If you haven’t surfed over to csi-net.org in a while, you are in for some great surprises! We have a new look and some great new features. Here are some of the main ones you will not want to miss!

**The Counselor’s Bookshelf**

The Counselor’s Bookshelf is a new interactive forum for CSI members where you can post reviews of books and other helpful resources and read reviews by other counselors. The Bookshelf has four parts: (1) Professional Books, (2) Books that Helped Me Become a Better Counselor, (3) Bibliotherapy Resources, and (4) Movies and TV Shows. Two editors for each section will read and edit reviews before they are posted. The editors are Dr. Cheryl Holcomb McCoy and Mr. Tony Tosa-do; Dr. Jane Myers and Ms. Karen Favreau; Drs. Cathy Woodyard and Connie Fox; and Dr. Todd Lewis and Mr. Phil Clarke.

Thanks to Karen Favreau, a master’s student in community counseling and former librarian, for her help developing the proposal for this exciting new project! Check it out, read some reviews, post your responses if you read the same book or saw the same movie or TV show, and enjoy the opportunity to share your ideas with fellow counselors!

**Find a Counselor Registry**

CSI members who are licensed professional counselors may opt to be included in this new registry that consumers can use to locate counselors in their area. To opt in to the registry, log-in through the Membership link and complete your personal profile form. It’s that easy! You can specify the client populations you prefer, the types of interventions you use, and include a link to your personal web site.

When consumers click on the Find a Counselor Link, they will also be able to read the brochure on Client Rights and Responsibilities developed jointly by NBCC and CSI. Counselors are encouraged to download copies of this brochure and make them available to clients.

**JobLinks**

JobLinks is not a new service, but we have moved it to a more prominent place on the web page and added some new features. Most significant are job postings by state. CSI members can opt to receive e-mails whenever jobs of potential interest to them are posted. Instructions for how to opt-in are included on the JobLinks page. Please encourage employers to contact CSI for their job postings, and visit JobLinks to help with your job search!

**Chapters Link**

Chapter leaders will find a ton of useful information under this link. Check out the new Social Networking Policy and use these guidelines to develop your Facebook, MySpace, or other social networking sites. It’s a great way to keep your professional members involved in your chapter!

**More Changes in Store!**

We will continue to make changes in the CSI web page to better serve your needs. So, please keep telling us what you want and need. Send comments to webadministrator@csi-net.org.

**Time to Vote!**

This edition of the Exemplar contains information about candidates for 2009-10 president-elect and treasurer. It also contains a ballot for you to cast your vote—or you can go to www.csi-net.org and vote online. Please take a few minutes to read the candidate’s information and cast your vote.
CSI Looks Ahead

Donna Henderson
CSI President

What do you associate with the month of June? That time of the year brings to my mind graduations, weddings, cook-outs and summer crops. This year June was also the time the CSI Executive Council met. Those meetings always include reviewing our purpose and planning for the next year. This time we had another privilege. We met with some counseling giants and worked together on strategic planning, looking toward the next ten years of growth for CSI. Dr. Sweeney tells you about some of the financial discussions that emerged. I would like to outline other parts of our conversations, ask you some of the questions we pondered and tell you what will happen next in this process.

CSI Mission and Vision

First we thought about our focus – what should be the mission and vision of an honor society in counseling? How would you describe that charge? In our meeting we captured what we are – excellence, leadership, advocacy and practice; what we do – encourage, recognize, promote and contribute; and our ideal – contributing to a healthy society by fostering human dignity. Those serve as our fundamentals.

Opportunities and Threats

Next we looked at our opportunities and threats. We considered our links with other counseling organizations. Many things such as demographics, technology, creativity, leadership, and perceptions of CSI as a student organization were considered as both possibilities and barriers. We turned to our internal strengths and weaknesses and celebrated what is working well and what needs more attention. Tom’s article outlines the thriftiness of our operations, a decided strength. Many others were identified, discussed and used as a stimulus to a productive Executive Council meeting.

Input from You

Finally we considered what other data we need. We want input from several groups such as students, professional members, counselor educators, non- and lapsed members, chapter faculty advisors and others. That’s the next step – a survey designed to gather information from you – the heart of Chi Sigma Iota. We want you to tell us how we are doing. What do you think are our opportunities and threats, our strengths and weaknesses? How far do you think CSI can climb during the next decade?

Jane Myers is masterfully leading us through this critical future planning. We have already heard some stimulating ideas and are excited about learning more. We welcome your participation in this on-going discussion and will continue to let you know how things are progressing. We anticipate an invigorating continuation of these talks.

Revising and Enhancing

June is a time of beginnings. Even though CSI has a well-conceived and much used strategic plan we have a noble start at a revision that will enhance all we do and the ways we do it so that all of us can continue to celebrate the counseling honor society – Chi Sigma Iota.
CSI is once again in a planning mode. At each meeting of the Executive Council we review the Mission and Vision statement for the Society and ask ourselves before allocating resources to a new initiative if it is within our strategic plan to do so. We know that this has much to do with our growth in members and active chapters. Members expect us to stay true to our mission. On April 30 of this year we had 59,256 members initiated and 250 chapters. We initiated near record levels new members (N = 4,868) and our renewal memberships set a new record at 4,914. We grew in total life members to 761. This is all good news!

How Good is Good?

The CSI Treasurer’s report for the past fiscal year is available online (http://www.csi-net.org). The Society ended its fiscal year, 2007-08, with an income of $383,494 (10% over projections). Our expenses were $343,633 or 1% under our projected expenses for the year, with income exceeding expenses by $39,861. The higher income over expenses than projected this year is due in large part to life memberships ($6,500), higher than projected new memberships ($12,888) and continuing growth in renewal memberships ($12,860), higher than usual donations ($4,500), and continuing royalties (while getting less than in the past they are still positive in their cumulative impact $1,161).

Everyone is pleased to note that CSI is fiscally sound. The officers asked, “How much does it cost to run CSI?” They wondered do $25 dues (renewal) and $35 in new memberships cover our cost of individual and chapter grants, internships, fellowships, awards, issues of the Exemplar, conference activities, a web presence, support to chapters, and all of our operations? The answer is yes and no! We are running quite well fiscally, but how is that possible when we have had no dues increase in 10 years?

Financial advisors use a rule of thumb that inflation reduces buying power by 50% each ten years. In other words $25 today is equivalent to $12.50 in 1999! How have we kept increasing benefits to members and serving more active chapters and active memberships on a shrinking buying power from our dues? This year alone we are paying chapter rebates of just under $60,000.

