

Chapter One

Introduction

In contemporary society, it is very important to go to college. However, with rising tuition costs and the ability to make money immediately after high school, graduating high school seniors may postpone attending college and enter the work field. Still, college provides students with opportunities and experiences that will enhance their abilities and qualifications in the work field (Pascarella & Terenzini, 1991).

The overall guiding principle of higher education is to enhance learning (King, 2003). Learning is both a noun and a verb, meaning that learning is an outcome and a process (King, 2003). The outcomes of learning are the basis of wisdom. Outcomes include, but are not limited to, knowledge, skills, and attitudes (King, 2003). The processes by which students learn depend on the strategies students use to reach the desired outcomes (King, 2003).

The college environment provides many opportunities for individuals to enhance learning. One of the more obvious ways to foster learning is in the classroom setting. Students take a core curriculum, followed by specific courses required in their desired field or major. The academic programs at any college or university will provide enrolled students with the basic knowledge needed for an entry-level job. For example, accounting majors will take courses that will teach them basic skills needed to be an accountant.

Although it is important to obtain the basic skills needed to accomplish tasks in any occupation, other skills are necessary to be successful in the job market, for example: interpersonal skills, time management, and leadership skills (Pascarella & Terenzini, 1991). Students develop these skills through cocurricular activities. This involvement is important because students make connections between concepts that seem unrelated and provide a basis for practical use of the skills they learn in the classroom (King, 2003).

Cocurricular involvement improves the quality of interpersonal relationships students have with one another. The development of interpersonal skills is important in determining success in any career (Pascarella & Terenzini, 1991). One way where students can optimize their ability to further their own development is to become involved on campus (Astin, 1993).

Campus Involvement

In any given week of an academic semester, a typical full-time college student is taking anywhere between 12 to 18 credit hours (personal communication, Miller, 2003). In addition, for

students to be successful academically, they should spend approximately three hours per every one credit hour of in-class time preparing for class (personal communication, Miller, 2003). Using this information, students excelling academically spend approximately 72 hours a week on academics. Considering there are 168 hours in a week, less the amount of time studying and sleeping, college students still have close to 50 hours a week of “free-time.”

Understanding that students have a significant amount of time to use, college administrators provide a wide variety of campus activities, clubs, and organizations in which students can get involved. Student affairs professionals understand that the individual involvement a student has at the institution contributes to a greater amount of student learning and personal development (Astin, 1984).

Campus involvement tends to contribute positively to retention. Students choosing to get involved in the campus community are less likely to drop out of school (Astin, 1975). A common excuse given for students leaving an institution is boredom with course work, which Astin (1975) attributes to a clear lack of involvement. Involved students expose themselves to other students, faculty, and staff, which creates a sense of attachment to the institution (Astin, 1984).

In addition to retention, Foubert & Grainger (2006) showed that students involved in clubs and other activities display higher levels of development in many areas. These areas include establishing and clarifying purpose, educational involvement, career planning, life management, and cultural participation (Foubert & Grainger, 2006). One specific area that is directly proportional to meaningful student growth and development is the experiences of leadership within campus organizations (Astin, 1985).

Campus Leadership

Astin (1996) indicated that the strongest source of influence on student development is the interaction between students and their peers. The development and preparation of the nation’s political, social, and professional leaders have been a focus of higher education since the inception of colleges and universities in this country (Astin & Astin, 2000).

Leadership development is important because it encompasses a variety of activities, perspectives, and experiences that will enhance individuals’ abilities to make meaningful differences (Posner, 2004). Student leadership provides unique experiences for development. By serving as a peer leader, students subject themselves to planning, organizing, managing, and

decision-making (Kuh, 1995). These leadership tasks are transferable to the work place post-graduation.

College students have a variety of ways to take advantage of leadership opportunities on their respective campuses. Students have the ability to take on leadership positions within campus organizations (i.e. executive positions or committee chair positions) or apply for leadership positions working with fellow students (i.e. resident advisors or orientation leaders). One specific area of involvement that provides its members with a number of opportunities for leadership development is the Greek-letter (or fraternity and sorority) community (Astin 1993).

Fraternities and Sororities

Pascarella, Flowers, & Whitt (2001) consider fraternities and sororities to be a very visible and often controversial aspect of college student life. Approximately 800 colleges and universities across the country have communities of fraternities and sororities (North-American Interfraternity Conference, 2006). Overall, disagreement still exists about whether or not membership in a Greek-letter organization is beneficial to college students.

The positives associated with fraternities and sororities include leadership development (Astin, 1993), retention (Astin 1984), and high levels of involvement and psychosocial development (Hunt & Rentz, 1994). Affiliated members of Greek-letter organizations are more engaged in challenging academic tasks, community service, and diversity than their non-affiliated counterparts (Hayek, Carini, O'Day, & Kuh, 2002).

On the other hand, negative perceptions of fraternity and sorority membership also exist on college campuses. Incidents of hazing, rape, and abuse of alcohol and drugs have become ingrained in the fraternity and sorority lifestyle and overshadow the positive aspects of membership (Hayek et al., 2002). In addition to negative publicity, Terenzini, Pascarella, & Bliming (1996) suggest that the correlation between Greek-letter affiliation and student intellectual and cognitive development is consistently negative.

Fraternities and sororities have existed on college campuses as early as the mid 1700s (Choron & Choron, 2004). Many of the top leaders in our country have been affiliated members of Greek-letter organizations, including, but not limited to: every president and vice president, with the exception of two, since 1825 (Choron & Choron, 2004). A wide variety of research has been performed on the negative aspects of fraternal involvement, yet our country is being lead by alumni of these organizations.

Each of these influential leaders started as a member of their respective chapter. Membership in a fraternal organization contributed to the development of the necessary skills needed to assume their respective roles. This is why it is necessary to examine the leadership practices among members of different governing councils. It is important to understand the basic knowledge of the fraternity system to successfully examine differences in leadership practices among councils.

Most Greek-letter organizations are associated with a national governing body, a local governing body, or both. At colleges that host Greek-letter organizations, there are usually four of these respective governing bodies (personal communication, Preston, 2003). At the host institution, the four existing governing councils overseeing the 68 fraternities and sororities are the Interfraternity Council (IFC), the Panhellenic Council (NPC), the National Pan-Hellenic Council (NPHC), and the United Council of Fraternities and Sororities (UCFS). At the host institution, the Greek-letter community makes up approximately 15% of the undergraduate population and these members hold more than half of the student leadership positions on campus (personal communication, Norman, 2006).

Study Institution Governing Council Descriptions

The IFC serves as the governing body for the 39 social fraternities at the host institution. All members of IFC organizations are male. NPC is the governing body for the 13 social all-female sororities. The NPHC is the representative governing body for the seven traditionally African-American fraternities and sororities at the host institution. Finally, the governing body of the 9 multicultural and special-interest fraternities and sororities is the UCFS. IFC and NPC chapters tend to focus on the social aspects of membership where NPHC and councils such as the UCFS focus more on service to the community (personal communication, Preston, 2002).

In summary, college students have the ability to learn and develop outside the classroom that will lead to success post graduation (Pascarella & Terenzini, 1991). One important area where students tend to have the most meaningful development is by taking on leadership opportunities (Posner, 2004). One specific area where students can develop skills useful as campus leaders are within the Greek-letter community (Hayek, et al., 2002).

Most schools hosting Greek-letter organizations have four governing councils. Many studies have been conducted on the involvement of fraternities and sororities, with the exception of the leadership practices amongst the members of four respective governing councils. Current

studies on Greek leadership practices have sought to identify differences associated with sex (Adams & Keim, 2000; Snyder 1992) or by ethnicity (Williams, 2002). However, these studies were limited to one particular institution and focused on two councils. In addition, it is possible that differences in leadership practices will exist due to the differences of membership focus among the governing councils: IFC and NPC having a social focus and NPHC and the UCFS focusing on service.

Purpose of the Study

The purpose of this study was to examine the leadership practices of students affiliated with fraternities and sororities. In addition, this study explores the differences in leadership practices specifically among members of the four governing councils of the fraternities and sororities present at the host institution.

Data were collected by administering the Student Leadership Practices Inventory (SLPI, Kouzes & Posner, 2006) to affiliated members of fraternities and sororities enrolled at a major research institution located in the mid-Atlantic region of the United States.

