank you for participating in this survey.**

Your time and effort are much appreciated. If you have any questions concerning this research study, please contact the research team: Dr. Ying-Chih Chen at Ying-Chih.Chen@asu.edu and 480-965-9612 or Jen O'Brien at jen.obrien@asu.edu and 480-275-0286. For additional information on clubs and organizations at Arizona State University, please visit <http://www.orgsync.com/> or <https://eoss.asu.edu/clubs>.

Jennifer O'Brien, Doctoral Student  
Dr. Ying-Chih Chen, Assistant Professor



APPENDIX B  
SKILL BUILDING WORKSHOP SLIDES

University Club Advising:

# Skill Building

Presented by Jennifer O'Brien  
October 8<sup>th</sup> & 9<sup>th</sup>

1

## Introductions

2



3

***Skill***- the ability to do something well, expertise, (Dictionary, 2019).

4

**Hard Skills-** Technical knowledge or training that you have gained through any life experience.

**Soft Skills-** Personal habits and traits that shape how you work, (Indeed, 2019).

5

**Accessible-** Being present

**Coaching-** Ask "what if" and play devils advocate

**Motivating-**Recognize students

**Researching and Assessing-** Developing decision making skills

Dunkle et al., 2006

**Basic Advising Skills**

6



7



8

#	Student Perspective	Advisor Perspective
1	Serve as information resource	Serve as information resource
2	Motivate and encourage members	Serve as university liaison between departments & students
3	Be an interpreter of university policies & procedures	Be an interpreter of university policies & procedures
4	Attend meetings & activities	Motivate & encourage members
5	Serve as university liaison between departments & students	Provide continuity for the organization
6	Possess knowledge of legal issues, liability, & risk management	Possess knowledge of legal issues, liability, & risk management
7	Meet with Executive Board	Attend meetings & activities
8	Provide continuity for the organization	Meet with Executive Board
9	Orient new officers to their roles and responsibilities	Orient new officers to their roles and responsibilities
10	Confront negative behavior	Understand student/group development theories & models

Dunkle et al., 2006

## Top 10 Reasons Why Advisors Exist

9

- Executive Board Guide
- Meeting and Activities Supporter
- University Policy Interpreter
- Motivator and Encourager
- Keeper of Organization History
- Educator
- Trainer Visionary
- Role Model
- Information Resource
- Financial Consultant
- Group Facilitator
- Conflict Management
- Counselor
- Student Development Practitioner
- Department Liaison
- Problem solving

Dunkle et al., 2006

## Some roles of Advisors

10

**SMART Goals**

Specific  
Measurable  
Achievable  
Relevant  
Time Bound

Doran, 1981

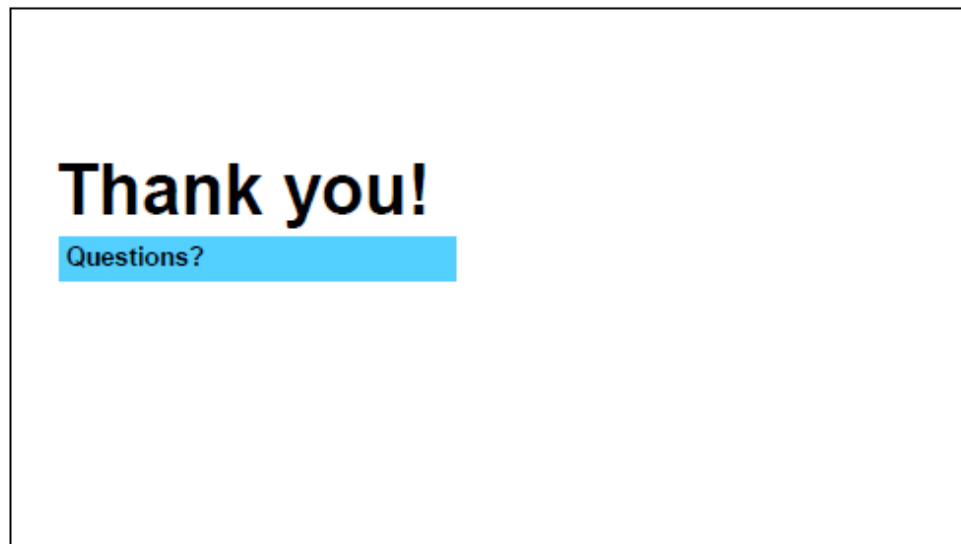
11



12



13



14



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<https://asu.photoshelter.com/>