How Do We Do It?

The short answer is by running a very economical headquarters using the internet and related technological advances, with the same two full time staff as in 1999 at below market costs (no medical or retirement benefits), eliminating the overhead costs of a physical headquarters office (home based offices), outsourcing very effectively, big donations of volunteer help at headquarters, merchandise sales that help offset rising costs of everything from paper to stamps (net $35,521), continually increasing memberships including life members and donors whose funds have been invested, and benefiting from chapter rebates that went unclaimed by inactive chapters. This latter source has quickly disappeared this year as chapters are earning their rebates by remaining active.

(continued on page 11)
CSI is pleased to announce that we are currently accepting nominations for the 2009-2010 Fellowship and Internship Program. This program was designed to assist graduate counseling students and new professionals in developing leadership skills to benefit the counseling profession. Fellowships are awarded to 10 individuals of exceptional merit who have exhibited leadership potential in their CSI chapters. Fellows are required to attend CSI Day activities at the ACA conference and participate in an additional 10 clock hours of service to CSI during the year.

Interns

CSI members nominated for the Fellowship program may also apply for one of the two CSI internship positions. The two interns have the unique opportunity to participate in CSI leadership under the mentoring and direction of CSI Executive Council and Committee Chairs. In addition to the CSI conference activities and Executive Council meetings, the interns are required to commit to a minimum of 50 hours of contributions including participation in CSI activities, committees, and other CSI projects.

Requirements and Support

Members selected for the 2009-2010 Fellowship program will receive a complimentary ACA registration and a $600 grant from CSI to help defer expenses to attend 2009 ACA conference in Charlotte and participate in CSI Day activities. The recipient’s local chapter agrees to provide a matching grant ($50 for small chapters; $100 for large chapters). In addition to this initial grant, interns who successfully complete their commitment to the program receive an additional $600 grant which will be awarded during CSI Day in 2010. Interns are also reimbursed for expenses related to the CSI Executive Council meeting during the summer. Interns and fellows must submit reports detailing their activities during their year in the program.

Eligibility and Application

All nominees for CSI Fellow or Intern positions must be (a) current and active CSI members, (b) active in their CSI chapter, and (c) enrolled in a graduate level counseling program or be a counseling program graduate in the early years of professional development (no more than three years since earning their last graduate counseling degree).

Online applications must be completed no later than December 1, 2008. Awardees will be notified by February 1, 2009. Full nomination guidelines are available at the CSI website at www.csi-net.org. One change in the process this year is that references will be asked to complete a recommendation form rather than submitting a letter of recommendation. Contact CSI Headquarters (336) 841-8180 or Dr. June Williams at 985-549-5693 for additional information.

It’s time to nominate a deserving CSI member, program or chapter! The Awards Committee encourages you to submit a nomination packet to recognize those who exemplify the mission of CSI. Individual, program and chapter awards will be presented at the CSI Awards Ceremony at the American Counseling Association conference held in Charlotte in March 2009.

The CSI website (www.csi-net.org) provides information about the awards nomination process as well as eligibility criteria for each of the awards. Please verify that those you would like to nominate are active CSI members. To help you determine appropriate nominations based on other criteria, the rating form that reviewers use to select each award recipient is located at the CSI website.

The categories include:

- Outstanding Entry-Level Student
- Outstanding Doctoral Student
- Outstanding Individual Program
- Outstanding Chapter Award (small and large chapters)
- Outstanding Newsletter Award
- Outstanding Service to the Chapter Award
- Outstanding Research Award
- Outstanding Practitioner Award
- Outstanding Practitioner-Supervisor Award
- Thomas J. Sweeney Professional Leadership Award
- Chapter Faculty Advisor Award

Note that the last category, Chapter Faculty Advisor Award, is a new award established in 2007 to recognize an advisor who mentors and fosters future leaders of the counseling profession through a university chapter of CSI.

The completed awards nomination packet must be mailed to Dr. Danica Hays, Old Dominion University, 110 Education Building, Norfolk, VA 23529. The packet must be postmarked no later than December 1, 2008. Further information about the awards nomination and selection processes is available at the CSI website or you may contact Dr. Hays at 757.683.6692 or dhays@odu.edu.
Girl Scout Study Findings: Girls Are Redefining Leadership

Jane E. Myers & Edwin L. Herr

In March 2008, the Girl Scouts of America (GSA) released a new report, Change It Up: What Girls Say About Redefining Leadership, based on a national study designed to identify “what girls need to develop their full leadership potential” (http://www.girlscoutsofamerica.org/pdf/research_study/ChangeItUpStudy2008.pdf, p. 7). The study addressed a variety of leadership issues and is particularly important for CSI chapters and members, given that nearly 80% of counselors are female (personal communication, David Kaplan, Chief Professional Officer, American Counseling Association, July 2, 2008). In this article, we summarize the methodology and major findings of this study and in the next issues of the Exemplar we will explore implications for CSI chapters, Chapter Faculty Advisors, leaders, and members.

Sample

The mixed-method GSA study included focus groups with 165 girls, boys, and mothers and a national online survey completed by 2,475 girls and 1,514 boys. The sample was stratified to represent U.S. racial/ethnic group demographics and included participants aged 8 to 17. Four main insights which emerged from this data are summarized below.

Insights and Conclusions

The first conclusion of the GSA study was that girls today are redefining leadership in terms that are personally meaningful. In particular, they view leadership in terms of “personal principles, ethical behavior, and the ability to effect social change” (p. 12). They are ambivalent about leadership, do not desire conventional command-and-control leadership positions, and are far more oriented towards social and altruistic goals than are boys, with differences becoming more pronounced with age. Only 38% of girls reported they would like to be a leader and 52% indicated they would not mind but it was not particularly impor-
A Visit to Iota Phi -- Our Philippines Chapter

Thomas J. Sweeney
CSI Executive Director

I have conducted my share of initiation presentations over the years but there are none that has been more satisfying than celebrating the 20th Anniversary of Iota Phi, our Philippines Chapter. The Chapter held a regional conference at the Manila Century Park Hotel and the University of Philippines Diliman campus to mark this anniversary.