Research Questions

This study was designed specifically to address the following research questions:

1. What are the leadership practices, as measured by the SLPI, of affiliated members of the Greek community?
2. What are the leadership practices, as measured by the SLPI, of the affiliated members of IFC chapters?
3. What are the leadership practices, as measured by the SLPI, of the affiliated members of NPC chapters?
4. What are the leadership practices, as measured by the SLPI, of the affiliated members of NPHC chapters?
5. What are the leadership practices, as measured by the SLPI, of the affiliated members of UCFS chapters?
6. What are the differences that exist in leadership practices, as measured by the SLPI, among the four governing councils?

Significance of the Study

This study has significance for both future practice and research. In regards to practical use, one constituency that will benefit from the findings from this study would be the

administrators working with fraternities and sororities at the host institution. This study offers information that can be used by these administrators to learn more about the members of these four governing councils and can assist in the development and implementation of more effective programming initiatives focused on these students.

Another practical significance of this study is for national and international officers of the individual chapters represented at the study institution. The results of this study provide them with a better understanding of the leadership capabilities of the organization members. By having an understanding of the leadership practices of its members, national and international organizations could identify strengths and weaknesses and find ways to improve the overall experience of their members.

National officers of the governing councils will also benefit from the research findings. The information provided by this study would provide a better understanding in the differences of leadership practices among the respondents from different governing councils. These officers could use the information from this study to provide the proper assistance to ensure chapters are meeting the national organizations' mission and goals.

In addition to practice, this study had significance to future research. My study investigates the differences of leadership practices amongst all members of the respective governing Greek councils. Future studies may seek to distinguish the differences in organizational choice amongst the governing councils. Conducting this type of study would result in a greater understanding of what attracts students to specific organizations or councils.

This study examined solely the differences of leadership practices of different Greek governing councils. A future study might examine the differences of academic success among the different governing councils. Studies such as this may broaden the understanding of the differences between these councils.

Another study might explore the differences of leadership practices between Greek organizations and non-Greek organizations. My study focused specifically on the differences of leadership practices within the fraternal community. Future studies would contribute to the greater understanding of the benefits of campus involvement.

Delimitations

Although great care was taken in the design of this study, some initial delimitations still exist. The first deals with the sample. My study sought to identify differences in leadership

practices among governing Greek councils at one institution. Institutional culture may contribute to how members of fraternities and sororities are viewed by administrators and students. This difference in institutional culture may have an impact on leadership practices of affiliated members.

A second delimitation to this study relates to the sample. The participants in this study may not have been candid in their responses. Due to this possibility, the results of this study could be affected.

Finally, another delimitation dealt with the instrumentation itself. It is possible that the questions of SLPI (Kouzes & Posner, 2006) do not accurately provide the information needed to fully answer the research questions set forth at the beginning of this study. This could have an affect on the overall results of the study.

Despite these initial delimitations, this study is a valuable examination of leadership practices within the fraternity and sorority community. The data accumulated by this study provide new insight into the existing literature for both leadership development and benefits of fraternity and sorority affiliation.

Organization of the Study

The present study is organized into five chapters. The first chapter introduced the study along with its purpose, research questions, significance, and delimitations. Chapter Two reviews at the current body of literature on leadership development and Greek life affiliation. The third chapter outlines the methodology used in the study, which includes the data collection and the techniques for data analysis. Chapter Four reports the study's results. Finally, Chapter Five discusses the results of the study and the implications for policy, practice, and future research.

Chapter Two

Literature Review

To examine the differences in leadership practices among four governing Greek councils, I reviewed the literature on leadership and its relation to college students. Themes that emerged included the positive effects of leadership during college and leadership development theory.

Exploring the differences of leadership practices among the governing councils of fraternities and sororities also required an examination of the literature on Greek students. A large and diverse body of literature exists on the topic of Greek Life, focusing on a variety of subtopics. These topics include, but are not limited to, influences on academics, hazing, and alcohol use. These subtopics can be grouped into two main themes: the positive or negative effects of Greek affiliation. In addition, I examined the research conducted on leadership and the Greek community.

Leadership

Komives, Lucas, and McMahon (1998) defined leadership as a relational process whereby a group of individuals is attempting to make a change to benefit the common good. The following section describes literature on leadership in the higher education setting.

Leadership Identity Development (LID) Theory

A wide range of literature and research exists on the topic of leadership. However, Rost (1993) has concluded that most of what has been written about leadership has been considered good management. Komives, Owen, Longerbeam, Mainella, & Osteen (2005) conducted a study to develop a grounded theory on leadership development to understand the processes individuals experience while creating their leadership identity. The Leadership Identity Development (LID) Model is an application of the grounded theory of LID (Komives et al., 2005).

The LID model consists of six stages where individuals move through a helix of five categories within each stage, including a transition before advancing to the next (Komives, Longerbeam, Owen, Mainella, & Osteen, 2006). Figure 1 illustrates the cyclical movement of individuals through the categories within each stage. The understanding of how the stages relate to each other requires an understanding of the categories.

LID Categories.

As individuals develop their leadership identity, Developmental Influences contribute to the progression through the categories in each stage (Komives et al., 2005). Developmental

Influences that foster leadership identity development include adult and peer influences, meaningful involvement, and reflective learning (Komives et al., 2005).

The first category experienced is Developing Self. The processes included in this area include a deepening of self-awareness, building self-confidence, establishing interpersonal efficacy, applying new skills, and expanding motivations (Komives et al., 2005).

Group influences, the next category of the LID model, contribute to self-development. Properties of this category consist of engaging in groups, learning from membership continuity, and changing perceptions of groups (Komives et al., 2005).

Changing View of Self with Others makes up the next category. As individuals continue to develop their leadership identity, considering the development of self and the influence of groups, individuals continue to change their roles as leaders, beginning with dependence, moving through independence towards interdependence (Komives et al., 2005).

As individuals change the views of themselves, the personal view of leadership broadens as well. While the development of leadership identity continues, personal definitions of leadership evolve (Komives et al., 2005).

Before moving from one stage to the next, individuals go through a transition. During these transitions, the individual has a shift in thinking, where individuals abandon old thoughts of leadership and try new methods (Komives et al., 2006). The five categories previously discussed are experienced in each of the six stages of the LID model. The stages are identified as Awareness, Exploration/Engagement, Leader Identified, Leadership Differentiated, Generativity, and Integration/Synthesis (Komives et al., 2006).

LID Stages.

A strong illustration of the processes experienced transitioning through stages can be seen in Figure 2. The first stage, Awareness, consists of the beginning of leadership recognition and understanding that the concept of leadership exists (Komives et al., 2006). Individuals moving through stage two begin to interact with peers and seek opportunities to explore personal interests (Komives et al., 2006).

Stages three and four are more complex than the other stages because individuals experience phases of emergence and immergence (Komives et al., 2006). Individuals in the Leader Identified stage believe that leadership is a specific position and the person filling that role is the leader. Individuals not in a specific position are considered followers (Komives et al.,

