STUDENT PREFERENCES FOR ACADEMIC ADVISORS AS

TRANSFORMATIONAL LEADERS

A Record of Study

by

DEBORAH SUZANNE DROZD

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

December 2010

Major Subject: Agricultural Leadership, Education and Communications

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Approved by:

Co-Chairs of Committee,	Christine D. Townsend
	Barry Boyd
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ABSTRACT

Student Preferences for Academic Advisors

as Transformational Leaders. (December 2010)

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A quantitative study was conducted to determine the preferences of undergraduate students for academic advisors as transformational leaders. A questionnaire was developed and distributed to undergraduate students enrolled in leadership classes at a major land grant university to determine importance ratings based on the variables including non-traditional and traditional students' ages, classification, gender, number of times advised, number of visits to an academic advisor, membership in a collegiate military organization and athletics, and current leadership activities. Results indicated that undergraduate students preferred their academic advisors to use transformational leadership activities. There was no significant difference in the degree of preference of transformational leadership in their academic advisor based on gender, participation in athletics, traditional and non-traditional ages, classification, membership in a military organization and participation in a leadership position or number of times advised. However, inadequate representation of all groups within the number of times

advised category prevented a comparative analysis. As a result of this study, a leadership education workshop was developed as a component for academic advisor training, academic advising activities were identified that corresponded to transformational leadership constructs and similarities were found between the developmental advising model and transformational leadership.

To God and the blessings He has given me

My wonderful family:

Husband Moose

My children, Heather, Joe, Michael, and Penny

My daughters in law, Ericka and Varonica

My son in law, Travis

My grandchildren, Dru, Landon, Holden and Jayden

……. I dedicate this work

ACKNOWLEDGEMENTS

I would first thank God, for it is by His grace that I am writing this.

I want to thank my family and friends who stood beside me, believed in me and tolerated my insanity for the last three years. Moose, you held the fort down and understood my need to see this through, thank you. Heather, Joe, Michael, and Penny, you were my inspiration to start this and my motivation to finish. Collectively you were my strength. I hope that through my journey, you can pursue your own life journey with hope, strength, and faith and a belief that your dreams can come true. You and your children, my precious grandchildren, Dru, Landon, Holden, and Jayden, kept the joy in my heart and were a constant reminder of how blessed I am.

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CHAPTER I

INTRODUCTION

Introduction and Background

Collegiate academic advising, which was once viewed as an informational (prescriptive) relationship between advisor and advisee experienced a major shift from 1980 through 2010. The relationship was first considered informational until the 1970's when it shifted to developmental and eventually was noted as the only service on college campuses that guaranteed interaction with students (King, 1993). In Noel-Levitz's (2003) National Student Satisfaction Report (NSSR), students indicated that the most important aspect of their collegiate educational experience was the academic advisor.

During the time that academic advising was being studied, transformational leadership was one of the most researched and popular approaches of leadership. It had emphasis on intrinsic motivation and development of followers. It included satisfying the follower's needs and encouraging them to reach their fullest potential (Northouse, 2010). Transformational leadership components included coaching, mentoring, nurturing, clear vision, motivation, follower satisfaction.

Kelly emphasized that it was a crucial component for a successful academic advisor (2003). He also stressed the importance of university leaders to identify

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This dissertation follows the style of *Journal of Agricultural Education.*

transformational leadership in perspective academic advisors, and Slack (as cited in Kelly, 2003) added that this leadership approach can positively change the attitudes and assumptions of students while building commitment for their academic goals.

Statement of Problem

Several researchers attested to the importance of academic advising in a college student's successful experience. As indicated by her previous research, King emphasized "as the only structured service on campus that guarantees students some kind of interaction with a concerned representative of the institution, academic advising is critical for student retention and successful transfer" (1993, p. 21).

Chickering believed that student's self-awareness and career goals were directly affected by the effectiveness of the academic advising system, and could have a major impact on the retention of students (1969). Lowe and Toney (2000) in their study recommended making advising a higher priority, with mandatory training and more accountability. They added that many institutions struggle with how academic advising should be delivered and by whom.

Therefore, the academic advisor seemed to be the critical link to guiding students through their academic journey. An academic advisor with a transformational leadership approach could recognize where the student is and would take a personal interest in them, challenge them, listen, encourage, build trust and help them develop their strengths.

Although past studies indicated the importance of collegiate academic advising, it was unknown how the transformational leadership components intersected with student perceptions of what they viewed as important in their interaction with an academic advisor. Did students prefer a transformational approach by their academic advisor? And if so, what transformational leadership training would benefit the academic advisors? In addition to past research indicating the importance of academic advising, other studies recommended examining specific variables (ie. transformational leadership). Mottarella, Fritzsche and Cerabino, (2004) concluded their study with the recommendation that "research is needed to unbundle and examine the variables in current advising approaches that are important to students" (p. 48).

Purpose of Study

The purpose of this study was to ascertain collegiate students' preference for their academic advisor's use of the transformational leadership style. As a doctoral Record of Study, an additional purpose was to develop a leadership education program based on the students' responses.

Objectives

To achieve the purpose of this study, the following research objectives were developed:

1) Develop transformational leadership collegiate academic advising activities by identifying specific academic advising activities that correspond to the four transformational leadership categories:

    a. Idealized influence

      b. Inspirational motivation

      c. Intellectual stimulation

      d. Individualized consideration

2) Determine the different levels of importance for expectations of collegiate students for each of the four transformational leadership activities used by academic advisors.

3) Compare male and female college students' levels of importance for transformational leadership activities used by academic advisors.

4) Compare the different levels of importance for expectations of collegiate students for transformational leadership activities used by academic advisors based on number of meetings with advisor

5) Compare the different level of importance for expectations of collegiate students for transformational leadership activities used by academic advisors based on leadership position held, membership in collegiate military cadet organization or student athletic teams.

6) Compare the different levels of importance for expectations of collegiate students for transformational leadership activities used by academic advisors based on traditional and non-traditional college ages and classification (sophomore, junior, senior).

7) Compare the different levels of importance for expectations of collegiate students for transformational leadership activities used by academic advisors based on when the student first enrolled (freshman, 2-year college transfer, 4-year college transfer).

8) Compare the developmental advising model to transformational leadership qualities

9) Develop a training program to introduce collegiate academic advisors to the transformational leadership model.

Theoretical Base for Study

Two past research studies are pivotal when discussing transformational leadership components as activities of collegiate academic advisors. Chickering and Reisser, (1993) examined academic advising as a part of a college student's maturation process and Bass (1985) developed the components of transformational leadership. Comparing the characteristics of a transformational leader and the needs of a student discussed in Chickering's seven vectors, reinforced the idea of academic advisors as transformational leaders. Transformational leaders are, by nature, coaches and mentors, who motivate, encourage creativity and critical thinking, support new ideas, and encourage personal growth (Bass, 1985). Bass and Avolio (1997) categorized these characteristics into four constructs; Idealized influence, Inspirational motivation, Intellectual Stimulation and Individual Consideration (1985).

Looking at several of these vectors, (Chickering & Reisser, 1993) such as; "moving through autonomy toward interdependence" (p.47), "developing purpose" (p.50) and "developing integrity" (p. 50) we see the actions of a transformational leader such as *creating a shared vision, encouraging creativity and critical thinking and encouraging fullest potential* contributing to this development. In the same way, when a student is *developing purpose or integrity,* the sixth and seventh vectors, the transformational leader will *support new ideas, encourage personal growth and encourage the heart.* If successfully mastering these vectors is imperative for student success and students do, in fact prefer academic advisors as transformational leaders, leadership education as a component of training would be key in developing an academic advisor's ability to assist in student success.