A Long History with Iota Phi

I had first contact with the leaders in the Philippines beginning in 1981 when as president of the American Counseling Association (ACA) I had the privilege of giving them their branch charter (then American Personnel and Guidance Association). Once they learned of Chi Sigma Iota in 1988, they requested a charter as a new chapter. Iota Phi representatives pay their own way to CSI Day functions on every occasion that they can get visas to attend. Their members donate to the Iota Phi Foundation of the Philippines in order to support the activities of the chapter including their international conferences. They take affiliation and the requirements to be an active chapter very seriously. Their newsletters are always full of stories, pictures, and activities of the chapter.

Iota Phi chapter is also unique in a number of ways. They are our only truly international chapter since other overseas chapters in the past have been associated with US university programs. While officially associated with the University of Philippines, they are fundamentally a professional membership chapter. All members have at least a doctorate in guidance and counseling. Two of its newest members also have medical degrees and practice both counseling and medicine. One made a compelling presentation on the need for counselors to work with medical practitioners particularly with patient compliance and coping with changes in lifestyle as a result of medical conditions.

The counseling leaders in the Philippines began seeking credentialing for counselors in 1965, ten years before APGA adopted a position to seek licensure for counselors here. After many turns of fortune including the Marcos’ regime, they realized their dream in 2004. The newly activated law, Republic Act 9258, now credentials counselors and provides endorsement for masters’ degree counselor education programs. Dr. Lily Rosqueta-Rosales, the first recipient of CSI’s highest award for Excellence in Leadership, is still vitally involved not only in the implementation of the new law but as a pro bono volunteer disaster counselor and counselor trainer wherever there is a need in the region (as with the tsunamis and earthquakes).

Twentieth Anniversary Celebration

The 20th anniversary celebration conference was well organized, festive as only the Filipinos know how to do including traditional dress, singing of the Iota Phi song, and content programs appropriate to the audiences. Attendance included both CSI members and other counselors of the region. I also made visits to offices within the university the first day and three presentations including an initiation message during the two days of Manila meetings. The fourth day we traveled nine hours to the northern part of the main island to meet with students in counseling and research from other universities. On the fifth day, we traveled to Baguio where we were hosted by the president of Benquet State University. They have just launched a new masters’ degree program in counseling and I was the first speaker for what is to become their Annual Counseling Colloquium. Counselors, counseling students, university administrators, and staff were in attendance and asked a variety of questions about counseling and the honor society in particular. All in all, it was a busy but very much appreciated CSI presence by all with whom I had contact.

I conveyed the message that more chapters in other universities were highly desirable. Because of the difference in currency rates (pecos to dollar), I made it clear that we seek to encourage and promote the mission of the society without expectation of payment. I spoke with the officers about looking to them to help us know how we can be most helpful. Iota Phi is already doing outreach in-service for counselors but more chapters in the masters’ degree programs could further their work. My hosts were most gracious, generous beyond measure, and extraordinarily warm in their care for my needs. My representation of CSI’s mission to address the needs of counselors and those whom they serve seemed well suited to their hopes for Iota Phi.

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A Glimpse of Work in the Philippines

Rodulfo P. Esteves and Felomin A. Gargar
Iota Phi Chapter

St. Peters Counseling Home (SPCH) celebrated its 20th anniversary on August 8, 2008. Since its opening, it has touched the lives of those in pain and has become a fortress for healing. In 1988, guidance counselors Dr. Rodulfo P. Esteves (Rudy) and Dr. Felomin A. Gargar (Dodong) committed to work together to help others find better lives.

These two men are very different, but together, they provide a dynamic combination which reaches out to the people of the Philippines. Dr. Esteves’s extensive training and experience has benefited him greatly in his leadership at St. Peter’s Counseling Home. He has received training in rehabilitation counseling in Guam, is a graduate of the Far East Advanced School of Theology, and is a Diplomate Holder in Behavioral Medicine from the International Academy of Behavioral Medicine in Counseling and Psychotherapy in Colorado. He has worked extensively with the aging and with those struggling with drug addiction. Dr. Felomino A. Gargar’s interests and training have brought additional aspects to his work at St. Peter’s. He has volunteered at Boys-town with youthful offenders. He also has experience counseling in Europe and has been part of the Taize community. He has a deep compassion for the poor and depressed. These two combined their varied backgrounds, training, and interests to create St. Peter’s Counseling Home.

Its Mission

When formed, St. Peter’s Counseling Home created a strong mission. Rudy and Dodong wanted it to be a center for those who were searching for personal growth. Their desire was for the Center to provide shelter for the helpless and guidance to those looking for meaning. They wanted it to be a place of spirituality and caring. For twenty years, this has been the Center’s purpose. During the two decades of dedicated service, two brother agencies were founded: The Holy Child Colleges of Butuan and the Holy Child Colleges of Butuan Hospital. The Center provides strong support to students of these colleges in terms of assessment, scholarships, psychological and counseling services and religious education.

After two decades, the founders continue to dream of organizing an even larger therapeutic community where everyone enjoys a place of welcome. They envision homes for the aged, for abandoned children, substance abusers, and those psychologically impaired.

Both Rudy and Dodong are thankful for the work they are able to do as counselors and find blessings daily in the work they do at St. Peter’s.

Grant Recipients Announced

Donna M. Gibson
CSI Excellence in Counseling Grants Committee Chairperson

The 2008-2009 CSI Excellence in Counseling Research Grants Committee is pleased to announce this year’s recipients of the CSI Excellence in Counseling Grants. This year’s research priorities for funding were for research relating to developmental counseling, advocacy, and wellness. Funding for the CSI Excellence in Counseling Research Grants Program is intended to support CSI members who have conducted research (within the past year) or plan to conduct research (within the next year) that promotes and enhances the counseling profession through an emphasis on issues related to professional counselor identity.

Below are this year’s recipients, including the research priority area, their university affiliations, and the titles of their funded projects:

Developmental Counseling

- Amy Davis and Dr. Carl Sheperis, Mississippi State University
  “Counselor Readiness to Treat Autism: A Qualitative Study”
- Pedro Bianseling, University of North Texas
  “Impact of Play Therapy on Child Academic Achievement, Self-Concept, and Student-Teacher Relationship”
- Brande’ Flamez, Christine McNichols, and Dr. Marvarene Oliver, Texas A&M University-Commerce
  “Perceptions Of and Attitudes Towards Narrative Therapy Amongst Latino/a Counseling Students in Mexico”
- Celeste Eckman Himanek, Oakland University
  “Online Group Counseling for Men Experiencing Infertility: A Viable Tool for Stress Reduction?”