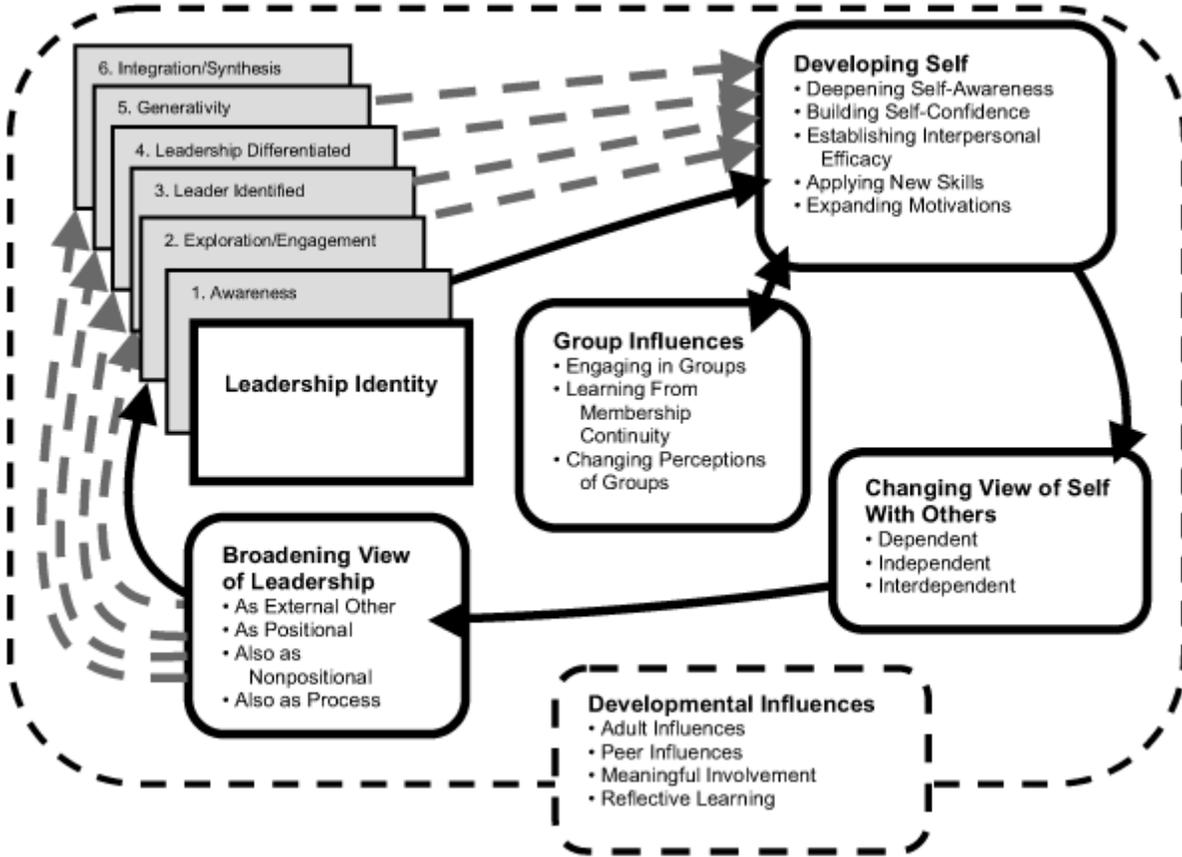


Figure 1. Developing a Leadership Identity: Illustrating the Cycle¹

¹ From “Developing a Leadership Identity: A Grounded Theory,” by S. R. Komives, J. E. Owen, S. D. Longerbeam, F. C. Mainella, and L. Osteen, 2005, *Journal of College Student Development*, 46(6), p. 599. Copyright 2005 by the American College Personnel Association. Reprinted with permission from the American College Personnel Association (ACPA), One Dupont Circle, NW, at the National Center for Higher Education, Washington, DC 20036.

Stages →	1 Awareness		2 Exploration/Engagement		3 Leader Identified	
Key categories		<i>Transition</i>		<i>Transition</i>	<i>Emerging</i>	<i>Immersion</i>
Stage Descriptions	•Recognizing that leadership is happening around you •Getting exposure to involvements		•Intentional involvements [sports, religious institutions, service, scouts, dance, SGA] •Experiencing groups for first time •Taking on responsibilities		•Trying on new roles •Identifying skills needed. •Taking on individual responsibility •Individual accomplishments important	•Getting things done •Managing others •Practicing different approaches/styles <i>Leadership seen largely as positional roles held by self or others; Leaders do leadership.</i>
Broadening View of Leadership	"Other people are leaders; leaders are out there somewhere"	"I am not a leader"	"I want to be involved"	"I want to do more"	"A leader gets things done"	"I am the leader and others follow me" or "I am a follower looking to the leader for direction"
Developing Self	•Becomes aware of national leaders and authority figures (e.g. the principal)	•Want to make friends	•Develop personal skills •Identify personal strengths/weaknesses •Prepare for leadership •Build self-confidence	•Recognize personal leadership potential •Motivation to change something	•Positional leadership roles or group member roles •Narrow down to meaningful experiences (e.g. sports, clubs, yearbook, scouts, class projects)	•Models others •Leader struggles with delegation •Moves in and out of leadership roles and member roles but still believes the leader is in charge •Appreciates individual recognition
Group Influences	•Uninvolved or "inactive" follower	•Want to get involved	•"Active" follower or member •Engage in diverse contexts (e.g., sports, clubs, class projects)	Narrow interests	• Leader has to get things done •Group has a job to do; organize to get tasks done	•Involve members to get the job done •Stick with a primary group as an identity base; explore other groups
Developmental Influences	Affirmation by adults (parents, teachers, coaches, scout leaders, religious elders)	•Observation/ watching •Recognition •Adult sponsors	•Affirmation of adults •Attributions (others see me as a leader)	•Role models •Older peers as sponsors •Adult sponsors •Assume positional roles •Reflection/retreat	Take on responsibilities	•Model older peers and adults •Observe older peers •Adults as mentors, guides, coaches
Changing View of Self With Others	Dependent				Independent	
					Dependent	

figure continues

Figure 2. Leadership Identity Development Model²

² From "A Leadership Identity Development Model: Applications from a Grounded Theory," by S. R. Komives, S. D. Longerbeam, J. E. Owen, F. C. Mainella, and L. Osteen, 2006, *Journal of College Student Development*, 47(4), pp. 404-405. Copyright 2006 by the American College Personnel Association. Reprinted with permission from the American College Personnel Association (ACPA), One Dupont Circle, NW, at the National Center for Higher Education, Washington, DC 20036

The KEY	4 Leadership Differentiated			5 Generativity		6 Integration/Synthesis
	<i>Emerging</i>	<i>Immersion</i>	<i>Transition</i>		<i>Transition</i>	
<ul style="list-style-type: none"> • Shifting order of consciousness • Take on more complex leadership challenges 	<ul style="list-style-type: none"> • Joining with others in shared tasks/goals from positional or non-positional group roles • Need to learn group skills <i>New belief that leadership can come from anywhere in the group (non positional)</i> 	<ul style="list-style-type: none"> • Seeks to facilitate a good group process whether in positional or non positional leader role • Commitment to community of the group <i>Awareness that leadership is a group process</i> 		<ul style="list-style-type: none"> • Active commitment to a personal passion • Accepting responsibility for the development of others • Promotes team learning • Responsible for sustaining organizations 		<ul style="list-style-type: none"> • Continued self-development and life-long learning • Striving for congruence and internal confidence
"Holding a position does not mean I am a leader"	"I need to lead in a participatory way and I can contribute to leadership from anywhere in the organization"; "I can be a leader without a title"; "I am a leader even if I am not the leader"	"Leadership is happening everywhere; leadership is a process; we are doing leadership together; we are all responsible"	"Who's coming after me?"	"I am responsible as a member of my communities to facilitate the development of others as leaders and enrich the life of our groups"	"I need to be true to myself in all situations and open to grow"	"I know I am able to work effectively with others to accomplish change from any place in the organization"; "I am a leader"
<ul style="list-style-type: none"> • Recognition that I cannot do it all myself • Learn to value the importance/talent of others 	<ul style="list-style-type: none"> • Learn to trust and value others & their involvement • Openness other perspectives • Develop comfort leading as an active member • Let go control 	<ul style="list-style-type: none"> • Learns about personal influence • Effective in both positional and non-positional roles • Practices being engaged member • Values servant leadership 	<ul style="list-style-type: none"> • Focus on passion, vision, & commitments • Want to serve society 	<ul style="list-style-type: none"> • Sponsor and develop others • Transforming leadership • Concern for leadership pipeline • Concerned with sustainability of ideas 	<ul style="list-style-type: none"> • Openness to ideas • Learning from others 	<ul style="list-style-type: none"> • Sees leadership as a life long developmental process • Want to leave things better • Am trustworthy and value that I have credibility • Recognition of role modeling to others
<ul style="list-style-type: none"> • Meaningfully Engage With Others • Look to group resources 	<ul style="list-style-type: none"> • Seeing the collective whole; the big picture • Learn group and team skills 	<ul style="list-style-type: none"> • Value teams • Value connectedness to others • Learns how system works 	<ul style="list-style-type: none"> • Value process • Seek fit with org. vision 	<ul style="list-style-type: none"> • Sustaining the organization • Ensuring continuity in areas of passion/ focus 	<ul style="list-style-type: none"> • Anticipating transition to new roles 	<ul style="list-style-type: none"> • Sees organizational complexity across contexts • Can imagine how to engage with different organizations
<ul style="list-style-type: none"> • Older peers as sponsors & mentors • Adults as mentors & meaning makers • Learning about leadership 	<ul style="list-style-type: none"> • Practicing leadership in ongoing peer relationships 	<ul style="list-style-type: none"> • Responds to meaning makers (student affairs staff, key faculty, same-age peer mentors) 	<ul style="list-style-type: none"> • Begins coaching others 	<ul style="list-style-type: none"> • Responds to meaning makers (student affairs staff, same-age peer mentors) 	<ul style="list-style-type: none"> • Shared learning • Reflection/retreat 	<ul style="list-style-type: none"> • Re-cycle when context changes or is uncertain (contextual uncertainty) • Enables continual recycling through leadership stages
Interdependent						