APPENDIX C  
SKILL BUILDING WORKSHOP ACTIVITIES

**Activity 1**

It is the Advisor's Responsibility to...	Importance					
	Low					High
1. Serve as an information resource	1	2	3	4	5	6
2. Motivate and encourage members	1	2	3	4	5	6
3. Be a problem-solving agent	1	2	3	4	5	6
4. Maintain organizational records	1	2	3	4	5	6
5. Set goals	1	2	3	4	5	6
6. Provide vision	1	2	3	4	5	6
7. Attend meetings and activities	1	2	3	4	5	6
8. Run a meeting	1	2	3	4	5	6
9. Reward and recognize others	1	2	3	4	5	6
10. Evaluate student volunteers	1	2	3	4	5	6
11. Orient new officers to their roles	1	2	3	4	5	6
12. Provide continuity for the organization	1	2	3	4	5	6
13. Recruit and retain members	1	2	3	4	5	6
14. Guarantee success of programs and activities	1	2	3	4	5	6
15. Be responsible for officer elections	1	2	3	4	5	6
16. Be an interpreter of university policies	1	2	3	4	5	6
17. Confront negative behavior	1	2	3	4	5	6
18. Be a financial manager	1	2	3	4	5	6
19. Understand student/group development theory	1	2	3	4	5	6
20. Possess knowledge of legal issues	1	2	3	4	5	6

- 21. Know Robert's Rules of Order  
1 2 3 4 5 6
- 22. Understand how diversity affects your group  
1 2 3 4 5 6
- 23. Understand fundraising and funding  
1 2 3 4 5 6
- 24. Meet with your executive board  
1 2 3 4 5 6
- 25. Know the steps to develop a program  
1 2 3 4 5 6

Based on your above answers, select the five most important responsibilities of a club advisor. List them below in order of importance and your reason why:

- 1.
- 2.
- 3.
- 4.
- 5.

Beyond this workshop, have your students fill out the same survey and then compare answers. Have a conversation with your students on how they understand your role, how your students perceive your role, and how you can clarify your role with your students.

Downtown Club Advisor Workshop  
October 7<sup>th</sup> and 8<sup>th</sup>, 2019

Activity Sheet

## **Activity 2**

### ***SMART Goals***

Specific- defined outcomes

Measurable- Measuring progress

Achievable- challenging but realistic resources

Relevant- aligned with more excellent vision and direction

Time-Bound- Deadlines to accomplish goals

Goal 1

**Description:**

S-  
M-  
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Goal 2

**Description:**

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Goal 3

**Description:**

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T-

Goal 4

**Description:**

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T-

Goal 5

**Description:**

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M-  
A-  
R-  
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APPENDIX D

MOTIVATION WORKSHOP SLIDES

University Club Advising:

# Motivation

Presented by Jennifer O'Brien  
November 5<sup>th</sup> & 6<sup>th</sup>

1

# Introductions

2

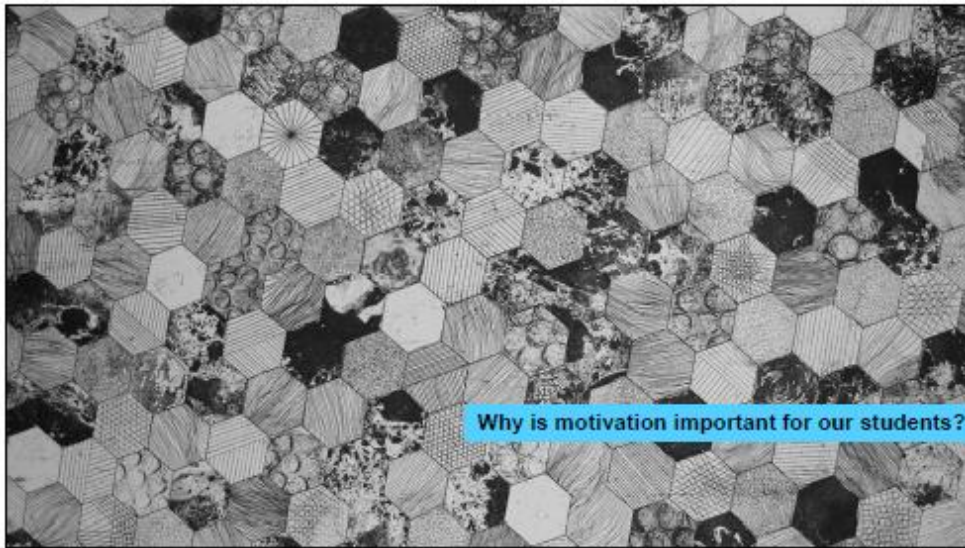


3

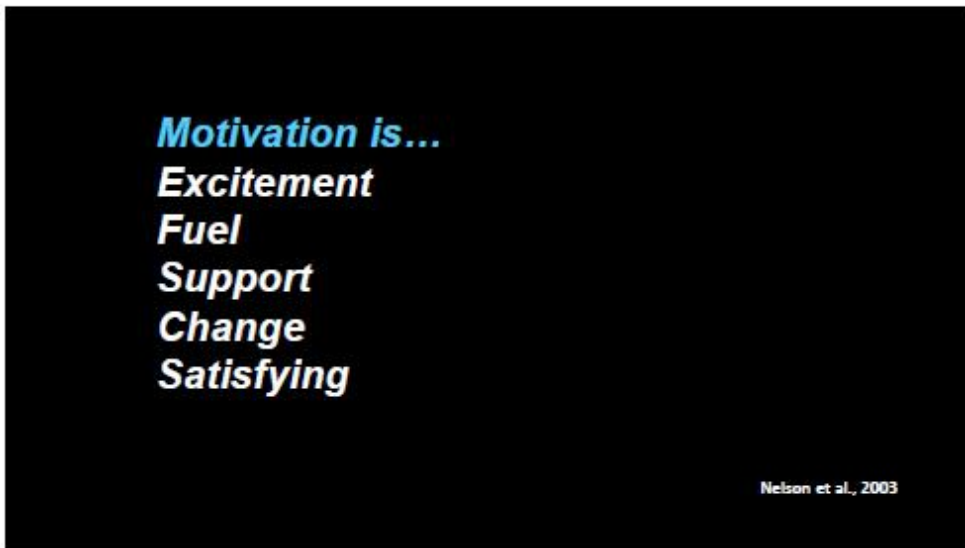
***Motivation***- the internal human energy available to inspire a person to act, (Nelson et al., 2003).

4





5



6

**Self Motivation**  
**Passion and Drive**  
**Visions and Goal Setting**  
**Leaving a Legacy**  
**Future Connections**

Nelson et al., 2003

**Motivation Strategies**

7



8

the **LOVE**  
LANGUAGES

Love Language of **Touch**    Love Language of **Service**    Love Language of **Words**    Love Language of **Time**    Love Language of **Gift**

Chapman, 2019

**Love Languages**

9

- Say something in private
- Say something one on one
- Food
- Incentives
- Awards
- Notes
- Social Media post
- Cards
- Say thank you
- Spend time with them
- Give a gift
- Give a hug
- Throw a party
- Have a conversation

**Ways to Recognize Others**

10

**SMART Goals**  
Specific  
Measurable  
Achievable  
Relevant  
Time Bound

Doran, 1981

11



12



13

**Thank you!**

Questions?

14

# Citations

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Doran, G. T. (1981). "There's a S.M.A.R.T. way to write management's goals and objectives". *Management Review*. 70(11): 35–36.

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[5lovelanguages.com](https://5lovelanguages.com)

APPENDIX E  
MOTIVATION WORKSHOP ACTIVITIES

## The Five Love Languages Quiz

Select the one you prefer most of your two options, the one that fits the best right now.