Advocacy

- Kristopher Goodrich and Dr. Melissa Lake, Syracuse University
  “The Professional Identity Development in Counselors: The Role of Chi Sigma Iota in the Process”
- Kirsti Reeve, Oakland University
  “Professional Identity Formation in Counselors-in-Training”
- Eric Davis, Eric Thompson, Isabel Thompson, and Andrew Hurley, University of Florida
  “Leading By Example: The Effects of a Student-to-Student Mentoring Program in Counselor Education”
- Drs. Christine Sacco-Bene, Kitty Eallink and Joseph Maddox, Barry University
  “Professional Identity Development: Are Non-traditional Campuses Fostering It?”

Wellness

- Cheryl Pence, Isabel Thompson and Eric Thompson, University of Florida
  “Refresh Your Mind, Rejuvenate Your Body, Renew Your Spirit: A Wellness Program for Future Counselors”
- Eric Thompson and Isabel Thompson, University of Florida
  “Wellness Across Ethnicity and Gender: What Impact Does a 15-week Online Course Have On Undergraduate Wellness, Creativity, and Perceived Mattering?”
- Michelle Perepiszka, Texas A&M University-Commerce
  “Relationship Between Age, Matriculation, and Relationship Status of Counseling Education Doctoral Students and Wellness”
- Leigh Falls, Sam Houston State University
  “The Relationship Between Assignment of Non-Counseling Duties and Job Stress and Burnout Among School Counselors in Texas”

Thank you to all CSI members who proposed projects this year!
OUTSTANDING CANDIDATES

Each year Chi Sigma Iota is fortunate to have an outstanding slate of candidates willing to serve CSI on an international level. Once again, we have four deserving and committed candidates for president-elect and treasurer for 2009-10. For this year’s slate, JoLynn Carney and Donna Gibson are nominated for president-elect. Nominees for treasurer are Casey Barrio Minton and Shawn Spurgeon.

You are encouraged to read the biographical information and goal statements presented by each candidate before making your decision. Please note that your BALLOT IS INSERTED IN THIS COPY OF THE Exemplar OR YOU MAY VOTE ONLINE at www.csi-net.org. To vote online, go to our webpage and click on the "election" button. You will need your CSI member number—which you can find on the mailing label of this edition of the Exemplar.

You may only vote once—either online or by mail-in

JoLynn Carney
Associate Professor
Penn State University
University Park, Pennsylvania

Academic and Professional Experience
JoLynn Carney, Ph.D., Associate Professor of Counselor Education at Penn State University is a long-standing member of CSI, faculty advisor for Rho Alpha Mu, and North Atlantic Regional Chapter Facilitator. Other professional service includes: NARACES Professional Excellence Chair, Ohio Counseling Association professional development chair and awards chair; and Eastern Ohio Counseling Association Executive Council. JoLynn is a trustee on boards that service underserved youth and is a recipient of several service awards from various professional groups.

JoLynn is a Licensed Professional Clinical Counselor with experience in community mental health, private practice, and schools. Her work expands educational, cultural, and personal opportunities for underserved youth. JoLynn’s research is on youth violence, peer abuse, and adolescent suicide. Her recent focus is on the psychophysiological influence of chronic peer abuse on youth. She serves on two editorial boards of nationally recognized counseling journals, publishes, and does national trainings in her areas of expertise.

Goals Statement
From my earliest beginnings in Eta Chapter, I made a commitment to be a resource and share whatever skills I might possess to support the people who make up the dynamic organization of Chi Sigma Iota. The nomination for president-elect is an important additional opportunity to have continued connection with those professionals who give the most to others. My previous CSI work as chapter officer, faculty advisor, and regional chapter facilitator should provide me with the background to make a significant contribution to the office of President.

CSI is an organization that has: 1) a clear purpose, 2) many devoted professionals who are willing to share their time and talents, and 3) multiple opportunities to enhance the counseling profession. My goals as president will be to build upon the existing structure, tap the talents of members, and utilize the organization’s resources to further the goals of counseling professionals.

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Donna M. Gibson
Assistant Professor
University of South Carolina
Columbia, South Carolina

Academic and Professional Experience
Donna Gibson is assistant professor and program coordinator of counselor education at the University of South Carolina. She has held numerous service positions within Chi Sigma Iota, state and national counseling organizations. Since joining Chi Sigma Iota in 1997, she has served as mentoring committee chairperson and process observer (Upsilon Nu Chi). Currently, Donna is the Excellence in Research Grants Committee chairperson. At the state level, she has served as the secretary for the South Carolina Counseling Association. Nationally, Donna has served as Member-at-Large for Membership for the Association for Assessment in Counseling and Education (AACE). She served as AACE President during 2007-2008 and is currently serving as AACE past-president. At this time, Donna’s research interests include professional leadership and counselor education. She has published numerous journal articles and book chapters, and presented at state, regional, and national conferences. Donna is recipient of Chi Sigma Iota’s Outstanding Research Award (2001).

Goals Statement
In all of my service opportunities, I have discovered that it is truly a privilege to serve because of the learning that I experienced at both a personal and professional level. As president, it will be my honor to serve Chi Sigma Iota and its members by focusing on goals of membership involvement, leadership development, and professional development in research and scholarship.

Membership Involvement
For the majority of professional organizations, membership recruitment and retention are always issues that are of concern. Chi Sigma Iota has done an excellent job at recruiting members into our organization. It is usually one of the first “families” that counselors and counselors-in-

(continued on page 11)
ballot. Once you click “submit” on your internet ballot, no changes may be made. Only current dues-paying members are eligible to vote in the election. In the event your membership has elapsed, you can still be eligible to vote online by renewing your membership online or by sending in your renewal before the November 1, 2008 deadline. Casting a ballot only takes a few seconds, but it is an important way for you to be involved in CSI. Exercise your professional responsibility by mailing your ballot or by voting online by midnight on November 1. We need to hear from all CSI members. Thanks again to each of these outstanding candidates for their commitment to CSI and for their willingness to serve.

DATES FOR 2009-2010

Casey Barrio Minton
Assistant Professor
University of North Texas
Denton, Texas

Academic and Professional Experience
Casey Barrio Minton is an Assistant Professor of Counseling and Director of the Counseling and Human Development Center at the University of North Texas. She completed her doctorate in Counseling & Counselor Education at the University of North Carolina at Greensboro. Casey has been an active member of Chi Sigma Iota since 2001; her current involvement includes serving as Chapter Faculty Advisor for Rho Kappa Chapter, chairing the CSI Fellows Mentoring Committee, representing large chapters on the CSI Strategic Planning Committee, and serving as a reviewer for the Developmental Counseling and Therapy Grants Committee. She has also served as a CSI Fellow and as President of Upsilon Nu Chi Chapter. Casey is an Ad Hoc reviewer for Counselor Education & Supervision and serves as a member of ACA’s Research and Knowledge Committee. She enjoys teaching courses regarding diversity, diagnosis, and crisis. Her research interests include crisis intervention and counselor preparation.