Figure 2. Leadership Identity Development Model

2006). In the emerging phase, individuals look to the people in leadership positions as role models and identify skills necessary to accomplish tasks (Komives et al., 2006). Experiencing the immersion phase, individuals begin to assume leadership roles and experiment with different leadership styles and processes (Komives et al., 2006).

Leadership Differentiated is the fourth stage individuals pass through as they develop their leadership identity. In this stage, the view of leadership adjusts to include the exhibitions of leadership by non-positional leaders, in addition to actions of a person in a leadership position (Komives et al., 2006). Moving through the stage, individuals realize that leadership can come from any member of the group during the emerging phase and work towards building a feeling of group community in the immersing phase (Komives et al., 2006).

Stage five, known as Generativity, consists of individuals looking past themselves, in addition to expressing passion for leadership obligations and caring for the welfare of others (Komives et al., 2006; Erickson, 1968).

The final stage of the LID model is Integration/Synthesis. In this final stage, individuals understand that they are effective working with others and have the confidence to apply leadership skills in any context (Komives et al., 2006). In addition, individuals in stage six recognize that development is continual, as they learn more from the interactions they have from others (Komives et al., 2006).

In this section, I discussed the categories and stages of the LID model. Figure 1 and Figure 2 illustrate a visual representation of the model. The LID model provides a basic framework for understanding the progression of individuals from followers, to leadership positions, to a broader understanding of leadership. Understanding how individuals develop their leadership identity aids in the comprehension of the benefits leadership involvement has for college students.

Positive Effects of Leadership

Astin (1985, 1993) indicated that the periods of time when individuals attend college are intricate points where students experience personal, social, and professional growth. During the course of the college experience, students have ample opportunity to get involved in the campus community and assume leadership roles. The body of literature that exists on student leadership has provided support for the notion that leadership involvement contributes positively to the

college experience (Astin 1985; Astin 1993; Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001; Louge, Hutchens, & Hector, 2005; Shertzer & Schuh, 2004).

Cress et al. (2001) found that student leaders showed improved results in areas such as civic responsibility, leadership skills, multicultural awareness, understanding of leadership theories, and personal and societal values from participation in leadership education and training programs. Leadership involvement significantly enhances leaders' positive perceptions of their college experience (Logue, Hutchens, & Hector, 2005).

Shertzer & Schuh (2004) compared the differences between students involved with leadership activities and those who did not engage in co-curricular activities. Student leaders expressed feelings of empowerment and increased self-confidence. Disengaged students indicated that they were not qualified to be leaders or possessed the intelligence or personality to handle the responsibilities or to be an effective leader (Shertzer & Schuh, 2004)

The previous section provides an overview of the literature on the Leadership Identity Development Model and the benefits of leadership involvement. However, the aim of my study is to examine the differences in leadership practices among the four governing Greek councils. Therefore, the need exists to examine literature on fraternities and sororities more generally.

Greek Students

Members of fraternities and sororities are among the most studied student populations in higher education (Blackburn, 2003). Given the wide body of literature on these students, one common theme that has emerged is the debate between the positive and negative influences the Greek system has on the students involved. Negative influences of Greek affiliation include alcohol abuse and impeded development, including poor grades (Terenzini, Pascarella, & Blimling, 1996). On the other hand, positive influences include retention and levels of engagement, including leadership development (Hayek, Carini, O'Day, & Kuh, 2002). Discussion on the subtopics of positive and negative effects of Greek life is reviewed next.

Alcohol Abuse by Greeks

Comparing those students involved with fraternities and sororities and those who remain independent from that population, researchers have shown that members of the Greek community are more likely to engage in the consumption of alcohol (Alva, 1998; Danielson, Taylor, & Hartford, 2001; Goodwin, 1992; O'Connor, Cooper, & Theil, 1996). Due to the evidence that fraternal members are more likely to drink, they are also more likely to experience

problems related to the use and abuse of alcohol, including high risk behavior and drops in grade point average (Klein, 1989).

Danielson, Taylor, & Hartford (2001) concluded that the Greek population is significantly different from the rest of the campus population. Consequently, problems associated with alcohol abuse are embedded in every aspect of life for affiliated members (Danielson et al., 2001). Overall, alcohol use is one of the main topics associated with Greek life. Other detrimental effects of Greek affiliation include impeded development and decline in academic performance.

Impeded Development

Astin (1984) established the importance of college students' involvement to increase the likelihood of having meaningful college experiences. However, research has shown that not all types of involvement contribute positively to the college experience. Terenzini et al. (1996) inferred that Greek students showed smaller gains in academic, intellectual, and cognitive growth than students engaged in other forms of co-curricular activities.

In addition to impeded growth, other studies compare the grades of affiliated members of the Greek-letter community and those students who remain independent. DeBard, Lake, & Binder (2006) reported that Greeks (both male and female) had a lower average first-semester Grade Point Average than did their non-Greek counterparts. Although some researchers have highlighted the negative effects of Greek affiliation, other authors focus on the positives.

Retention

One of the most significant positive effects of membership in a fraternity or sorority is the higher level of retention between the first and second years of college (Tripp, 1997; DeBard et al., 2006). Membership in a fraternity or sorority has been shown to increase levels of personal competition between members, which encourages these members to get more active in the campus community (Tripp, 1997).

Members of Greek-letter organizations tend to get more involved in other campus activities, which decreases the likelihood of dropping out (Astin, 1984). In addition, Hunt & Rentz (1994) established that affiliated members who become more involved in other campus activities reinforce the overall sense of purpose and enhance the gains in other areas of identity and moral development. Astin (1984) has shown that the greater a student's involvement in college, the greater the gains of student learning and development. In addition to keeping

members in school, membership in a Greek-letter organization encourages engagement in the campus community.

Levels of Engagement

Hayek et al. (2002) found that members of fraternities display equal, if not greater, levels of engagement in academically challenging tasks, active learning, interactions with faculty, community service, and personal development gains. In addition to engagement levels, developmental gains tend to increase across time involved. Pike (2003) reported that the positive effects of membership in fraternities or sororities were stronger for seniors than for freshmen. This was confirmed with Pascarella, Flowers, and Whitt (2001), who found that the negative effects of Greek membership were less evident during the upper-class years of members' college careers.

It is possible that the negative impact towards academic achievement early in membership is attributed to the struggles associated with adjusting to college life, the pressures of the new member or pledging process, and the priorities placed on academics during this period. Once an affiliated member is initiated into the organization, opportunity exists for more meaningful involvement, which leads to great amounts of student learning and personal development (Astin, 1984).

Membership in Greek organizations also provides students with opportunities to gain leadership experience and develop their leadership styles (Astin, 1993; Kuh, 1982). These experiences benefit affiliated students in their careers upon graduation, including preparation and skill (Semersheim, 1996).

Greek Leadership

Several studies compare leadership practices by members of the Greek community (Adams & Keim, 2000; Snyder, 1992, Williams 2002). These studies used the Student Leadership Practices Inventory (SLPI: Kouzes & Posner, 2006) to identify differences in leadership practices among groups.

Adams & Keim (2000) specifically showed that female members of the Greek community scored higher in the SLPI than their male counterparts. These results contradict the findings of Snyder (1992) that showed that leadership practices were consistent across sexes. In another study, Williams (2002) showed that no difference between African-American and Caucasian-American sorority members existed with respect to leadership practices.