Significant research studies existed that showed the transformational model of leadership was being successfully used in leadership training and development in industry (Avolio, 2005; Avolio & Gardner, 2005), and some research existed that indicated that it would be successfully used in education as well (Leithwood, 1992).

Research Questions

The following research questions were developed for this study:

1. What are the academic advising activities that correspond to each of the four transformational leadership categories?

2. What are the different levels of importance for expectations of collegiate students for each of the four transformational leadership activities preformed by an academic advisor?

3. Is there a difference in the preferences of male students compared to female students for transformational leadership activities preformed by their academic advisor?

4. Is there a difference in the preferences for transformational leadership activities preformed by their academic advisor for students based on the number of meetings with an academic advisor?

5. Is there a difference in the preferences for transformational leadership activities preformed by their academic advisor for students based on leadership positions held, membership in a college military organization, and participation in student athletics?

6. Is there a difference in the preferences for transformational leadership activities preformed by their academic advisor for traditional and non-traditional aged students or college classification?

7. Is there a difference in the preferences for transformational leadership activities preformed by their academic advisor for students based on when they first enrolled?

8. What are the components of a training plan to introduce collegiate academic advisors to transformational leadership?

Need for Study

Chickering and Reisser (1993) described today's students as more diverse than ever, and emphasized the need for more attention to their emotional, ethical and interpersonal needs. They also reminded educational institutions that students were not just degree seekers and test takers. These authors stated, "whether leaving home for the first time or returning to college late in life, students will face loneliness, anxiety, frustration and conflict. They will be required to make decisions, set goals, and develop greater autonomy" (Chickering & Reisser, 1993, p. 44). In developing the seven vectors, as they described as highways that students go down in their collegiate journey, Chickering and Reisser (1993), hoped to convince faculty, administrators and advisors to "recommit to the mission of nurturing mind, body, heart, and spirit" (p. 44). Additional research produced a National Student Satisfaction Report (Noel-Levitz 2003). In the report students indicated that the most important aspect of their educational experience was the academic advisor and King (1993) believed it was the only service on campus that guarantees interaction with the student. Texas A&M University, the land grant university at which this research was conducted had in its mission statement, rhetoric that pointed to the need for transformational leaders on its campus: (TAMU) "……. prepares students to assume roles in leadership, responsibility, and service to society. Texas A&M University assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit."(p. 13)

College students' needs were voiced through several research and national student surveys, which clearly indicated the importance of academic advising (Noel-

Levitz, 2003; Gordon, Habley & Assoc. 2000; Beal & Noel, 1980; Smith, 1983;

Crockett, 1978).

Since findings by Bass and Riggio (2006) suggested that the strongest effects of

transformational leadership seemed to be on followers' attitudes, it follows that

collegiate academic advisors with transformational leadership qualities may increase the

retention, recruitment and overall satisfaction of college students, and ultimately their

success.

Limitations

This study was limited to undergraduate collegiate students who progressed

beyond their first year of college and were enrolled in a leadership major at a large land

grant university. Other limitations include lack of diverse ethnicity and cultures. The

findings were not generalizable to other populations or universities.

Basic Assumptions

It was assumed that the participants understood the instrument questions. An

additional assumption was that they answered honestly. It was also assumed that all of

the participants had been academically advised at least one time, giving them the

opportunity to develop a preference for transformational leadership academic advising

activities.

Definition of Terms

For the purpose of this study, the following terms were defined:

- Developmental advising: Growth oriented; improving interpersonal skills; matching values with goals (Kramer, 1999)

- Collegiate academic advising: student advising for college academic purposes including choosing a major and career (Crookston, 1994)

- Intrinsic: inwardly, internal (intrinsic. n.d.)

- Vectors: Road, course or highway. (Chickering & Reisser, 1993)

- Critical thinking: Type of critical analysis; disciplined intellectual thinking based on balanced judgment and knowledge (critical thinking. n.d.)

- Idealized influence: one of the four transformational leadership components : strong role model, high moral standards, trust and vision (Bass & Riggio, 2006)

- Individualized consideration: one of the four transformational leadership components : listen, coach, encourage follower growth (Bass & Riggio, 2004)

- Inspirational motivation: one of the four transformational leadership components : communicator, challenges follower (Bass & Riggio, 2004)

- Intellectual stimulation: one of the four transformational leadership components : encourages creativity, supports new ideas (Bass & Riggio, 2004)

- Mentor: Someone who advises and guides a less experienced person. (mentor. n.d.)

- Autonomy: Personal independence and the capacity to make moral decisions and act on them (autonomy. n.d.)

CHAPTER II

REVIEW OF LITERATURE

Importance of Academic Advising

Research by Gordon and Habley (2000) indicated that academic advising was a major indicator of student retention and recruitment and ultimately the survival of the institution. Academic advising programs were singled out as the positive connection between the student and the university, and were challenged to meet the needs of the ever changing generations of students (Neumann, Finaly-Neumann, Reichel, 1990).

The changing characteristics of student bodies such as ethnicity, age and socioeconomic status were some of the reasons colleges and universities started putting more emphasis on the importance of academic advising (Coll & Zalaquett, 2007). Students were also dealing with such issues as gender identity, racial identity, sexual identity and culture identity. The emphasis became educating the "whole" person, which included leadership and character and gave the student a sense of belonging (Lowe & Toney, 2000). Chickering and Reisser (1993) recognized the importance of the stages of student development and the need to recognize and nurture each stage and developed the seven vector theory.

The seven vectors included (Chickering & Reisser, 1993, pp. 45-52):

1. *Developing competence* – three kinds of competence develop in college; intellectual, physical and manual skills, and interpersonal. "Students' overall sense of competence increases as they learn to trust their abilities, receives accurate feedback from others, and integrates their skills into a stable self-assurance" (p. 48).

2. *Managing emotions* – learning appropriate channels for releasing anger, dealing with fear and healing emotional wound*s*.

3. *Moving through autonomy toward interdependence* – pursuing goals, challenge their ways of thinking, not needing the approval of others, becoming self-directed, developing a healthier form of interdependence.

4. *Developing mature interpersonal relationships* – respecting differences, interculturally and interpersonally.

5. *Establishing identity* –" process of discovering with what kinds of experience, at what levels of intensity and frequency, we resonate in satisfying, in safe, or in self-destructive fashion" much of which is in response to feedback from valued others (Chickering & Reisser, 1993, p.49) There is comfort with gender, sexual orientation, racial and cultural identity.

6. *Developing purpose* – clarifying goals, values, finding out what they love to do, and what challenges them.

7. *Developing integrity*- matching personal values with socially responsible

behavior.

These vectors were analogous to highways that students traveled down on their

academic journey. These two theorists recognized how different students are today and

stressed that emotional, interpersonal and ethical development deserved equal billing

with intellectual development. Chickering and Reisser (1993) reminded educators of the

challenges facing a new generation of students. Factors such as economic woes, larger

classrooms, and faculty with more demands were causing students to lose sight of their

own personal development. That generation of students was also dealing with such

issues as gender identity, sexual orientation and racial and cultural identity. When these

issues kept them from or caused them to lose sight of their own personal development,

and crucial components of this development were not met, institutions became holding

tanks for those students not sure what to do next. In order to educate the "whole person",

colleges must hire staff that recognize student development and are able to foster it

(Chickering & Reisser, 1993). These vectors have "stood the test of time as conceptual

lenses"(p. 47), allowed higher education practitioners to use them as beacons for change

and used gender free language, appropriate for many diverse backgrounds.