Goals Statement
I am honored to be nominated to serve as the next CSI treasurer. As treasurer, I will collaborate with the Executive Council to ensure that CSI continues its tradition of excellence and service while remaining fiscally sound during what appear to be times of economic uncertainty. I know that chapters and their members are the heart of our organization, so I will work to provide the support chapters need to continue inspiring excellence in their local communities. In addition to supporting local efforts, I will focus on ensuring the continued value of student and professional membership. In this way, I hope to maximize the likelihood that members will remain active and that CSI, in turn, will be able to sustain and expand responsible funding opportunities for chapters and their leaders. I am honored for the opportunity to continue serving such a vibrant, inspiring organization; thank you for your consideration.

Shawn L. Spurgeon
Assistant Professor
The University of Tennessee
Knoxville, Tennessee

Academic and Professional Experience
Dr. Shawn L. Spurgeon is an Assistant Professor in the Educational Psychology and Counseling department at The University of Tennessee at Knoxville. He is a National Certified Counselor (NCC), an Approved Clinical Supervisor (ACS), and a licensed professional counselor (LPC) in the state of North Carolina, where he completed his doctoral studies at The University of North Carolina at Greensboro. During his doctoral studies at UNCG, Shawn served the Upsilon Nu Chi chapter as the Nominations/Bylaws committee chair, Awards committee chair, Service committee co-chair, and as the associate editor of the UNCGam-bit, the chapter newsletter. He also served as a CSI intern. Currently, he continues his service to CSI in his role as faculty advisor for the Upsilon Theta chapter. His service to the profession also includes his role as co-chair of the ACA Ethics Committee and Treasurer for the Association of Assessment in Counseling and Education (AACE).

Goals Statement
CSI has established a strong financial base through the development and continue maintenance of its many chapters in the counseling profession. I believe it is important for the Treasurer to maintain this financial base by engaging in fiscally-responsible financial practices. I am committed to working within the executive council to continue the high standards and legacy established by previous Treasurers. In my previous role as CSI intern and in my current role as Treasurer for AACE, I learned how important it is for an organization to maintain a strong infrastructure through sound, financial leadership. If I am fortunate enough to be elected as Treasurer, I will continue to implement lessons learned from those roles. It would be my honor and pleasure to be elected to the CSI executive council as its Treasurer, and I thank those who nominated me for the opportunity to continue service to the counseling profession.
Faculty Advisor Highlight

Carrie Wachter: Practical Advocacy and Professional Unity

Carman Gill
CSI Associate Editor

Dr. Carrie Wachter began her career in counselor education as a master's student in the counseling program at the University of North Carolina at Greensboro. It was while in this program at UNG that Carrie fondly recalls Dr. Jane Myers' explanation of the benefits of being a member of Chi Sigma Iota. Carrie joined immediately. She continued at UNCG as a doctoral student and, during this time, she was elect President of the CSI chapter. After graduation, Dr. Wachter took a position at Purdue University where she helped develop a new chapter. When reflecting on her educational background, Carrie states, "The people that I have met and relationships forged throughout it both on a personal and professional level were the most meaningful." She reflects on the "hidden curriculum" and states that CSI was a big part of this experience.

Knowledge as a Basis for Advocacy

Dr. Wachter believes that it is crucial for counseling students, and especially future school counselors, to know who they are both personally and professionally. She reflects upon the need for counseling students to engage in the learning process and to be prepared to get to know themselves in the process. She states that being able to articulate a counselor's role to the public is crucial. "For school counselors, this is particularly important, as we are working with people who know little about what we do except for what they see in the popular media." School counselors can best meet the needs of students and the community when they not only know their own roles but can articulate these roles in ways that do not alienate their audience.

Dr. Wachter explains to her students the roles and responsibilities of school counselors. She also assists them in understanding that they are not administrative assistants or a disciplinary arm. She states that if students don't have a good sense of who they are, they will be caught up in expectations that keep them from being able to serve the students developmental needs. In fact, school counselors who do not understand this can become reactive, spending a lot of time doing paperwork which does not fully serve the school.

Getting the Word Out, Creatively

With this insight as a basis, advocacy can occur on the state, community and university level. To this end, Dr. Wachter took a position on the executive board of the Indiana School Counseling Association and began to assist in making the state legislature aware of the need to reduce counselor to student ratio, particularly in elementary schools. In addition, she is engaged in doing research on how different aspects of school counseling are related to graduation rates, college matriculation, and post-secondary job opportunities. She explains, "I believe that it is important for me to model for the students how to advocate at the school level and to be part of state and national organization. In this setting, their voices can be heard."

Getting the word out to the community is a focus, and Dr. Wachter does this in innovative ways. She says, "I try to do this in creative ways. I had students produce a script for a two minute video; a public announcement for school counseling developed into a video presentation." In addition, Carrie works with the undergraduate education department on a training program for primary school teachers in training just as they are about to being their field experience. These future teachers are trained by her counseling students on topics such as roles of the school counselor, identifying a troubled student, and making referrals. These two groups learn how to collaborate to benefit the students. She finds that this gives the students an opportunity to learn to speak the teachers' language while practicing advocacy.

Professional Unity through Respect for Diversity

Dr. Wachter believes that counselors must address the social stigma associated with mental health. She believes that the best way to do this through keeping a unified front while honoring the diverse types of counselors and tracks. She knows that this can be a balancing act but the unity is the key to our success. This goes back to both knowing who we are and being able communicate effectively while holding true to self. She believes "...if we say that we are preventative and development then we need to be able to communicate that to the public in ways they can understand and respond to. We need to honor diversity and model that within the counseling field as well."
JoLynn Carney  
(continued from page 8)

Maintain Current Initiatives Now Underway
We need to encourage a full implementation of regional structure with which I have closely been aligned as regional chapter facilitator. What I’ve experienced in this role has reinforced in me that isolated chapter advisors find it quite difficult to provide the mentoring and leadership necessary for a dynamic chapter to exist. In concert with the Chapter Faculty Advisor committee, the regional chapter facilitators can make a significant difference in chapter, state, and regional functioning. I believe it is essential to encourage and support chapters in organizing state and regional infrastructure.