In conclusion, I reviewed the literature on a variety of topics including the development of leadership identity and the positive effects of leadership engagement. Komives et al. (2005) and Komives et al. (2006) developed a grounded theory to explain the phenomenon of leadership identity development. In addition to understanding the phenomenon, other studies have established that students involved in leadership activities displayed greater levels of self-confidence and personal development than students who chose not to get involved on campus (Shertzer & Schuh, 2004).

To examine the differences in leadership practices of governing Greek councils, I reviewed the literature on Greek life. Researchers have found that members of Greek-letter organizations consume alcohol at higher levels and are more prone to suffer the consequences of alcohol abuse than their non-Greek counterparts (Danielson et al., 2001; Klein 1989). Additionally, other studies showed Greeks have lower level gains in personal development (Terenzini et al., 1996) and lower grades (DeBard et al., 2006) than students not affiliated with the Greek community.

The negative aspects of association, such as hazing, date rape, and alcohol use oftentimes overshadow the benefits enjoyed by Greeks (Hayek et al., 2002). Benefits of affiliation with Greek-letter organizations include higher levels of retention (Tripp, 1997) and personal growth (Hunt & Rentz, 1994). Members of Greek organizations display increased level of engagements within the campus community (Hayek et al., 2002). Engagement on campus gives Greek members' the ability to enhance leadership skills gained through chapter involvement (Astin 1993; Kuh 1982).

Research comparing leadership practices among different Greek constituents has shown very little difference between groups on the basics of sex or race (Adams & Keim, 2000; Snyder 1992; Williams 2002). Little research exists considering the differences in leadership practices among different all governing councils on college campuses, whose differences include race, sex, and other factors that separate chapters into their respective governing councils. I hope to contribute to the current literature on leadership practices among Greek governing councils and broaden the understanding of differences between them to assist student affairs professionals to develop and implement programs that will cater to the needs of these student groups.

As an alumnus member of a Greek-letter organization and a very active campus leader as an undergraduate student, I became very interested in looking at the leadership practices of

fraternity and sorority members. I foresee myself wanting to work with fraternity and sorority members as a student affairs professional and believe that this study is a good first step in understanding the population of students with whom I wish to work.

Chapter Three

Methods

The purpose of this study was to examine the leadership practices of students affiliated with fraternities and sororities. In addition, this study explored the differences in leadership practices among members of the four governing councils of the fraternities and sororities present at the study institution.

Data were collected by administering the Student Leadership Practices Inventory (SLPI, Kouzes & Posner, 2006) to affiliated members of fraternities and sororities enrolled at a major research institution located in the mid-Atlantic region of the United States.

This study was designed specifically to address the following research questions:

1. What are the leadership practices, as measured by the SLPI, of affiliated members of the Greek community?
2. What are the leadership practices, as measured by the SLPI, of the affiliated members of IFC chapters?
3. What are the leadership practices, as measured by the SLPI, of the affiliated members of NPC chapters?
4. What are the leadership practices, as measured by the SLPI, of the affiliated members of NPHC chapters?
5. What are the leadership practices, as measured by the SLPI, of the affiliated members of UCFS chapters?
6. What are the differences that exist in leadership practices, as measured by the SLPI, among the four governing councils?

This chapter explains the methods that will be used in this study. It is organized into five sections: sample selection, instrumentation, reliability and validity, procedures for data collection, and data analysis.

Sample Selection

The population from which the sample was drawn for this study consisted of undergraduate students of a major research institution in the mid-Atlantic region of the United States. Participants in the study were affiliated members of a Greek-letter organization governed by one of the four governing councils. In addition to using convenience sampling, this study used qualifying criteria to identify individuals able to participate.

The sample consisted of four groups. The groups were derived from the four individual governing councils. The affiliated members of the individual chapters governed by each council made up the participants included in each group. Each individual selected to participate had to meet certain criteria.

At the time of the study, participants included had to be enrolled full-time at the institution studied and had to be an active member of an organization that was governed by one of the four governing councils. These criteria were met by asking the chapter presidents to ensure all members on their rosters were full-time students and active by the chapter's standards. Participants who did not meet these criteria were excluded from the study.

From the Office of Fraternity and Sorority Life (OFSL) of the host institution, I requested a list of chapters governed by each council and the number of active members for each chapter, as provided to the office at the beginning of the year. From this list, I was able to establish the approximate number of members for each group. The total approximate number of affiliated members for the entire campus is 3000. All active members of the fraternity and sorority community were asked to complete the survey.

Each council met either weekly or bi-weekly. At these meetings, the individual chapters send delegates to act on the chapter's behalf. Usually, this delegate is the chapter president. I requested time from the leadership of each council to make a presentation to the delegates about this study. The delegates were informed about the two \$250.00 drawings per council. One prize was given to one individual member of each council and the second was awarded to the chapter the individual member represents to contribute to leadership development initiatives of the chapter. To qualify for the drawing, the chapter had to have 75% of their membership complete the survey.

If the chapter was interested in participating, I obtained the e-mail addresses of the respective chapter presidents to whom I forwarded the protocol e-mail containing the online survey link and requested that they forward it to their chapter members. As confirmation of participation, I requested that the chapter president copy the e-mail to the chapter to me. To ensure that participants met the sampling criteria, I requested a list of active members from the OFSL and only allowed survey access to those who successfully met the criteria.

Instrumentation

For this study, the self-assessment of the Student Leadership Practices Inventory (SLPI; Kouzes & Posner, 2006) was used. The instrument (see Appendix A) consists of 30 items that are divided into five sections. Participants answer about how statements relate to them on a five-point Likert scale, ranging from 1 (*rarely or seldom*) to 5 (*frequently*).

With permission from the authors, the SLPI was reproduced using an online survey maker, provided by the host institution. Two questions were added to the initial instrument for demographic purposes. These questions asked participants to identify the organization with which they were affiliated and which council governs their respective organization.

The authors of the SLPI grouped the items into five sections. The sections included: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

The Model the Way (Model) section consisted of six items. Examples from this section included, “I spend time and energy making sure that people in our organization adhere to the principles and standards we have agreed upon” and “I build consensus on an agreed-upon set of values for our organization.” This section was designed to identify an individual’s voice as a leader and how examples are set for their organization.

The Inspire a Shared Vision (Inspire) section contained six items, which included “I look ahead and communicate about what I believe will affect us in the future” and “I talk with others about how their own interests can be met by working toward a common goal.” These items sought to identify how leaders envision the future and enlist the help of others.

The next section, which also consists of six items, was Challenge the Process (Challenge). Items in this section examined how leaders search for opportunities and experiment and take new risks. Items in this section included, “I look for ways that others can try out new ideas and methods,” and “I take initiative in experimenting with the way we can do things in our organization.”

The fourth section was Enable Others to Act (Enable). This section also contained six items, such as “I treat others with dignity and respect,” and “I give others a great deal of freedom and choice in deciding how to do their work.” Items in the Enable section examined how leaders foster collaboration and strengthen others in their respective organization.

The last section is the Encourage the Heart (Encourage) section, which also asks six questions. These questions included, “I praise people for a job well done,” and “I make sure that people in our organization are creatively recognized for their contributions.” These questions identified how leaders recognize contributions of other organization members and celebrate the values and victories within.

For this study, the SLPI was chosen because it identified different aspects of leadership practices of college students. The SLPI provided a different view of the differences of these leadership practices amongst the four governing councils of Greek-letter organizations.

Hypothesis

Based on the structure of the SLPI, I hypothesized that members of the NPHC and UCFS councils would score higher on specific sections of the SLPI than members from the other two councils (Inspire and Encourage). Likewise, I believed that IFC and NPC members would score higher on the Challenge and Model sections of the SLPI.

Validity and Reliability

For any research study, the design requires a thorough review of the validity and reliability of the instrument being used. Reliability demonstrates the instrument’s ability to show consistency across test groups as well as consistency in results (Creswell, 2003). Early studies using the SLPI have reported internal reliability scores for all sections of $\alpha = .66$ (Kouzes & Posner, 2006).