Numerous studies have concluded that the developmental advising approach is

the ideal approach and has shown the greatest student satisfaction (Mottarella, K.,

Fritzsche, B., & Cerabino, K., 2004). King's research (1993), on developmental advising

also focused on the whole person approach, and believed that it worked with the student

at that person's own life stage of development. King (2005) credits Crookston for the

birth of the term developmental advising in 1972.The prescriptive approach to academic advising limited the advisors to concrete task-oriented activities such as building a degree plan and registration procedures. A closer look at the descriptions shows the components of developmental advising suggested by Kramer in 1999 (as cited in King, 2005). An academic advisor should:

- Focus on the students needs on a continual basis

- Challenge students

- Encourage students to take step out of their comfort zone with classes

- Help students stay engaged in intellectual and personal growth

- Help students decide what is important to them in college and their lives

- Help students build goals

There was even a suggestion that students actually prefer developmental advising (Fielstein, 1989; Herndon, Kaiser, & Creamer, 1996; Winston & Sandor, 1984). However, Lowe & Toney (2000) discovered that some academic advisors learned on the job and had no formal training. They concluded that this lack of training could result in the student enrolling in classes they did not need, which caused the student to have an extended program of study along with added expenses. These consequences of inadequate academic advising produced feelings of resentment and a non-nurturing environment (Lowe & Toney, 2000).

A precursor to the Lowe study reinforced the need for appropriate academic advising. In a national survey conducted by the American College Testing Program and the National Center for Higher Education Management Systems, Beal and Noel (1980)

reported that the strongest negative factor in student retention that emerged was

"inadequate academic advising". Smith (1983) conducted a survey of non-returning

students in community colleges and found that effective academic advising would have

encouraged them to stay. Academic advising was also described as a "cornerstone of

student retention" (Crockett, 1978).

King viewed academic advising as the "hub of the student services wheel", and

concluded in her study that strong developmental academic advising could greatly

contribute to student growth and ultimately lead to the satisfaction and retention in a

collegiate setting (1993).

Noel, Levitz, Salure, and Associates (1985, p. 121) identified themes of attrition

in retention efforts. Among them were:

- academic boredom – learning is not relevant, student is not challenged

- uncertainty about career goals – lack of vision/goals

- transition and adjustment difficulties – away from home/not fitting in

- unrealistic expectations of college

- lack of academic preparedness

- relevance – concrete rationale for the courses that they are required to
  take

The Transformational Leadership Style

Northouse (2010) defines transformational leadership as simply "a process that changes and transforms people" (p. 171). Ardichvili and Manderscheid (2008) expand on the definition by adding that transformational leadership is "a process whereby a leader engages with others and creates a connection that raises the level of motivation, commitment, and morality in both the leader and the follower" (p. 623). Transformational leadership was first coined by Downton (1973), but got most of its attention with the works of James McGregor Burns in late 1970, who tried to link the roles of leadership and followership. He viewed leaders as people who motivate followers to reach their goals. Burns identified two types of leaders, transformational and transactional. Transactional leaders focus on the exchange that occurs between leader and follower, and transformational leaders focus on the development of the follower (1978).

Bernard Bass in 1985, expanded on Burns version, but instead of linking the follower and leader roles, he put more emphasis on followers' needs and described transactional and transformational leadership as a single continuum. Bass and Avolio (1997), developed a model that includes transactional leadership as a component instead of separating the two approaches. The model has seven components, four of which categorize the transformational behaviors: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration, two that categorize the transactional behaviors and a single behavior that describes no leadership at all, laisssez-faire.

The following is an explanation of Bass and Avolio's (1997) four categories of the transformational component of their model:

Idealized influence: describes leaders who are strong role models, have a high morals and ethics and are trusted by their followers

*Inspirational motivation***:** describes leaders who motivate and inspire those around them, create a shared vision and challenge their followers

*Intellectual Stimulation***:** describes leaders who encourage creativity and new ideas

*Individualized Consideration***:** describes leaders who accept individual differences, act as coaches or mentors and encourages growth beyond own potential

The following is an explanation of Bass and Avolio's (1997) two categories of transactional leadership:

*Contingent Reward***:** exchange process between leaders and followers in which effort by followers is exchanged for specifies reward.

*Management-by-Exception***:** involves corrective criticism, negative feedback, and negative reinforcement

1. Active – watches closely for mistakes and takes corrective action
2. Passive- intervenes only when problems arise

The augmentation model (Figure 1) shows how the combination of transformational

and transactional leadership behaviors can lead to successful outcomes.
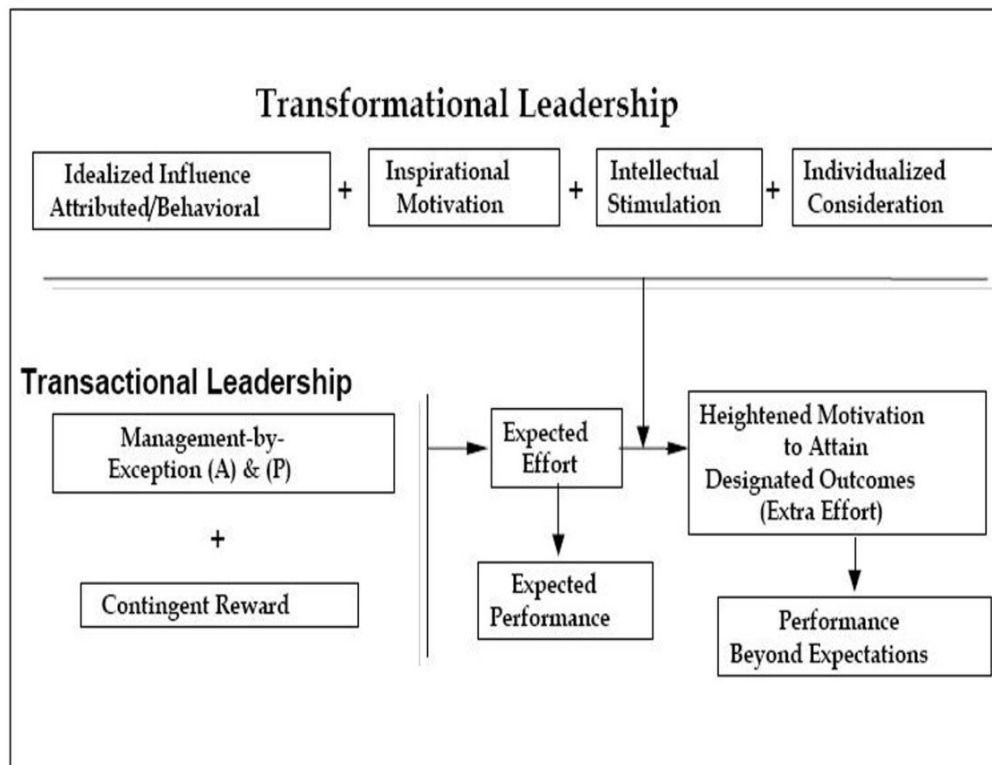
Figure 1 The augmentation model of transactional and transformational
leadership (Bass, & Avolio, 1997, p. 21)

Bennis and Nanus (1985) also contributed to the theory of transformational leadership by identifying four common strategies used by transformational leaders. Those strategies include:

- Clear vision,

- Being a social architect

- Building trust

- Having positive self regard.