Work on Initiatives Yet to be Fully Implemented
We need to engage in task/projects such as those that emerge from the latest strategic planning process. CSI has grown to the point where a more comprehensive and systematic model for planning is needed. Strategic planning has begun this process. Now it is imperative that we follow it through to enhance the organization’s day to day operation and long-term goals.

Enhance Diversity in Leadership and Membership
We have been more successful than most counseling organizations in this area, but we need to continue developing additional means for inviting and involving individuals from diverse backgrounds into CSI through positive, proactive initiatives. A priority is to provide chapters with the necessary support to address social advocacy issues within their chapters, communities, and the counseling profession.

My primary goals are few, but my hopes are many. I would aspire to reflect in my role as president, the values that have come to characterize the almost quarter-century legacy of CSI. Overall, I will continue to promote CSI as a full partner with other relevant organizations in responding to challenges facing the counseling profession as we cannot do this alone.

Donna M. Gibson  
(continued from page 8)

training feel an immediate connection because of the commonality of counseling and professional identity as counselors. One of my goals as president will be to work on Chi Sigma Iota’s current strategic plan goal to examine how our organization can provide services to our membership that will increase both recruitment and retention.

Leadership Development
Members of Chi Sigma Iota would be surprised to know that they have already begun their development as a leader. First, this began when you decided to be a professional counselor because counselors are leaders. Second, one of the goals of our organization is to promote leadership. In every activity that Chi Sigma Iota supports, leadership development is integral in the outcome. Currently, we promote leadership development in our intern/fellows program. I propose that we carry this further by providing specific leadership training for all members-in-person and through the use of technology to help members plan how to serve as leaders in Chi Sigma Iota and to eventually extend this to other professional counseling organizations. In doing this, members can learn how their work in Chi Sigma Iota can be applied to service in local, state, regional, and national counseling organizations.

Professional Development in Research and Scholarship
I am very proud to be a member of Chi Sigma Iota because of the opportunities I have experienced in terms of networking with other professionals and opportunities for research and scholarship. My goal in this area is to help our Chi Sigma Iota members learn how to develop research and scholarship ideas and then put them in practice. Working with American Counseling Association divisions that focus on research will enable our organization to help our members develop these skills and plan the implementation of their ideas.

Update from Headquarters  
(continued from page 3)

After rebates are deducted ($7/active member to chapters), CSI’s operating budget this year will require $30.82 to support each member. Stated another way, new and renewing member dues should be at a minimum of $30.82 + $7 or $37.82, while currently new members pay $35 and renewing members pay $25, respectively. We should note that new membership requires processing, certifications, pins and chapter support that is not offset by the difference in dues with renewing members.

As we look to the future, another question may be: Is CSI a good enough investment as an organization for members to endorse dues that support more services, benefits and operations going into another decade? Our strategic planning process should help answer that question. There are no plans for a dues increase but based upon the above data on cost versus dues, the question may well resurface as wish lists from members and chapters are uncovered in the coming year. In principle and practice, CSI has never increased dues without an explanation of the need and support for our mission. The officers did want to inform the members that comparing costs to benefits, CSI is a really good bargain at the current price.
Increasing School Belonging, Educational Aspirations, and Academic Self-Efficacy Among African American Male High School Students

Chinwé J. Uwah
2008 CSI Outstanding Research Award Recipient

In light of the current emphasis on accountability and student achievement, school counselors are increasingly being asked to demonstrate how their work impacts academic achievement (Education Trust, 2007). School counselors can work as systematic change agents who intentionally cultivate a belief that all students are capable of achieving at high levels. African American students account for 14.7% of all dropouts—nearly twice the rate of White students. (US Department of Education, National Center for Educational Statistics (NCES), 2006). Research shows that lower-income and minority students often attend underfunded and dilapidated schools with limited course offerings, are served by under qualified and inexperienced teachers, and are less likely to have access to rigorous courses (Education Trust). National statistics continue to show significant differences in high school graduation rates, college attendance and completion rates between African American male and White students (NCES).

Professional school counselors are ideally situated to serve as advocates not only for social and personal development, but also for student achievement (American School Counselor Association, ASCA, 2005). Students’ emotional and behavioral attitudes about their competence and attitudes toward the school environment play important roles in their educational adjustment. Although a supportive school environment is beneficial for all students, the school environment may have more of an impact on African American males who have been traditionally underserved and underperforming (Taylor, 1994).

Current Study

Using a correlation and multiple regression design, this study examined the relationship between school belonging, academic self-efficacy, and educational aspirations among 40 African American male high school students. This study was conducted in a small, predominately African American high school in a large southeastern city. The school, which was in its second year of operation at the time of the research study, was designed to maintain a smaller student body relative to other schools in its district, and has as one of its goals to foster a sense of community within the school. Of the 70 African American males enrolled in the 9th and 10th grades, 40 completed the research packet, resulting in a 62% response rate.

Method

Data were collected in the spring semester of the school year. With the assistance of several teachers, we distributed a survey packet, which included a cover letter, demographic questionnaire, and the two survey instruments. Students were given a standardized set of instructions. After both surveys were completed, we thanked students for their participation and collected forms. Materials were coded as they were received and all responses were kept confidential.

Data Sources. Sources of evidence included surveys measuring school belonging and academic self efficacy. The demographic questionnaire requested information regarding participants’ educational aspirations. School belonging was measured overall via The Psychological Sense of School Membership Scale (PSSM). The PSSM (Goode-now, 1993) is an 18-item inventory that measures the subjective sense of belonging in school. Academic self-efficacy was assessed via Johnson-Reid et al. (2005) eight-item scale. Researchers also explored several subcomponents of belonging including feeling encouraged to participate (FEP), perceived likeness and inclusion (PLI), as well as general feelings of belongingness (GFB).

Results

Descriptive statistics and reliability coefficients were computed for all scales and subscales (Table 1). On average, students scored around the 3.0 scale midpoint on the PSSM scale ($M = 3.10$, $SD = .39$) and on all the subscales: FEP ($M = 3.02$, $SD = .49$), PLI ($M = 3.31$, $SD = .42$), and GFB ($M = 2.99$, $SD = .56$). Generally, these students held a moderately high degree of perception of school belonging. With regard to the Academic Self-Efficacy Scale, on average, students scored well above the 3.0 midpoint scale ($M = 3.99$, $SD = .49$), indicating a relatively high perception of academic self-efficacy.