For purposes of this study, an instrument is considered valid if one can draw meaningful and useful inferences from its scores (Creswell, 2003). A large number of empirical studies have been conducted using the SLPI with a variety of different constituencies (Kouzes & Posner, 2006). The instrument showed a consistent relationship with various measures of effectiveness (Posner, 2004). With the exception of the addition of two questions used to separate participants into their respective governing councils, no changes were made to the SLPI.

Data Collection

Before I began the data collection process, I sought approval from the Institutional Review Board (IRB) for Research Involving Human Subjects at the host institution. Once I receive IRB approval, I used the online survey maker provided by the host institution to create two surveys. The first survey consisted of the SLPI and the questions pertaining to the demographic information. The second survey (see Appendix B) asked participants for contact

and chapter information allowing them to enter into the random drawing for the prize incentive. Two separate surveys were used to maintain participant anonymity.

Once the online surveys were created and web links are tested to ensure proper function. I requested permission from the president of each governing Greek council to make a short presentation during their weekly meeting. In attendance at these meetings were delegates from each chapter governed by that particular council, usually the chapter president. Once I received permission to attend each meeting, I arrived at the specified meeting time with copies of the protocol form (see Appendix C) and a sign-up sheet (see Appendix D). The sign-up sheet (Appendix D) was used to gather contact information from council delegates.

During my presentation, I reviewed, in detail, the protocol form (Appendix C), introduced myself, described my study, and that organizations were participating voluntarily in the study. Delegates were informed that this study will examine the differences in leadership practices.

In addition to describing the purpose of the study, I also informed the delegations of the incentive of participation in my study. Upon completion of the data collection, a random drawing was conducted for each governing council. One member from each council was drawn from the total number of participants from that group. This member received a \$250 incentive. Next, from those chapters that had a response rate of 75% or more, a second random drawing was conducted. The selected chapter received a \$250 incentive to be used towards leadership development. The drawings were repeated for all four councils.

After discussing the incentive to participate, I requested the contact information of the presidents or correspondence officers from all interested chapters. Once I obtained the necessary contact information, I corresponded with each chapter representative, sending out the protocol e-mail (Appendix B). I requested that the chapter representative include me in the e-mail to confirm chapter participation in the study.

Once the protocol letter (Appendix C) was e-mailed to the members of each participating chapter, participants were instructed to click on a web link that brought them to a page containing the SLPI. Once the participants completed each item and submitted the survey electronically, they were provided another web link (Appendix E). This link led them to a second survey (Appendix B) where they were able to enter their name, e-mail address, and chapter name to be eligible for the prize drawing.

A time limit of two weeks was set for the data collection process. Once the timeframe expired, the online surveys were closed, and I proceeded to draw the prizewinners from each governing council. I sent a congratulatory e-mails to the four winners and to their chapter presidents. I also sent a courtesy e-mail to the other participants and chapters who participated.

Data Analysis

Once all data were collected, I began the analysis by importing the results from the first online survey containing the SLPI (Appendix A) into a spreadsheet file. Working within the spreadsheet, I was able to sort the data by governing council. Once the data were sorted, I imported the data from each participant into the SLPI Scoring Software. Using the scoring software, individual scores of each scale were provided for each participant. After the individual scores were tabulated, the data were exported back into an excel file for analysis.

Data were analyzed to answer the research questions posed for this study. The first research question examined the leadership practices of the entire group of respondents from the study institution. To answer this question, I calculated the means and standard deviations of the five scales of the SLPI for all participants in the study. These statistics were used to describe the leadership practices of students affiliated with fraternities and sororities.

The next four research questions examined the leadership concepts reflected by the five scales of the SLPI for the members of each individual governing council. To answer each of these questions, I separated the data into each group, using the demographic data. From that point, I calculated the means and standard deviations of each scale of the SLPI for the four groups. The statistics generated were used to describe the leadership concepts reflected by the five scales of the SLPI for each of the four governing Greek councils.

Finally, the sixth research question asked about the differences of leadership scores between the four governing Greek council respondents. To answer this question, I compared the means and standard deviations for each scale of the SLPI for the four governing councils. I used an analysis of variance (ANOVA) test to compare the means of the four governing councils for each scale of the instrument. For all analyses, I used a significance probability of .05. If significant differences are found, I used the Tukey post hoc test to determine exactly which groups have significantly different mean scores.

In conclusion, this chapter summarized the methodology used to conduct this research project. In regards to the design, this study is appropriate to address the research questions previously presented.

Chapter Four

Results

In this fourth chapter, I will discuss the results of this research project by reviewing the reliability of the Student Leadership Practices Inventory (SLPI: Kouzes & Posner, 2006), the characteristics of the sample population, and the results gathered based on the research questions.

Reliability

As mentioned previously, early studies using the SLPI have reported internal reliability scores for all sections of $\alpha = .66$ (Kouzes & Posner, 2006). I re-evaluated the SLPI by calculating the internal consistency reliability (using SPSS, N=300) for the instrument, using the data collected from this research project. The internal consistency reliability showed a Cronbach alpha coefficient of 0.90 for the entire instrument.

Characteristics of the Respondents

Data for this study were collected during a three-week period. During this time, 300 members of the fraternal community at the host institution completed an online version of the SLPI. Participants answered two additional questions for demographic purposes, asking the name of their fraternal organization and the council that governed the respective chapter. Table 1 shows the number of respondents and the percentages related to the number of possible respondents from the chapters who volunteered to participate in my study. My study yielded a response rate of 32.50%. The response rates for each council are shown in Table 1.

Results

The SLPI consists of 5 sections with 6 questions per section. A participant's score for each section was found by calculating the sum of the 6 questions within each respective section (Kouzes & Posner, 2006). Depending on those scores, participants can determine in which areas of leadership practices they score highest and lowest (Kouzes & Posner, 2006). Using this information, participants can make a more conscious effort to improve in other areas.

Scores for each section of the SLPI are evaluated on their own continuum and are ranked as either low, moderate, or high (Kouzes & Posner, 2006). A high score was indicative of scores on the range of 25 to 30 for Model, 24 to 30 for Inspire, 24 to 30 for Challenge, 26 to 30 for Enable and 26 to 30 for Encourage (Kouzes & Posner, 2006). Moderate scores were considered to be any total falling on the continuum of 21 to 24 for Model, 19 to 23 for Inspire, 19 to 23 for Challenge, 23 to 25 for Enable, and 22 to 25 for Encourage (Kouzes & Posner, 2006). Finally, a

Table 1

Affiliation of the Respondents (N = 300)

Governing Council	Population (N)	Respondents (n)	Percentage*
Interfraternity Council (IFC)	239	165	69.04%
Panhellenic Council (NPC)	633	108	17.06%
National Pan-Hellenic Council (NPHC)	25	10	40.00%
United Council Fraternities and Sororities (UCFS)	26	17	65.38%
Total	923	300	32.50%

*Percentage of respondents based on the total number of possible respondents from the chapters that volunteered to participate in this study

low score could be interpreted as scores that fall below 21 for Model, 19 for Inspire, 19 for Challenge, 23 for Enable and 22 for Encourage (Kouzes & Posner).

Kouzes & Posner (2006) provide information on how the percentiles are found based on the scores nationwide of students who have completed the instrument. Scores are normally distributed, which means that most scores fall at the fiftieth percentile and nearly two-thirds fall within one standard deviation of the mean (Kouzes & Posner, 2006). A percentile ranking was determined by the percentage of people who score at or below a given number. Studies indicate that a “high” score on the SLPI is at or above the seventieth percentile, a “low” score is below the thirtieth percentile, and “moderate” falls between those ranges (Kouzes & Posner, 2006).

Research Question 1

The first research question sought to identify the overall leadership practices of the participants from the host institution. The means and standard deviations of the SLPI for the all respondents were calculated and are shown in Table 2. These statistics give insight into the overall leadership practice categories for the respondents, as measured by the SLPI.

From the 300 respondents who completed the SLPI, the mean scores were 22.66 for Model, 22.24 for Inspire, 21.62 for Challenge, 23.89 for Enable, and 23.17 for Encourage. The mean scores of all respondents for all five sections of the SLPI fell within the moderate range for each section.