In 1987 and again in 2002, Kouzes and Posner made yet another contribution to this leadership theory that was very similar to and enforced the existing theories. Their model consists of five fundamental practices for extraordinary leadership outcomes. The practices include:

- Model the way

- Inspire a shared vision

- Challenge the process

- Enable other to act

- Encourage the heart

For this project, the researcher developed a comparison chart (Table 1) that shows the similarity in the collective descriptions and behaviors developed by the above mentioned theorist. (Burns, 1978; Bass & Avolio, 2004; Bennis & Nanus 1985; Kouzes & Posner 1987, 2002).

Table 1
Transformational Leadership Theorist Comparison Chart

Burns - 1978	Bass - 1985	Bennis & Nanus 1985	Kouzes & Posner – 1987, 2002
Connection	***Idealized Influence*** Role model	Clear vision	Model the way
Motivation	Ethical, trust, vision	Social architect	Shared vision
Morality	***Inspirational motivation***	Trust	Challenge status quo
Followers fullest potential	High expectation, followers part of vision, communicator	Positive self-regard	Build trust/teamwork
	Intellectual Stimulation Challenge status quo Encourages creativity Followers think on own Support new ideas		Encourage the heart
			Positive feedback
	Individual consideration Listen to followers Coach, advise Follower growth		

The outcome, as the model shows (Figure 1), is heightened motivation and performance beyond expectations (Bass & Avolio, 2004). Transformational leaders stimulate personal growth (Gronn, 1997). Roberts (1985) explains "The collective action that transforming leadership generates empowers those who participate in the process. There is hope, there is optimism, and there is energy" (p.1024).

Transformational Leadership and Advising

Although no studies were found that link transformational leadership with academic advising, several advising researchers developed lists of characteristics that compare favorably with the constructs of transformational leadership. Kelly believes that potential academic advisors should have transformational qualities and that universities should have that as a priority in their job description and recommends further exploration into the realm of transformational leadership in that role (2003).

Slack (as cited in King, 2003) believed that academic advisors as transformational leaders could lead to better goals and commitments of students and a major change of attitude. Table 2 is a comparison chart (developed by the researcher) of the developmental advising constructs and the transformational leadership constructs (Kramer 1999, Burns 1978, Bass 1985, Bennis & Nanus 1985, & Kouzes & Posner 1987, 2002).

Table 2

Developmental Advising and Transformational Leadership Models Comparison Chart

Development Advising:	Transformational Leadership:
Focus on the students' needs on a continual basis	Build trust, Create a shared vision Give positive feedback
Challenge Students. Encourage them to step out of their comfort zone	Challenge followers Encourage follower growth
Guide students to stay engaged in intellectual and personal growth	Coach/advise Motivate followers Encourage follower growth Create a shared vision
Help students decide what is important to them in college and their lives	Encourage the heart; Challenge followers Motivate followers
Help students build goals, help them stay on track	Encourage fullest potential in followers Support new ideas Encourage creativity Give positive feedback Coach/advise Encourage follower growth

CHAPTER III

METHOD OF INVESTIGATION

Population and Sample

The purpose of this study was to ascertain collegiate students' preference for their academic advisor's use of the transformational leadership style. As a doctoral Record of Study, an additional purpose was to develop a leadership education program based on the students' responses.

Nine objectives were developed to achieve the purpose of this study. The first objective was to develop transformational leadership collegiate academic advising activities by identifying specific academic advising activities that correspond to the four transformational leadership constructs (a) idealized influence (b) inspirational motivation (c) intellectual stimulation (d) individualized consideration. The second objective was to determine the different levels of importance for expectations of collegiate students for each of the four transformational leadership activities used by academic advisors. The third objective was to compare male and female college students' levels of importance for transformational leadership activities used by academic advisors. The purpose of objectives four, five six, and seven were to compare the different levels of importance for expectations of collegiate students for transformational leadership activities used by academic advisors based on leadership position held, membership in a collegiate military organization or athletics, traditional and non-traditional aged students, classification, number of times advised and when the student first enrolled. Objective eight was to compare the developmental advising model

to transformational leadership qualities, and the last objective was to develop a training program to introduce collegiate academic advisors to the transformational leadership model.

A questionnaire was developed by the researcher for distribution to a purposive sample of 129 college students enrolled in courses titled, "Topics in Agricultural Leadership and Education." The students were chosen because they were members of a large undergraduate major at Texas A&M University. The students enrolled in the selected classes were considered representative of all students in the Agricultural Leadership and Development major. At the time of the study, the major, Agricultural Leadership and Development, had 474 students enrolled (Office of Institutional Studies and Planning, 2010). The two selected courses were required for all students in the major and, therefore, generated a representative group of students. The sample was considered a purposive sample. By utilizing this purposive sample, it was acknowledged that the results were not generalizable to all undergraduate students. However, the results provided an initial insight from a large group of students enrolled in a broad-spectrum major.

Students in the Agricultural Leadership and Development major were considered for the study because of their diverse choices following graduation. According to the Texas A&M Post Graduate report (May 2010) students were offered between 22 and 25 different career options following graduation.

This distribution identified the purposive sample as students with a wide range of career options with a broad, rather than narrow scope of opportunities following graduation.

Using these data, it was determined that the Agricultural Leadership and Development major was a good choice to ascertain preferences from a general-type of undergraduate student at a large, land- grant university.

Instrument Development

The questionnaire was developed by the researcher from areas suggested in other researchers' previous studies on academic advising and/or transformational leadership. The instrument was reviewed for face and content validity by an expert panel of academic advisors representing two different academic leadership majors. Following revisions by the expert panel, a pilot survey was given to a student population enrolled in classes within the same department. The students were asked to review the questions and give their feedback concerning additional questions that should be included in the questionnaire. The majority of the suggestions the students gave were questions that would describe a transactional academic advisor. However, these suggestions that pertained to transactional leadership were not considered as the intention of the questionnaire was not to include transactional behaviors. The rationale for this exclusion was the research was specific to finding out if students preferred transformational leadership in their academic advisor in addition to their presumed transactional duties.

Other suggestions (Appendix B) from the expert panel and pilot study were incorporated into the final instrument. With permission of the course instructors, the

questionnaire was administered to the students during one of their regularly scheduled class times. In accordance with and approval of the Institutional Review Board, the instrument contained in its opening statement, assurance that the questionnaire was anonymous and they were not required or forced to participate. The instrument consisted of 13 questions that described academic advisor transformational leadership activities. The participants based their responses on a Likert-type scale ranging from 1-strongly disagree to 5-strongly agree. During post-administration analysis, the questions were then divided into four major constructs of transformational leadership: influence, motivation, stimulation, and consideration. A Cronbach's Coefficient Alpha test was conducted to test instrument reliability. A confidence interval of .05 was set a priori. The overall reliability of the instrument was .929.

The results for each of the four constructs are shown in Table 3. The first construct contained five questions which described *Influence*. The reliability of this scale was .867, an acceptable level of reliability according to Fraenkel and Wallen (2007). Because the second construct, *Motivation* contained only two questions. The reliability of this scale was .641 and viewed with caution.

The third construct only contained one question that described *Stimulation* and therefore, the reliability could not be established for that construct.

Although the reliability could not be established in one construct, *Stimulation* and is cautionary in a second one, *Motivation,* the researcher noted that Bass identified transformational leader as those who use one or more of the constructs (Bass & Riggio, 2004).

The fourth construct contained five questions which described *Consideration* and had a reliability of .838.