Pearson correlations were calculated among all variables except for those correlations between variables with educational aspirations (where Spearman’s rho was used instead). A nominal alpha level was set at .05. The PSSM scale, the GFB subscale, and the PLI subscale were not significantly correlated with Academic Self-Efficacy scores. However, analyses revealed a statistically significant relationship between Academic Self-Efficacy and FEP ($r(38) = .42, p < .001$) and educational aspirations ($r(38) = .39, p < .05$).

A multiple regression model was
estimated using educational aspirations, PLI, FEP, and GFB scores to predict Academic Self-Efficacy scores. The regression equation was significant \( (F(4,35) = 3.38, p < .05) \) with an \( R^2 \) of .28. Of the four predictors, only the FEP subscale \( (? = .39, p < .05) \) and educational aspirations \( (? = .33, p < .05) \) significantly predicted Academic Self-Efficacy. Both variables had positive relationships with Academic Self-Efficacy scores.

Results indicated that feeling encouraged to participate was a significant, positive predictor of academic self-efficacy. These results indicate that, for the participants, the most salient aspect of school belonging appeared to be when students felt they were the recipients of direct, targeted invitations to participate in school programming, whether academic or extra-curricular. These specific gestures from teachers, counselors and administrators appeared to increase their confidence in their ability to succeed academically.

**Suggestions for School Counselors**

The overall results of this study are particularly relevant for professional school counselors, as school counselors have traditionally focused on building encouraging and supportive relationships with their students in order to foster self-confidence among their students and to create encouraging, cooperative learning environments. This research suggests that school counselors should become more intentional about establishing such relationships with students who may not solicit counseling services, and in particular African American males. Reaching out to these students and encouraging them to become peer mentors or peer mediators, to join diversity clubs or students leadership teams, as well as serving as a school counseling office aide can be help positively impact a sense of belonging, academic self-efficacy and educational aspirations.

In addition, organizations and programs such as Bailey’s Gentlemen on the Move (Bailey & Paisley, 2004), Grimmett’s *Brothers in Excel-

lence* (Grimmett, 2006) are great examples of multifaceted programs designed to meet the specific needs of African American males. The Boys and Girls Club, Urban League, and 100 Black Men are organizations that make a difference by discussing notions of masculinity, providing leadership skills, and exposure to college/work settings. Active recruiting may be especially important with African American males, because of the power of direct invitation.

**Importance of the Study for Counselor Educators**

This study also has implications for counselor educators working with school counselors who serve a diverse population. In preparing social justice minded school counselors, counselor educators can emphasize the importance of becoming change agents. Acting as agents of school and community change, school counselors can help create a climate where access to and support for quality programming and rigorous academics is the standard. As school leaders, school counselors may initiate partnerships and collaborations in school improvement initiatives targeted to assist the academic success for African American males, and other marginalized groups of students. Moreover, counselor educators may emphasize that as student advocates and school leaders, school counselors are in an ideal position to create the types of learning environments that support the academic, career and social success for all students from diverse backgrounds.

**Reference for the entire article:**


**References**


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**CSI Proudly Thanks Donors**

With their permission, we wish to publicly thank those who have been gracious in their contributions to Chi Sigma Iota in the recent past and acknowledge their commitment to excellence beyond that which is expected.

- **Amanda J. Dukovich** Alpha Chi Chi
- **David F. Marh** Alpha Omicron
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- **Kelli Dunavant** Kappa Zeta
- **Daniel L. Araoz** Lambda Iota Upsilon
- **Michael Accordino** Rho Alpha Mu
- **Walter Hutchinson** Sigma Rhino Sigma

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**Welcome New Chapters**

Welcome to the following new Chi Sigma Iota Chapters:

- **Rho Lambda Mu**
  - South Carolina State University
- **Omega Lambda Iota**
  - Virginia Commonwealth University
- **Tau Upsilon**
  - Troy University-Orlando
With Much Gratitude

Cathy Woodyard
Exemplar Editor

As a CSI intern in 1991, I wrote a short article for what was then the CSI Newsletter. As a former English teacher working on my master's in counseling, this was a wonderful opportunity for me to use my writing skills to become involved in my new profession. A year later, I was invited to become editor of the Newsletter, a task which was exciting but daunting. I had no idea how this would impact my life both personally and professionally.

For the past seventeen years, I have served as editor of what is now the Exemplar. During that time, I have witnessed tremendous growth and changes in CSI. When I began as editor, CSI was made up of about 120 chapters; now, we have over 250. In 1992 we published approximately 2,000 copies per edition; now, we publish over 10,000 with an additional 2,000 editions sent electronically. For those first years, authors submitted hard copies of their articles to me in the mail and I typed and edited each one before sending them on to the publisher. Now, I receive submissions through e-mail, edit them, and send them on through e-mail to the printer. My job as editor has reflected the changes made by CSI and technology, but the fundamental goal for the Exemplar to provide direct communication and connection to CSI members has remained the same.

While it might sound overly dramatic to say that being editor of the Exemplar has been life changing for me, it truly has. Through my experiences as editor, I have met lifelong friends who stood up for me at my wedding, who roomed with me at ACA for the past 16 years, and who offer love and support when I face difficult times. Professionally, I have experienced a one-of-a-kind living textbook on leadership as I have watched CSI presidents such as Carol Bobby, Nicholas Vacc, Courtland Lee, Rose Cooper, Ed Herr, and many others lead and preside in amazingly effective and individual manners. Each president gave me insight into a different aspect of leadership through their unique styles and emphases. I have also learned much about leadership and vision working with Tom Sweeney these seventeen years, for he has displayed strong, flexible leadership and commitment. I can truly say that I have been deeply enriched personally and professionally through my involvement with the members and leadership of CSI.

In the first edition of the CSI Newsletter I edited, I recalled my very first job as editor – of a newspaper I started in sixth grade in my dad’s garage. I wrote articles, printed copies by hand, and went door-to-door selling copies for a nickel. As I nervously assumed the editing responsibilities for CSI, I wrote, “I suppose I can understand why Dad overthrew my publishing empire; the newsletter was minimal at best, and Dad was tired of raking snow off the car. This time, however, I intend to do a far better job as editor, for it is indeed an honor to be given such an opportunity to be a viable part of an organization as significant as Chi Sigma Iota.” It has indeed been an honor – a tremendous honor – and I cannot possibly explain what an incredibly personal and professional opportunity it has been to have served as editor for CSI.

