

Psi Beta National Research Project

Complete project data was downloaded on February 29, 2020. The file was formatted in SPSS and Excel on March 9, 2020. The file contains 1,248 cases! Thank you to the Psi Beta chapters and their members who made this study possible.

Some important details:

- **Become familiar with the items used in this study.** There are several published research articles from which most of the items were taken. One of the most important articles for you to have is by Ciarocco and Strohmetz (2016). That article describes the Employable Skills Self-Efficacy Survey: An assessment of and resource for fostering skill development.
- **Reverse coding of items.** Some items from the scales are stated in negative terms. These items required reverse coding so the scale scores would make sense. Note that all items that needed reverse coding have been reverse coded. Do NOT reverse code them again or you'll have faulty data. Most of the reverse coded items appear in the ESSES instrument.
- **Interpretation of reverse code items might be confusing, so be careful.** For example, item E4 from the ESSES is stated this way:
 - *I struggle to manipulate numbers in a spreadsheet.* Response options to this item were 1 (Strongly Disagree), 2, 3, 4, 5, 6 (Strongly Agree). While taking the questionnaire, if a participant chose Strongly Disagree for her answer, she was assigned a "1" for this item. When we reversed the scoring for all "reverse coded" items, this student was assigned a 6 meaning this: Because she indicated that she does not struggle with manipulating numbers in a spreadsheet, she should get a "6" and not a "1". Reverse coding is easy to do with SPSS. If you look at the codebook for this study, you'll see the items which needed reverse coding. Again, all such items already have been reverse-coded in the SPSS and the Excel versions of the data files. For the ESSES items requiring reverse coding, here's what was done:

Before reverse coding	After reverse coding
1	6
2	5
3	4
4	3
5	2
6	1

- **Interpersonal Communication Subscale scores** – The scale items have been computed into new variables. These new variables are listed at the end of the variable list shown in SPSS's "Variable View." Here they are:
 - ICS_Init– This is the total scale score for the IVC Interpersonal Communications instrument – items 1 to 9 = Self-Efficacy for Initiating Conversations

- ICS_Bal – This is the total scale score for the IVC Interpersonal Communications instrument – items 10 to 15 = Efficacy for Having a Balanced Conversation
- ICQ_Init – items 1 to 8 = Efficacy for Initiating a Conversation
- ICQ_Disclose – items 9 to 16 = Efficacy for Disclosure While Conversing
- ICCS_Disclose – ICCS_Disclosure_Subscale – three items
- ICCS_Empathy – ICCS_Empathy_Subscale – three items
- ICCS_Soc_Relax – ICCS_Social_Relaxation_Subscale – three items
- ICCS_Altercentrism – ICCS_Altercentrism_Subscale – three items
- ICCS_Int_Mgt – ICCS_Interaction_Mgt_Subscale-three items
- **Subscales from the ESSES (Employable Skills Self-Efficacy Survey)**
 - Note: sub-scales have been computed and. Responses to each item in the study and all sub-scale scores are included in the datafile. Note: for clarity,**
 - Writing
 - Speaking
 - Listening
 - Research_Skills
 - Info_Lit_Skills – Information Literacy Skills
 - Groupwork_Skills
 - Leadership_Skills
 - Self-Mgt – Self-Management
 - Professional_Skills
 - Technological_Skills

- **NOTE: When in Variable View in SPSS, all final computed scores for each of the above listed variables, have labels ending with the word, **Score**, as denoted in the Label column.**

Some notes about efficacy. Efficacy is not a measure of ability, but one's self-perception of having the ability or skill. However, if one has participated in coursework and activities designed to teach the ability, it is reasonable that a person will self-score higher on that ability. Efficacy is domain specific. That is – a person can have high self-efficacy for math, and low self-efficacy for, say, writing. Efficacy is like self-confidence about one's ability to learn, master, or perform. Efficacy should not to be confused with ability. Efficacy and ability are independent, but a person with high efficacy in a domain that he/she is trying to learn or master is more likely to stick with it despite setbacks. If you prepare a poster and/or write a research report using this data, be sure to mention (in your Discussion section) that one of the weaknesses of your findings is that the data relied on self-reporting by the participants and the study did not have more direct measures of the skills (e.g., communication, collaboration, communication, and so on) covered in this study.