Table 3
Transformational Leadership Activity Scales - Reliability

Scale	Item #	Statement	Reliability
Influence	1.	I expect my academic advisor to be a positive role model for me.	.867
	2.	My academic advisor should encourage me and help me develop a future vision	
	4.	My academic advisor should have high standards of ethical and moral conduct	
	6.	Trust is a very important part of the relationship between my academic advisor and me.	
	13.	My academic advisor should follow through with commitments and promises	

Table 3 continued

Scale	Item #	Statement	Reliability
Motivation	3.	My academic advisor should challenge me to go beyond what I feel are my capabilities	.641
	8.	My academic advisor should be a source of motivation	
Stimulation	9.	I expect my academic advisor to support new ideas I may have	NA
Consideration	5.	My academic advisor should be a good listener so I can feel comfortable talking to and confiding in them.	.838
	7.	My academic advisor should help me develop my strengths	
	10.	My academic advisor should embrace culturally diverse points of view	
	11.	My academic advisor should have a passion for my best interest	
	12.	My academic advisor should be an enthusiastic person	

Collection of Data

With the permission of the professor, the survey was handed out to the students present in class. The students were not forced to participate and their grades were not affected, as described in the opening statement of the instrument (see Appendix A). The first class had an enrollment of 78 students, 70 of whom were present. All 70 students responded to the questionnaire. The second class had an enrollment of 80 students, 59 of whom were present. All 59 students responded to the questionnaire. The total number of responses that were usable was 128 out of the 129 that responded. The students who were absent were typical of the student population and because the execution of the instrument was not pre-announced, it was assumed that these students did not create a bias for the results.

CHAPTER IV

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

Objective One - Transformational Leadership Advising Activities

The first objective was to develop transformational leadership collegiate

academic advising components. This task was completed by identifying specific

academic advising activities that corresponded to the four transformational leadership

categories. The list below shows the four transformational leadership constructs, (Bass &

Avolio, 1997) and the academic advising activities associated with each of the

components. This list was created by the researcher from information found in the

review of related literature. The terms Bass and Avolio, (1997) used to describe

transformational leaders were used to create activities which would identify collegiate

academic advisors as transformational leaders.

Construct 1: Idealized Influence

Advisor Activities
     Being a positive role model
     Encouraging and helping the student develop a future vision
     Having high standards of ethical and moral conduct
     Building trust with the student
     Following through with commitments and promises

Construct 2: Inspirational Motivation

Advisor Activities
        Challenging the student
        Motivating the student

Construct 3: Intellectual Stimulation

Advisor Activities
        Supporting new ideas the student might have

Construct 4: Individualized Consideration

Advisor Activities
        Being a good listener
        Helping to develop the strengths of the student
        Embracing culturally diverse views
        Having passion for student best interest
        Being enthusiastic about the student and their journey

Objective Two – Importance of Each Transformational Construct

The second objective was to determine how important undergraduate students felt the four constructs of transformational leadership activities were for an academic advisor. Two of the constructs, stimulation and motivation had one or two activities and therefore the findings for this objective were based on two of the constructs with high reliability, consideration and influence. For each of these two transformational leadership constructs, students indicated that they preferred advisors to use transformational advising activities. It is important to note that the overall reliability of the instrument based on individual activities was .929. These results support research that showed students preferred developmental advising (Fielstein, 1989; Herndon, Kaiser

& Creamer, 1996; Winston & Sandor, 1984). See the discussion of each construct for the detailed mean results.

Construct 1 – Influence

Table 4 shows Construct 1 – Influence. The means and standard deviations for each of the five transformational leadership activities of an academic advisor were calculated from the students' responses. The range of means calculated for this construct was 4.3 to 4.7. The five activity responses were combined to form a grand mean for Influence. The grand mean was 4.5. Since the scale indicates "5" as strongly agrees, the results showed that students preferred their academic advisors use the activities associated with the influence construct.

Construct 2 – Motivation

Table 5 shows Construct 2 – Motivation. The means and standard deviations for the two transformational leadership activities of an academic advisor were calculated from the students' responses. The range of means calculated for this construct was 3.9 to 4.0. The 2 activity responses were combined to form a grand mean for Motivation. The grand mean was 4.0. Because there were only two activities for this construct and the reliability was approached with caution according to Fraenkel and Wallen (2006) reliability ratings, this construct was not considered in the comparative analyses of differences results. However, it was included for discussion purposes only.

Table 4.

Construct 1- Influence: Frequencies and Standard Deviations

Item	M	SD	1		2		3		4		5	
			f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I expect my academic advisor to be a positive role model for me	4.37	.858	2	1.6	3	2.3	11	8.5	42	32.6	71	55.0
My academic advisor should encourage me and help me develop a future vision	4.62	.720	2	1.6	1	.8	3	2.3	32	24.8	91	70.5
My academic advisor should have high standards of ethical and moral conduct	4.5	.730	1	.8	0	0	12	9.3	37	28.7	79	61.2
Trust is a very important part of the relationship between my academic advisor and me	4.46	.866	3	2.3	1	.8	11	8.5	33	25.6	81	62.8
My academic advisor should follow through with commitments and promises	4.71	.698	2	1.6	1	.8	3	2.3	20	15.5	103	79.8
Mean for Influence activity	**4.53**	**.628**										

Note: Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

Table 5

Construct 2- Motivation: Frequencies and Standard Deviations

Item	M	SD	1		2		3		4		5	
			f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
My academic advisor should challenge me to go beyond what I feel are my capabilities	3.99	.870	2	1.6	2	1.6	31	24.0	54	41.9	40	31.0
My academic advisor should be a source of motivation	4.04	.930	4	3.1	2	1.6	23	17.8	56	43.4	44	34.1
Mean for Motivation activity	**4.01**	**.772**										

Note: Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

Construct 3 – Stimulation

Table 6 shows Construct 3 – Stimulation. Since only one question was developed for the Stimulation component of Transformational Leadership (see discussion in Instrument Development, Chapter III), the mean response for the question was included in the discussion for information purposes only. The mean for this question was 3.9.

Construct 4 – Consideration

Table 7 shows Construct 4 – Consideration. The means and standard deviations for each of the five transformational leadership activities of an academic advisor were calculated from the students' responses. The range of means calculated for this construct was 3.9 to 4.6. The five activity responses were combined to form a grand mean for Influence. The grand mean was 4.2. Since the scale puts 5 as strongly agrees, the results showed that students preferred their academic advisors use the activities associated with the consideration construct.

Table 6.

Construct 3-Stimulation: Frequencies and Standard Deviations

Item	M	SD	1		2		3		4		5	
			f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I expect my academic advisor to support new ideas I may have	3.96	.851	2	1.6	3	2.3	28	21.7	61	47.3	35	27.1
Mean for Stimulation activity	**3.96**	**.851**										

Note: Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

Table 7

Construct 4- Consideration: Frequencies and Standard Deviations

Item	M	SD	1		2		3		4		5	
			f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
My academic advisor should be a good listener so I can feel comfortable talking to and confiding in them	4.60	.766	2	1.6	2	1.6	4	3.1	30	23.3	91	70.5
My academic advisor should help me develop my strengths	3.98	.866	1	.8	4	3.1	31	24.0	53	41.1	40	31.0
My academic advisor should embrace culturally diverse points of view	4.01	.948	3	2.3	5	3.9	24	18.6	53	41.1	44	34.1
My academic advisor should have a passion for my best interest	4.51	.784	2	1.6	1	.8	8	6.2	36	27.9	81	62.8
My academic advisor should be an enthusiastic person	4.40	.834	2	1.6	1	.8	14	10.9	38	29.5	74	57.4
Mean for Consideration activity	**4.29**	**.655**										

Note: Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree

Objective Three – Difference between Male and Female Students

The third research objective was to ascertain if male and female students felt differently about their academic advisors' transformational leadership activities. Table 8 shows that there was no significant difference in the importance of transformational leadership in their academic advisor between the male and female students. This refutes the assumption, based on Bass and Riggio's (2004), findings that females are more transformational than males, that females would place a higher level of importance of transformational leadership activities in their academic advisors than males.