1. I like to receive notes of affirmation.  
 I like to be hugged. A E
2. I like to spend one-to-one time with a person who is special to me.  
 I feel loved when someone gives practical help to me. B D
3. I like it when people give me gifts.  
 I like leisurely visits with friends and loved ones. C B
4. I feel loved when people do things to help me.  
 I feel loved when people touch me. D E
5. I feel loved when someone I love or admire puts his or her arm around me.  
 I feel loved when I receive a gift from someone I love or admire. E C
6. I like to go places with friends and loved ones.  
 I like to high-five or hold hands with people who are special to me. B E
7. Visible symbols of love (gifts) are very important to me.  
 I feel loved when people affirm me. C E
8. I like to sit close to people whom I enjoy being around.  
 I like for people to tell me I am beautiful/handsome. E A
9. I like to spend time with friends and loved ones.  
 I like to receive little gifts from friends and loved ones. B C
10. Words of acceptance are important to me.  
 I know someone loves me when he or she helps me. A D
11. I like being together and doing things with friends and loved ones.  
 I like it when kind words are spoken to me. B A
12. What someone does affects me more than what he or she says.  
 Hugs make me feel connected and valued. D E
13. I value praise and try to avoid criticism.  
 Several small gifts mean more to me than one large gift. A C
14. I feel close to someone when we are talking or doing something together.  
 I feel closer to friends and loved ones when they touch me often. B E
15. I like for people to compliment my achievements.  
 I know people love me when they do things for me that they don't enjoy doing. A D
16. I like to be touched as friends and loved ones walk by.  
 I like it when people listen to me and show genuine interest in what I am saying. B E
17. I feel loved when friends and loved ones help me with jobs or projects.  
 I really enjoy receiving gifts from friends and loved ones. D C

Advisor Name: \_\_\_\_\_

18. I like for people to compliment my appearance.  
 I feel loved when people take time to understand my feelings. A B
19. I feel secure when a special person is touching me.  
 Acts of service make me feel loved. E D
20. I appreciate the many things that special people do for me.  
 I like receiving gifts that special people make for me. D C
21. I really enjoy the feeling I get when someone gives me undivided attention.  
 I really enjoy the feeling I get when someone helps me make decisions. B C
22. I feel loved when a person celebrates my birthday with a gift.  
 I feel loved when a person celebrates my birthday with meaningful words. C A
23. I know a person is thinking of me when he or she gives me a gift.  
 I feel loved when a person helps with my chores. C D
24. I appreciate it when someone listens patiently and doesn't interrupt me.  
 I appreciate it when someone remembers special days with a gift. B C
25. I like knowing loved ones are concerned enough to help with my daily tasks.  
 I enjoy extended trips with someone who is special to me. D B
26. I enjoy kissing or being kissed by people with whom I am close.  
 I enjoy receiving a gift given for no special reason. E C
27. I like to be told that I am appreciated.  
 I like for a person to look at me when we are talking. A B
28. Gifts from a friend or loved one are always special to me.  
 I feel good when a friend or loved one touches me. C E
29. I feel loved when a person enthusiastically does some task I have requested.  
 I feel loved when I am told how much I am needed. D A
30. I need to be touched every day.  
 I need words of encouragement daily. E A

**Totals: A: B: C: D: E:**

- A. Words of Affirmation  
 B. Quality Time  
 C. Receiving Gifts  
 D. Acts of Service  
 E. Physical Touch



Based on your above answers, select three ways you feel the most motivated as an Advisor and why. Does your responses align with how your Love Languages align above?

- 1.
- 2.
- 3.

Beyond this workshop, have your students fill out the same survey and then compare answers. Have a conversation with your students on how they can motivate others and the team to build a community.

**Activity 2**

**SMART Goals**

- Specific- defined outcomes
- Measurable- Measuring progress
- Achievable- challenging but realistic resources
- Relevant- aligned with greater vision and direction
- Time Bound- Deadlines to accomplish goals

Goal 1

**Description:**

- S-
- M-
- A-
- R-
- T-

Goal 2

**Description:**

- S-
- M-
- A-
- R-
- T-

Goal 3

**Description:**

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- R-
- T-

Goal 4

**Description:**

- S-
- M-
- A-
- R-
- T-

APPENDIX F  
INTERVIEW PROTOCOL

## **Interview Protocol**

My name is Jennifer O'Brien, and I am interested in exploring how communities of practice approach might enhance student engagement in the university.