As I hand over editorship of the Exemplar to Dana Levitt, I do so knowing she will do a wonderful job. Without a doubt, during her tenure as editor she will experience even more changes as CSI and the Exemplar continue to mature. I look forward to witnessing its ongoing evolution.

My thanks again for allowing me this opportunity.

Girl Scouts
(continued from page 5)

primary motivations for girls are the desire to want to help other people, to share their knowledge and skills with others, and to change the world for the better. Boys are much more likely to be motivated toward leadership by the desire to be their own bosses, to make money, and to have more power” (p. 20). The factor that most strongly influences girls’ desires to actively pursue leadership is “confidence in their skills and competences” (p. 29) with the strongest factors predicting girls’ and boys’ attitudes toward leadership being organizational skills and extraversion. “Barriers to leadership are consistent among boys and girls but girls experience fears and inhibitions about social acceptance more acutely” (p. 31).

Implications for CSI

In Part 2, we will explore the implications of this study for CSI chapters and members, based on the overarching finding that girls and boys differ in their views and expectations of leadership, participation in extracurricular activities, experience with leadership roles, and positions of responsibility for others. As you consider the meaning of these findings, think about the gender and ethnic composition of your own CSI chapter. We invite you to share your ideas by writing to jernyens@uncg.edu or elh2@psu.edu.
Student Insights

What are the Leadership Skills or Qualities You Have Found to be Most Important in a Good Leader? (Part 1)

Edited by Liz Mellin

This question generated numerous thought-provoking ideas. As a result, responses will appear in both the fall 2008 and spring 2009 editions of the "Student Insights" column. The responses for both columns are organized by categories of leadership skills or qualities.

Good leaders are ...

Altruistic

The defining feature of good leaders is the desire to use their strength and ability to promote something greater than themselves. Their humility and self-effacing attitude compels others to draw close to them and follow their lead. Good leaders do not seek a position up on a pedestal but instead offer a boost to those around them. Amanda Giordano, Upsilon Nu Chi, University of North Carolina-Greensboro

Being a good leader means empowering others, offering hope, and fighting for causes which are fair and just... in a manner that is fair and just. It means putting aside personal agendas in consideration for what is best for everyone. Tyson Kuch, Upsilon Chi, University of Central Florida

Collaborative

Great leaders create shared meaning through synthesizing massive amounts of content into usable themes. Shared meaning is a product of understanding yourself, your environment, and the objectives and tasks you are responsible for accomplishing within that context. Preston Yarborough, Upsilon Nu Chi, University of North Carolina-Greensboro

Leaders are genuinely concerned with the experiences and opinions of others. They carefully weigh all sides of a situation before coming to a conclusion. Leaders must recognize the value of collaboration and always assume a non-adversarial approach in dealing with disparity. Wise leaders will hear all perspectives before making decisions that will greatly impact the group. Meaghan Nolte & Sean Hall, Gamma Eta Omega, Florida Gulf Coast University

Unity is where the strength of the chapter lies. All members of the chapter must feel that they are a part of the whole and that they are part of something unique and powerful. Cristi Zavarella, Chi Sigma Upsilon, Cleveland State University

A good leader accepts responsibility for the programs she oversees yet values and respectfully receives the input of others. She strategically delegates tasks to others and allows for freedom and creativity within a clear and specified structure and timeframe. Syreeta Shaw-Stateman, Alpha Omega Lambda, Regent University

Openly listening to the cares and concerns of the community and genuinely investing in others’ future allows leaders to gather support and assistance necessary for change. In order to lead others, one must operate in a collaborative manner, lacking all arrogance. Once a leader forgoes this communal approach, the ability to help others is lost. Anne Leonard Tierney, Phi Omicron Chi, Idaho State University

A great leader is also to admit their own mistakes, listen and take other considerations and ideas into thought, and learn from others. Jennifer Holden, Chi, University of Montevallo

Among the many teachings of Lao-Tzu are his ideals of effective leadership. Lao-Tzu and the Taoist ideal portray a leader who is "at one" with the people; an effective leader is one who follows the "will" of the people that follow him. Lao-Tzu believes an effective leader to be one who acts or is, in a sense, equal to or below the people and leads according to their needs. Tyler Keziah, Alpha Sigma Upsilon, Appalachian State University

The most important skill a leader can possess is the ability to listen to the people being led. Leaders do not act solely on what they think is best; they listen to those they are leading and act in their best interest. Leaders do not put themselves above those being led, but instead they put themselves in their shoes. Jeanne Bohanan, Sigma Sigma Upsilon, University of Illinois-Springfield

Historically, it seems that very few effective leaders worked behind closed doors, opaque and inaccessible to others. By sharing one’s time with another, these leaders work in conjunction with those who are being led, rather than serve as a sort of supreme authority. Andrew Hurley, Beta, University of Florida

Effective Communicators

The ability to communicate to those that one is leading is immensely important. A leader may have the brightest, most sincere idea of the future, but without a method to convey the idea it may never come to fruition. Jonathan Lent, Alpha Upsilon, University of Akron

Listening constructively to others ideas, experiences, and perceptions creates an environment that is conducive to feelings of unity when working towards a common goal. Jeffrey Warren, Nu Sigma Chi, North Carolina State University

Edited by Liz Mellin
In the last issue of the Exemplar, the title of this column was “Help, I’ve Graduated, and Now I Miss the Library!” In that column, we explained how you can access electronic search engines like EBSCO by obtaining a free membership to your local public library. Another way to obtain searches of research data bases is through Google’s free website, Google Scholar, which you can find at http://scholar.google.com/.

“Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: peer-reviewed papers, theses, books, abstracts and articles, from academic publishers, professional societies, preprint repositories, universities and other scholarly organizations. Google Scholar helps you identify the most relevant research across the world of scholarly research.”


To search the Google Scholar data base, simply open your web browser to http://scholar.google.com/. Beside the box with the Search button, click on Scholar Preferences. Select and save your preferences, then begin your search. By default, the box beside “Open WorldCat – Library Search” is checked. WorldCat is a “global network of library content and services that uses the Web” (http://www.oclc.org/worldcat/) to find information available in libraries. Using the Advanced Scholar Search allows you to specify key words, authors, dates of publication, subject areas, and the number of results you want to review from 10 to 100. WorldCat also includes an Advanced Search feature similar to the one in Google Scholar (see http://www.worldcat.org/advanced-search).

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