Table 3 shows the means and standard deviations for all 30 items of the SLPI. For purposes of this study, I chose a mean score of 4.5 for any one item to represent a high score. Mean scores ranged from 3.31 (Question 17) to 4.61 (Question 14). Of 30 statements, only item 14, “I treat others with dignity and respect.” had an average of greater than 4.5 by all respondents. The possible reason for this high average score may be the social desirability to treat everybody with dignity and respect.

Research Questions 2-5

Research questions two through five asked about the leadership practices for each of the four governing councils, based on the SLPI. Table 2 also shows the means and standard deviations of the five SLPI sections for the respondents of each of the four governing councils. The statistics displayed in Table 2 provide insight into the leadership practices in which each respective governing council either excels or is deficient.

Table 2

Subscale Mean Scores, Standard Deviations, and ANOVA Results by Governing Council

Leadership Practices	Mean	SD	df	F	p
Model the Way (Model)	22.66	3.07	3	0.13	0.94
IFC	22.67	3.26			
NPC	22.72	2.79			
NPHC	22.10	3.93			
UCFS	22.59	2.58			
Inspire a Shred Vision (Inspire)	22.24	3.74	3	0.29	0.83
IFC	22.22	3.79			
NPC	22.11	3.67			
NPHC	22.70	3.65			
UCFS	22.94	3.94			
Challenge the Process (Challenge)	21.62	3.50	3	0.72	0.54
IFC	21.70	3.50			
NPC	21.36	3.33			
NPHC	21.70	5.10			
UCFS	22.47	3.54			

Table 2 (con't)

Subscale Mean Scores, Standard Deviations, and ANOVA Results by Governing Council

Leadership Practices	Mean	SD	df	F	p
Enable Others to Act (Enable)	23.89	2.64	3	2.75	0.04*
IFC	23.55	2.61			
NPC	24.13	2.60			
NPHC	25.10	2.23			
UCFS	24.88	2.93			
Encourage the Heart (Encourage)	23.17	3.61	3	0.56	0.64
IFC	23.01	3.55			
NPC	23.20	3.85			
NPHC	23.30	3.80			
UCFS	24.35	2.32			

*p < 0.05

Table 3

Individual Item Mean Scores, Standard Deviations, and ANOVA Results by Governing Council

SLPI Questions (per section)	Mean	SD	df	F	p
Model					
Q1) Personal example	4.17	0.68	3	0.53	0.66
IFC	4.13	0.65			
NPC	4.21	0.70			
NPHC	4.30	0.68			
UCFS	4.24	0.90			
Q6) Time and energy spent	3.69	0.85	3	0.71	0.58
IFC	3.73	0.86			
NPC	3.64	0.80			
NPHC	3.40	1.08			
UCFS	3.76	0.83			
Q11) Follow through	4.41	0.76	3	0.82	0.48
IFC	4.37	0.76			
NPC	4.44	0.73			
NPHC	4.30	1.06			
UCFS	4.65	0.76			

Table 3(con't)

Individual Item Mean Scores, Standard Deviations, and ANOVA Results by Governing Council

SLPI Questions (per section)	Mean	SD	df	F	p
Model					
Q16) Get feedback	3.34	1.01	3	0.39	0.76
IFC	3.35	1.00			
NPC	3.38	0.97			
NPHC	3.20	1.23			
UCFS	3.12	1.22			
Q21) Build consensus	3.61	0.89	3	0.22	0.87
IFC	3.64	0.90			
NPC	3.56	0.87			
NPHC	3.50	1.08			
UCFS	3.65	0.93			
Q26) Talk about values	3.45	0.99	3	0.50	0.69
IFC	3.45	1.02			
NPC	3.49	0.93			
NPHC	3.40	1.08			
UCFS	3.18	1.07			

Table 3(con't)

Individual Item Mean Scores, Standard Deviations, and ANOVA Results by Governing Council

SLPI Questions (per section)	Mean	SD	df	F	p
Inspire					
Q2) Look ahead	3.89	0.83	3	0.47	0.71
IFC	3.89	0.80			
NPC	3.86	0.86			
NPHC	3.90	0.74			
UCFS	4.12	1.05			
Q7) Describe capability	3.57	0.97	3	0.37	0.78
IFC	3.58	1.03			
NPC	3.54	0.90			
NPHC	3.40	0.97			
UCFS	3.76	0.90			
Q12) Sharing vision	3.80	0.94	3	0.71	0.55
IFC	3.84	0.89			
NPC	3.70	0.99			
NPHC	3.80	1.23			
UCFS	4.00	1.00			

Table 3(con't)

Individual Item Mean Scores, Standard Deviations, and ANOVA Results by Governing Council

SLPI Questions (per section)	Mean	SD	df	F	p
Inspire					
Q17) Interests met	3.31	0.99	3	0.56	0.64
IFC	3.32	1.04			
NPC	3.27	0.94			
NPHC	3.20	1.03			
UCFS	3.59	0.71			
Q22) Upbeat aspirations	4.22	0.81	3	1.17	0.32
IFC	4.14	0.83			
NPC	4.32	0.75			
NPHC	4.30	1.06			
UCFS	4.24	0.90			
Q27) Conviction of purpose	3.45	1.07	3	1.50	0.22
IFC	3.46	1.13			
NPC	3.42	1.01			
NPHC	4.10	0.88			
UCFS	3.24	0.97			

Table 3(con't)

Individual Item Mean Scores, Standard Deviations, and ANOVA Results by Governing Council

SLPI Questions (per section)	Mean	SD	df	F	p
Challenge					
Q3) Develop skills	3.83	0.77	3	2.36	0.07
IFC	3.90	0.79			
NPC	3.68	0.71			
NPHC	4.00	0.67			
UCFS	4.00	0.79			
Q8) Try new methods	3.41	0.97	3	0.94	0.42
IFC	3.36	0.97			
NPC	3.43	0.93			
NPHC	3.40	0.97			
UCFS	3.76	1.15			
Q13) Current events	3.84	0.87	3	0.06	0.98
IFC	3.85	0.85			
NPC	3.84	0.82			
NPHC	3.80	1.40			
UCFS	3.76	1.09			

Table 3(con't)

Individual Item Mean Scores, Standard Deviations, and ANOVA Results by Governing Council

SLPI Questions (per section)	Mean	SD	df	F	p
Challenge					
Q18) Learning experiences	3.46	1.02	3	0.31	0.82
IFC	3.45	1.03			
NPC	3.49	1.00			
NPHC	3.50	0.97			
UCFS	3.24	1.09			
Q23) Set goals and plans	3.69	0.95	3	0.90	0.44
IFC	3.75	0.88			
NPC	3.58	0.96			
NPHC	3.60	1.65			
UCFS	3.88	0.95			
Q28) Experimenting ways	3.40	1.07	3	1.00	0.39
IFC	3.39	1.10			
NPC	3.34	1.00			
NPHC	3.40	1.35			
UCFS	3.82	0.95			

Table 3(con't)

Individual Item Mean Scores, Standard Deviations, and ANOVA Results by Governing Council

SLPI Questions (per section)	Mean	SD	df	F	p
Enable					
Q4) Foster cooperation	3.99	0.89	3	3.72	0.01*
IFC	3.85	0.95			
NPC	4.14	0.78			
NPHC	3.90	0.57			
UCFS	4.41	0.80			
Q9) Actively listen	4.21	0.73	3	2.21	0.09
IFC	4.15	0.75			
NPC	4.24	0.71			
NPHC	4.60	0.52			
UCFS	4.47	0.62			
Q14) Dignity and respect	4.61	0.62	3	3.24	0.02*
IFC	4.52	0.68			
NPC	4.73	0.50			
NPHC	4.80	0.42			
UCFS	4.71	0.59			

Table 3(con't)

Individual Item Mean Scores, Standard Deviations, and ANOVA Results by Governing Council

SLPI Questions (per section)	Mean	SD	df	F	p
Enable					
Q19) Support decisions	3.78	0.73	3	2.96	0.85
IFC	3.79	0.73			
NPC	3.75	0.73			
NPHC	3.90	0.74			
UCFS	3.88	0.86			
Q24) Give freedom	3.84	0.90	3	2.43	0.07
IFC	3.87	0.79			
NPC	3.79	1.01			
NPHC	4.50	0.53			
UCFS	3.59	1.28			
Q29) Provide opportunities	3.44	1.08	3	0.93	0.43
IFC	3.38	1.11			
NPC	3.48	1.10			
NPHC	3.40	0.84			
UCFS	3.82	0.73			