Thank you for agreeing to be interviewed. The interview will not be recorded without your permission. Please let me know if you do not want the interview to be recorded. You can also change your mind after the interview starts; just let me know if you want to stop the interview at any time. In your responses, please do not mention your name or the name of other individuals.

May I audio record the interview?

Do you have any questions before we begin?

### **Interview Questions**

1. Tell me a little bit about the student club you support on the Downtown campus and how you got involved in advising them?
2. Describe your role in your student club and what skills you believe you use.
3. Describe what motivates you in your role as a Club Advisor.
4. What challenges have you faced working with your student club?
5. What sorts of things have you learned or realized through advising your student club?
6. What types of resources would increase your knowledge as an organization advisor?
7. What are areas of growth you would like to improve in the next year as a Club Advisor?
8. How confident do you feel in improving in the next year as a Club Advisor?

### **Interview Debrief**

Do you have any questions for me?

APPENDIX G  
LETTER OF CONSENT

Dear Colleague:

My name is Jen O'Brien, and I am a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am working under the direction of Dr. Ying-Chih Chen, a faculty member in MLFTC. We are conducting a research study on Club Advising. The purpose of this interview is to understand the current situation with Student Engagement within the residential community.

We are asking for your help, which will involve your participation in a small-scale intervention, as well as a survey, and an interview concerning your experiences and beliefs about (put your problem of practice here). We anticipate the intervention will take about 60 minutes each week for two weeks, for a total of 120 minutes. The survey will be conducted before the beginning of the project and at the conclusion and will take 5-7 minutes each time, for a total of 10-14 minutes. The interview will occur at the end of the project and will take 20 minutes in total. We are also asking for your permission to record the interview. Only the research team will have access to the recordings. The recordings will be deleted immediately after being transcribed, and any published quotes will be anonymous. To protect your identity, please refrain from using names or other identifying information during the interview. Let me know if, at any time, you do not want to be recorded, and I will stop. To ensure we can match your pre- and post-test survey responses to analyze the data, we will ask you to use a unique identifier known only to you, and it will be easy to recall. This identifier consists of using the first three letters of your mother's name and the last four digits of your phone number. Thus, "Sar 4567" would be the identifier for someone whose mother's name was Sarah and whose phone number was (602) 543-4567.

Your participation in this study is voluntary. If you choose not to participate or withdraw from the study at any time, there will be no penalty whatsoever. If you agree to participate in this study, turn in the survey. You must be 18 years of age or older to participate.

The benefit of participation is the opportunity for you to develop some new skills and then reflect on and think more about them. Thus, there is potential to enhance the experiences of our students/and faculty/staff. There are no foreseeable risks or discomforts to your participation.

Your responses will be anonymous. Results from this study may be used in reports, presentations, or publications, but your name will not be used.

If you have any questions concerning the research study, please contact the research team at Dr. Ying-Chih Chen at Ying-Chih.Chen@asu.edu and 480-965-9612 or Jen O'Brien at jen.obrien@asu.edu and 602-496-0668. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788. Please let me know if you wish to be part of the study.

Thank you,

Jennifer O'Brien, Doctoral Student  
Dr. Ying-Chih Chen, Assistant Professor

APPENDIX H  
IRB APPROVAL LETTER



EXEMPTION GRANTED

Ying-Chih Chen  
Division of Teacher Preparation - Tempe

Ying-Chih.Chen@asu.edu

Dear Ying-Chih Chen:

On 4/30/2019 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	University Club Advising Intervention Assessment Survey
Investigator:	Ying-Chih Chen
IRB ID:	STUDY00010059
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	<ul style="list-style-type: none"><li>• Protocol, Category: IRB Protocol;</li><li>• Survey Questions, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions);</li><li>• Workshop Intervention, Category: Participant materials (specific directions for them);</li><li>• Consent Form, Category: Consent Form;</li><li>• Interview Protocol, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions);</li></ul>

The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 (2) Tests, surveys, interviews, or observation on 4/30/2019. In conducting this protocol, you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,  
IRB Administrator

cc: Jennifer O'Brien  
Ying-Chih Chen