Table 8.

Summary of Comparative Analyses of Differences of Importance of Transformational Leadership in Academic Advisors by Gender (N=124)

Scale	df	SS	MS	F	p
Influence					
Between	1	.107	.107	.270	.604
Within	122	48.132	.395		.
Total	123	48.238			
Consideration					
Between	1	.439	.439	1.003	.318
Within	122	53.352	.437		
Total	123	53.791			

*Note: (n=74 male, n=50 female) *p<.05*

Objective Four – Number of Times Advised

The fourth research objective was to compare the different level of importance for expectations of collegiate students for transformational leadership activities in academic advisors based on number of meetings with an advisor. Because one of the groups consisted of only two students the results of this objective could not be used in comparative analysis.

Objective Five – Membership in Collegiate Military Organization, Athletics or Leadership Position

The purpose of objective five was to compare the different level of importance for expectations of collegiate students for transformational leadership activities in academic advisors based on leadership positions held at A&M, membership in a collegiate military organization and athletics. Table 9 shows that there was no significant difference in student preferences based on leadership positions held. Tables 10 and 11 shows that there was also no significant difference in student preference based on membership in a collegiate military organization or athletics.

Table 9.

Summary of Comparative Analyses of Differences of Importance of
Transformational Leadership in Academic Advisors by Leadership
Positions Held (N=129)

Scale	df	SS	MS	F	p
Influence					
Between	1	.224	.224	.579	.448
Within	125	48.292	.386		.
Total	126	48.516			
Consideration					
Between	1	.024	.024	.024	.814
Within	125	54.351	.435		
Total	126	54.375			

Note: (note: n=57 held leadership position, n=70 not held leadership
position*p<.05

Table 10.

Summary of Comparative Analyses of Differences of Importance of
Transformational Leadership in Academic Advisors by Membership in
Collegiate Military Organization (N=129)

Scale	df	SS	MS	F	p
Influence					
Between	1	.126	.126	.323	.571
Within	124	48.387	.390		.
Total	125	48.513			
Consideration					
Between	1	.182	.182	.416	.520
Within	124	54.099	.436		
Total	125	54.280			

Note: (n=19 membership in collegiate military organization, n=107 no
membership in collegiate military organization) *p<.05

Table 11.

Summary of Comparative Analyses of Differences of Importance of Transformational Leadership in Academic Advisors by Involvement in Student Athletics (N=129)

Scale	df	SS	MS	F	p
Influence					
Between	1	.607	.607	1.584	.211
Within	125	47.909	.383		.
Total	126	48.516			
Consideration					
Between	1	.179	.179	.414	.521
Within	125	54.196	.434		
Total	126	54.375			

*Note: (n=14 student athlete, n=113 not student athlete) *p<.05*

Objective Six - Traditional and Non-traditional Age Students

Objective six compared the different level of importance for expectations collegiate students for transformational leadership activities in academic advisors based on two "age" classifications. First, the students' importance ratings were compared by their undergraduate classification. No freshmen students were included in the purposive sample, so the comparison was made for sophomore, junior, and senior students. Table 12 shows students from the different classifications had the same expectations for their academic advisors using transformational leadership activities. Advisors were not expected to act differently whether their advisee was a less experienced student (sophomore) or an experienced student (senior). This supports Chickering and Reisser, who revised the original vectors to include all ages, believing that students go down these vectors or personal journeys at different paces and times and not in any particular

order. Academic advisors cannot assume because a student is in a certain grade or is a certain age that they should take different approaches with them.

The "age" of students was also analyzed by using students' actual age. It was determined that traditional college students were 18-22 years old. This determination was created because, in the United States, on average, students graduate from high school at the age of 18 years old. In this study, the range of ages was 19 – 52 years. The traditional age category was 93 students and the non- traditional age category was 34.

Table 13 shows that there is no significant difference in how these two age categories rated the importance of transformational leadership activities by their academic advisors. This too, supports Chickering and Reisser's seven vector theory (1993).

Table 12.
Summary of Comparative Analyses of Differences of Importance of Transformational Leadership in Academic Advisors by Classification (N=126)

Scale	df	SS	MS	F	p
Influence					
Between	3	1.335	.445	1.160	.328
Within	123	47.181	.384		.
Total	126	48.516			
Consideration					
Between	3	.784	.261	.600	.616
Within	123	53.592	.436		
Total	126	54.375			

*Note: (n=58 seniors, n=63 juniors, n=5 sophomores) *p<.05*

Table 13.

Summary of Comparative Analyses of Differences of Importance of
Transformational Leadership in Academic Advisors by Age (N=127)

Scale	df	SS	MS	F	p
Influence					
Between	13	1.739	.134	.323	.987
Within	113	46.777	.414		.
Total	126	48.516			
Consideration					
Between	13	3.317	.255	.565	.877
Within	113	51.058	.452		
Total	126				

Note: (n=34 non-traditional, n=93 traditional) p<.05

Objective Seven - First Enrolled – Freshmen, 2-year Transfer, 4-year Transfer

The purpose of objective seven was to compare the different level of importance

for expectations of collegiate students for transformational leadership activities in

academic advisors based on when they first enrolled at Texas A&M. The student's

responses were based on three categories, enrolled as a freshman, transferred from a 2-

year college or transferred from a 4-year university. Table 14 shows that there was no

significant difference in the level of expectations for transformational leadership

activities in their academic advisors based on when they first enrolled in college in the

consideration and influence construct.

Table 14.

*Summary of Comparative Analyses of Differences of Importance of
Transformational Leadership in Academic Advisors by When First
Enrolled (N=127)*

Scale	df	SS	MS	F	p
Influence					
Between	2	1.387	.694	1.825	.166
Within	124	47.129	.380		.
Total	126	48.516			
Consideration					
Between	2	.840	.420	.973	.381
Within	124	53.535	.432		
Total	126	54.375			

*Note: (n=78 enrolled as freshman, n=41 transferred from 2 year, n=8
transferred from 4-year) *p<.05*

Objective Eight - Compare the Developmental Advising Model to Transformational

Leadership Qualities

        The purpose of objective eight was to do a comparison to show the similarities in

the descriptions of developmental advising and transformational leadership. Table 2,

page 23 shows how similar the two models are. Studies by King (1993) show that

developmental advising focuses on the whole person and that it works with the student at

their stage of development. This parallels Chickering and Reisser's (1993) seven vector

theory. King's studies also recommend replacing the prescriptive advising model which

limits academic advising to task oriented activities, with developmental advising. Bass

and Avolio's (1997), model places transformational and transactional leadership on a

continuum that works as a combined process.

Transactional leadership is similar to prescriptive advising in that they are both limited to task oriented activities. A transformational leadership approach would then allow the academic advisor to complete the required task and be transformational also. Objective 9- Develop a training program to introduce collegiate academic advisors to the transformational leadership process.

The purpose of objective nine was to develop a training program for collegiate academic advisors. The training program would introduce the transformational leadership process to academic advisors. The findings of this research were used to develop a training program. The outline of the program can be found in Appendix C.

Conclusions

Conclusions for Objective One

1. Introduce collegiate undergraduate advisors to the concept of transformational leadership advising activities. The findings for Objective One revealed that transformational leadership activities were transferable to activities performed by undergraduate academic advisors. A list of transformational academic advising activities (Appendix B) was created and reviewed by current academic advisors and their student advisees. Their reviews indicated that the transformational activities were recognizable. Therefore, it was concluded that academic advisors should be introduced to the concept of transformational leadership academic advising.

As noted in the finding, this conclusion supports Bass (2004) who stated that transformational leadership actions motivate followers to achieve performance beyond expectations.

Conclusions for Objective Two

1. Collegiate students had high levels of importance on each activity within the constructs of transformational leadership. The findings for Objective two indicate that all activities listed on the survey instrument were of importance, and students do, in fact prefer academic advisors as transformational leaders. This conclusion related to the studies that suggest students do prefer the developmental advising approach which is parallel to transformational leadership, and that students think academic advising should be a priority. It also supports Kelly's (2003) belief that transformational leadership is a crucial component in academic advisors and recommends that universities identify these components in perspective advisors.

Conclusions for Objective Three

1. Advisors should use the same transformational leadership academic advising activities regardless of whether an advisee is male or female. The findings for Objective three indicated that there was no difference in how male and female students rated the importance of transformational leadership academic advising activities. As noted in the findings section, this conclusion related to the concept that females are more "transformational" than males (Bass & Riggio, 2006).

For this study, it was expected that female students would rate transformational leadership activities with a higher score than males. However, the finding from this study refuted the transformational gender notion and therefore, academic advisors should use the same transformational leadership activities with all students regardless of gender.

Conclusions for Objective Four

1. Because one of the groups in this objective only had 2 members, the comparative analysis could not be run, therefore, no conclusions could be drawn.

Conclusions for Objective Five

1. Advisors should use the same transformational leadership academic advising activities regardless of whether an advisee is a member of a collegiate military organization, athletics or has held a leadership position on campus. The finding for Objective Five indicated that there was no difference in how members of a collegiate military organization, athletes or students who held a leadership position rated the importance of transformational leadership academic advising activities. Regardless of membership in organizations, which many believe create stronger leaders, students strongly preferred transformational leadership activities in their academic advisors.

Conclusions for Objective Six

1. Advisors should use the same transformational leadership academic advising activities regardless of whether they are traditional age or non-traditional age and regardless of their classification. The findings for Objective Six indicated that

there was no difference in how traditional age students and non-traditional age students rated the importance of transformational leadership academic advising activities. Additional findings for Objective Six indicated that there was no difference in how sophomores, juniors or seniors rated the importance of transformational leadership academic advising activities. As noted in the findings section this conclusion supports Chickering and Reisser (1993), who developed and revised the Seven Vectors theory to include collegiate student development and emphasized that different students go through each stage of development at different times, and there was no specific age that coincided with any stage.

Conclusions for Objective Seven

1. Advisors should use the same transformational leadership academic advising activities regardless of when the student first enrolled. The findings of objective seven revealed that in the consideration and influence construct, there was no difference in how students who first enrolled at A&M as Freshman rated the importance of transformational leadership activities in their academic advisor compared to students who enrolled as 2-year college or 4- year college transfer.

Conclusions for Objective Eight

1. Developmental advising and transformational leadership have similar activities. The findings of Objective Eight revealed that the developmental advising model and the transformational leadership model are comparatively similar using much of the same descriptive terminology. King (1993) recommends the

developmental advising model and additional studies indicate that it is the preferred model of students (Fielstein, 1989; Herndon, Kaiser, & Creamer, 1996; Winston & Sandor, 1984).

Conclusions for Objective Nine

1. A training program was developed. As a result of this study, with students indicating a strong preference for transformational leadership activities in their academic advisor, a workshop specifically for academic advisors was developed and the outline for that workshop can be seen in Appendix C.

Recommendations

The following are recommended actions:

1. Undergraduate academic advisors receive training to integrate transformational leadership activities into their routine. An outline of a Workshop for Transformational Academic Advising is included in Appendix C.

2. The instrument be revised to produce a higher internal consistency for the Transformational Leadership construct Motivation.

3. The instrument be enhanced to include statements to assess the importance of the Transformational Leadership construct Stimulation.

The following are recommended for need for further research:

1. Replicating the study across the entire college of agriculture, and with a larger population so that a comparison could be made with students who had been advised one time with students who had been advised multiple times.

2. The research is conducted in an environment that evaluates how race, disabilities, and cultural factors affect students' attitudes toward the importance of transformational leadership activities when receiving academic advice.

3. Evaluate how graduate students assess the importance of transformational leadership academic advising.

4. Evaluate how pre-college students assess the importance of transformational leadership academic advising.

5. Assess if there is a difference among undergraduate students in different colleges on campus.

6. Evaluate the number of students who leave college before graduation because of inadequate academic advising, calculate the lost tuition compared to salary of additional academic advisors.

CHAPTER V

SUMMARY

The purpose of this study was to determine how important transformational leadership activities in academic advisors were to students. Findings from prior research showed the need to make collegiate academic advising a higher priority, and national student surveys reported that academic advising was a key to student recruitment and retention. Chickering and Reisser's (1993) seven vector theory states that students' development takes place along vectors or highways, and each student travels these vectors at different times. They also noted the importance of the academic advisor as a key to positive student development. In the 1980's there was a major shift in academic advising. What was once viewed as prescriptive, or informational, changed to developmental or relational. Several studies suggested that the components of transformational leadership were the key to positive student development and paralleled with the description of developmental advising.

The study included nine objectives:

- developing transformational leadership collegiate academic advising activities by identifying specific academic advising activities that correspond to the four transformational leadership categories,

- determine the different levels of importance for expectations of collegiate students for each of the four transformational leadership activities in academic advisors

- Compare male and female college students' levels of importance for transformational leadership activities in academic advisors.

- Compare the different level of importance for expectations of collegiate students for transformational leadership activities in academic advisors based on leadership position held, membership in collegiate military cadet organization and student athletics

- Compare the different level of importance for expectations of collegiate students for transformational leadership activities in academic advisors based on when the student first enrolled (freshman, transfer)

- Compare the different level of importance for expectations of collegiate students for transformational leadership activities in academic advisors based on traditional and non-traditional aged students, as well as their classification.

- Compare the different level of importance for expectations of collegiate students for transformational leadership activities in academic advisors based on the number of times they have seen an advisor.

- Compare the developmental advising model to transformational leadership qualities

- Develop a training program to introduce collegiate academic advisors to the transformational leadership model

Prior studies in academic advising suggested that it was a major indicator of student retention and recruitment (Gordon & Habley, 2000). Coll & Zalaquett, (2007), indicated in their studies that the changing characteristics of student bodies, such as age, ethnicity and changing socioeconomic status were some of the reasons academic advising needed more emphasis. Chickering and Reisser (1993) revised the original seven vectors so they would be gender free and apply to all ages. They indicated that student development takes place at different ages and that no two student's journeys would be alike. They also believe that students' self-awareness and career goals are directly affected by the effectiveness of the academic advising system and when these crucial components are not met, universities and colleges become "holding grounds" for those not sure what to do next.

King (1993) emphasizes in her studies that academic advising is the only service on a university campus that guarantees interaction with the student, and identifies this service as the "hub" of the student services wheel. She also encouraged the shift in academic advising from prescriptive to developmental (1993), which (Fielstein, 1989, et al.) suggest is the model that students actually prefer.

Transformational leadership is defined by Northouse as simply "a process that changes and transforms people" (2010, p.171). Several theorists who studied transformational leadership devised similar descriptions of a transformational leader. Bass and Avolio (1997), however, categorized those descriptions into four categories,

and added transactional leadership, known as the Full Range Model of Leadership. An augmentation model developed by Bass and Avolio (1997) shows that a combination of transformational and transactional leadership leads to heightened motivation and performance beyond expectations. A closer look at Bass and Avolio's full range leadership model shows similarities to the developmental advising model with a prescriptive advising component (1997).

Although no studies were found linking academic advisors to transformational leadership, several journal authors brought attention to the need. Slack (as cited in Kelly, 2003), emphasized that this leadership approach can positively change the attitudes and assumptions of students while building commitment for their academic goals.

 Kelly (2003) emphasized the need for universities to identify transformational leadership in prospective academic advisors.

An instrument was developed based on transformational leadership activities developed by Bass (1985). Findings were a result of student responses to the level of importance of transformational leadership activity in their academic advisor. Those findings indicated the following:

- Specific academic advising activities were developed that corresponded to the four transformational leadership constructs.

- Students' level of importance for transformational leadership activities in an academic advisor is high in all four constructs.

- Due to a low number, a comparison was not possible.

- There was no significant difference in the level of importance for transformational leadership activities in academic advisors based on when the student first enrolled.

- There was no significant difference in the level of importance for transformational leadership activities in academic advisors based on gender, age, classification, leadership position held, membership in a collegiate military organization or athletics.

Based on the findings, the following conclusions were made:

- Transformational leadership activities were transferrable to activities performed by academic advisors.

- All activities on the instrument were of importance, and students do, in fact prefer transformational leadership activities in academic advisors.

- Advisors should use the same transformational leadership activities regardless of whether the advisee is male or female.

- Due to the low numbers of students who had been advised one time, a conclusion could not be made.

- Advisors should use the same transformational leadership activities regardless of leadership position held, membership in a collegiate military organization, or athletics.

- Advisors should use the same transformational leadership activities regardless of whether they are traditional or non-traditional aged students and regardless of their classification.

- Advisors should use the same transformational leadership academic advising activities with students who first enrolled at A&M as a freshman as they do with students who enroll as a transfer from a two-year college or four-year university.

- Developmental advising and transformational leadership have similar activities.

- A training program was developed.

As a result of the findings and conclusions, the following recommendations were made:

- Undergraduate academic advisors receive training to integrate transformational leadership activities into their routine. An outline of a Workshop for Transformational Academic Advising is included in Appendix D.

- The instrument is revised to produce a higher internal consistency for the Transformational Leadership construct Motivation.

- The instrument is enhanced to include statements to assess the importance of the Transformational Leadership construct Stimulation.

- The research is conducted in an environment that evaluates how race, disabilities, and cultural factors affect students' attitudes toward the importance of transformational leadership activities when receiving academic advice.

- Evaluate how graduate students assess the importance of transformational leadership academic advising.

- Evaluate how pre-college students assess the importance of transformational leadership academic advising.

- Assess if there is a difference among undergraduate students in different majors on campus. (Math, History, English, Business etc).

- Evaluate the number of students who leave college before graduation because of inadequate academic advising, calculate the lost tuition compared to salary of additional academic advisors.

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APPENDIX A

SURVEY INSTRUMENT

Student Preferences for Academic Advisors

I would like your feedback on preferences regarding academic advisors. You are not required to fill out this survey, and your grade in this course will not be affected in any way. But, your feedback from this survey is very valuable and will assist me in my research for my Ed.D.

	Please circle the number after each statement that best describes your expectations of an academic advisor. 1 – Strongly disagree 2 – Disagree 3 – Neither Agree or Disagree 4 - Agree 5 – Strongly Agree					
1.	I expect my academic advisor to be a positive role model for me.	1	2	3	4	5
2.	My academic advisor should encourage me and help me develop a future vision	1	2	3	4	5
3.	My academic advisor should challenge me to go beyond what I feel are my capabilities	1	2	3	4	5
4.	My academic advisor should have high standards of ethical and moral conduct	1	2	3	4	5
5.	My academic advisor should be a good listener so I can feel comfortable talking to and confiding in them.	1	2	3	4	5
6.	Trust is a very important part of the relationship between my academic advisor and me.	1	2	3	4	5
7.	My academic advisor should help me develop my strengths	1	2	3	4	5
8.	My academic advisor should be a source of motivation	1	2	3	4	5
9.	I expect my academic advisor to support new ideas I may have	1	2	3	4	5
10.	My academic advisor should embrace culturally diverse points of view	1	2	3	4	5
11.	My academic advisor should have a passion for my best interest	1	2	3	4	5
12.	My academic advisor should be an enthusiastic person	1	2	3	4	5
13.	My academic advisor should follow through with commitments and promises	1	2	3	4	5

Gender   Male   Female

Age   _____

Classification   Freshman   Sophomore   Junior   Senior

I have received academic advising: 1 time 2 times   3 times   4 times or more

I first enrolled at Texas A&M as a:

Freshman   Transfer from 2-year College   Transfer from another 4-year university

Have you held a leadership position in a TAMU student organization? yes   no

Are you a member of the Corp of Cadets? yes   no

Are you a Student Athlete? yes   no

APPENDIX B

CLASSIFICATION OF QUESTIONS

Classification of questions:

Idealized Influence (role model, high standards of ethical conduct, trust, vision)

I expect my academic advisor to be a positive role model for me.
My academic advisor should have high standards of ethical and moral conduct
My academic advisor should encourage me and help me develop a future vision
Trust is a very important part of the relationship between my academic advisor and me.
My academic advisor should follow through with commitments and promises

Inspirational Motivation (high expectations, great communicator)

My academic advisor should challenge me to go beyond what I feel are my capabilities
My academic advisor should be a source of motivation

Intellectual Stimulation (challenge system, encourage creativity, followers to think on their own to solve problems, support innovations)

I expect my academic advisor to support new ideas I may have

Individualized Consideration (listen, coach, advise, encourage follower growth

My academic advisor should embrace culturally diverse points of view
My academic advisor should help me develop my strengths
My academic advisor should be a good listener so I can feel comfortable talking to and confiding in them.
My academic advisor should have a passion for my best interest
My academic advisor should be an enthusiastic person

APPENDIX C

SUGGESTIONS FROM EXPERT PANEL AND PILOT SURVEY

EXPERT PANEL – suggested additional demographic questions at the end of the questionnaire, which were added to the revised instrument

- Number of times advised
- Leadership positions held
- Student athlete
- Belong to a student military organization
- When did the student first enroll, (ie: transferred from community college, freshman)

STUDENT SUGGESTIONS FROM PILOT SURVEY –

- Do you feel your advisor should be randomly selected?
- My academic advisor should "check-in" with me during the semester (12)
- How many times have you met with your advisor this semester?(10)
- Add a "neutral" response

APPENDIX D

TRANSFORMATIONAL LEADERSHIP WORKSHOP FOR ACADEMIC

ADVISORS

I.   Introduction to Transformational Leadership

    A. Presenters will give definitions and brief history of this theory

II.   Attendees will complete assessment to determine level of transformational leadership

III.   Presenters will explain the concepts of transformational and transactional leadership qualities and how these relate to the concepts of developmental and prescriptive advising.

IV.   Participants will reflect on and share with other audience members advising experiences that led to a change in the student's perspective and experiences

V.   Presenters will share with participants some ways that advisors can be more transformational in their advising approach.

    A. Vision building/Goal setting

VI.   Presenters will share with participants some ways to minimize the transactional leadership qualities in advising that impede our ability to be transformational

(A collaborative effort with Summer Odom, Academic Advisor, in preparation for presentation at the NACADA 2010 National Conference)

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