Table 3(con't)

Individual Item Mean Scores, Standard Deviations, and ANOVA Results by Governing Council

SLPI Questions (per section)	Mean	SD	df	F	p
Encourage					
Q5) Praise people	4.23	0.79	3	2.62	0.06
IFC	4.15	0.86			
NPC	4.26	0.70			
NPHC	4.60	0.52			
UCFS	4.59	0.62			
Q10) Encourage others	4.04	0.84	3	1.83	0.14
IFC	3.95	0.90			
NPC	4.18	0.70			
NPHC	3.90	1.20			
UCFS	4.18	0.84			
Q15) Give support	4.23	0.75	3	3.69	0.01*
IFC	4.15	0.71			
NPC	4.26	0.80			
NPHC	4.30	0.82			
UCFS	4.76	0.44			

Table 3(con't)

Individual Item Mean Scores, Standard Deviations, and ANOVA Results by Governing Council

SLPI Questions (per section)	Mean	SD	df	F	p
Encourage					
Q20) Public recognition	3.46	1.06	3	2.96	0.03*
IFC	3.52	1.01			
NPC	3.29	1.16			
NPHC	3.40	0.97			
UCFS	4.06	0.75			
Q25) Celebrate accomplish	3.69	0.93	3	1.95	0.12
IFC	3.74	0.90			
NPC	3.69	0.92			
NPHC	3.80	1.03			
UCFS	3.18	1.13			
Q30) Creative recognition	3.52	1.04	3	0.19	0.91
IFC	3.51	1.02			
NPC	3.54	1.11			
NPHC	3.30	1.06			
UCFS	3.59	0.80			

*p < 0.05

Additionally, Table 3 shows the means and standard deviations for all 30 items of the SLPI broken down into the four respective governing councils. For purposes of this study, these 30 items were analyzed with a high score for any item considered any score above a 4.5. For the Interfraternity Council (IFC), the mean scores for all five sections of the SLPI fell into the moderate range. Mean scores for members of the IFC were 22.67 (Model), 22.22 (Inspire), 21.70 (Challenge), 23.55 (Enable) and 23.01 (Encourage). IFC scores ranged from 3.32 (Q17) to 4.52 (Q14). IFC respondents scores fell into the high range on survey item number 14.

Mean scores of the five SLPI sections for Panhellenic council (NPC) members also all fell within the moderate range for the five respective subscales. Scores for each section were 22.72 for Model, 22.11 for Inspire, 21.36 for Challenge, 24.13 for Enable, and 23.20 for Encourage. Individual item responses ranged from a low mean score of 3.27 (Q17) to a high of 4.71 (Q14). Similar to their IFC counterparts, members of NPC chapters reported a high mean score on item number 14.

Members of the National Pan-Hellenic Council (NPHC) who participated in this study displayed scores of 22.10 (Model), 22.70 (Inspire), 21.70 (Challenge), 25.10 (Enable) and 23.3 (Encourage). All of these scores were considered moderate based on the scoring range for each respective section. NPHC chapter members had mean item scores ranging from 3.20 (Q16 & Q17) to 4.80 (Q14). NPHC respondents scored high on 4 of the 30 items of the SLPI: (Q5) I praise people for a job well done, (Q9) I actively listen to diverse points of view, (Q14) I treat others with dignity and respect, and (Q24) I give others a great deal of freedom and choice in deciding how to do their work.

Finally, members of the United Council of Fraternities and Sororities (UCFS) also scored moderately on all five sections of the SLPI. Mean scores included: 22.59 for Model, 22.94 for Inspire, 22.47 for Challenge, 24.88 for Enable, and 24.35 for Encourage. Specifically on individual SLPI items, UCFS respondent scores ranged from 3.12 (Q16) to 4.76 (Q15). Additionally, UCFS members indicated high scores on 4 of 30 items: (Q5) I praise people for a job well done, (Q11) I follow through on the promises and commitments I make in this organization, (Q14) I treat others with respect and dignity, and (Q15) I give people in our organization support and express appreciation for their contributions.

This last section discussed the leadership practices of the four individual governing councils based on the categorical sections and individual items of the SLPI. The next research question compares the subscale scores of the four councils.

Research Question 6

The sixth research question was “what are the differences in leadership practices among the four governing Greek councils, as shown by the SLPI?” Table 2 shows the results of the analysis of variance (ANOVA) test by comparing the mean scores of the five sections of the SLPI for each of the four governing councils. I used a probability of 0.05 to determine if differences in mean scores were significant.

Upon comparing the scores of the four governing councils, a significant difference appeared in one section: Enable Others to Act ($p=0.04$). To determine the significance difference in this section, I used a Tukey post hoc test. The results of the Tukey post hoc test are shown in Table 4. Comparing the means of each council individually, I found that there was no significance difference in the Enable section of the SLPI among the four governing councils. The closest significant difference found by the Tukey post hoc test was between IFC and UCFS ($p=0.19$).

An additional ANOVA test was run comparing the mean scores of the 30 individual items of the SLPI for the four respective governing councils. Once again, a probability of 0.05 was used to determine significant differences in mean scores. Table 3 shows the results of this test. Significant differences were found in 4 of 30 items. Two items were included in the Enable section: (Q4) I foster cooperative rather than competitive relationships among people I work with and (Q14) I treat others with respect and dignity. The other two items were part of the Encourage section: (Q15) I give people in our organization support and express appreciation for their contributions and (Q20) I make it a point to publicly recognize people who show commitment to our values.

To determine the exact location of the significant differences for these 4 items, I conducted an additional Tukey post hoc test. Tables 5-8 show the results of this test on the 4 items that shown to have significant differences. Item 4 showed a significant difference ($p=0.05$) between IFC and NPC. Item 14 also showed a significant difference ($p=0.02$) between IFC and NPC. A significant difference between IFC and UCFS ($p=0.01$) and NPC and UCFS ($p=0.05$) for

Table 4

Tukey HSD Comparison of Governing Councils for the Enable Subscale

Governing Council (I)	Governing Council (II)	Mean Difference	Std. Error	<u>95% Confidence Interval</u>		p
				Lower Bound	Upper Bound	
IFC	NPC	-0.58	0.32	-1.42	0.26	0.28
	NPHC	-1.55	0.85	-3.75	0.65	0.27
	UCFS	-1.33	0.67	-3.05	0.39	0.19
NPC	IFC	0.58	0.32	-0.26	1.42	0.28
	NPHC	-0.97	0.87	-3.21	1.26	0.68
	UCFS	-0.75	0.68	-2.52	1.01	0.69
NPHC	IFC	1.55	0.85	-0.65	3.75	0.27
	NPC	0.97	0.87	-1.26	3.21	0.68
	UCFS	0.22	1.04	-2.48	2.91	1.00
UCFS	IFC	1.33	0.67	-0.39	3.05	0.19
	NPC	0.75	0.68	-1.01	2.52	0.69
	NPHC	-0.22	1.04	-2.91	2.48	1.00

Table 5

Tukey HSD Comparison of Governing Councils for Item 4

Governing Council (I)	Governing Council (II)	Mean Difference	Std. Error	95% Confidence Interval		p
				Lower Bound	Upper Bound	
Q4) I foster cooperative rather than competitive relationships among people I work with.						
IFC	NPC	-0.28	0.11	-0.56	0.00	0.05*
	NPHC	-0.45	0.29	-0.78	0.69	1.00
	UCFS	-0.56	0.22	-1.13	0.02	0.06
NPC	IFC	0.28	0.11	0.00	0.56	0.05*
	NPHC	0.24	0.29	-0.51	0.99	0.84
	UCFS	-0.27	0.23	-0.86	0.32	0.63
NPHC	IFC	0.45	0.29	-0.69	0.78	1.00
	NPC	-0.24	0.29	-0.99	0.51	0.84
	UCFS	-0.51	0.35	-1.41	0.39	0.46
UCFS	IFC	0.55	0.22	-0.02	1.13	0.06
	NPC	0.27	0.23	-0.32	0.86	0.63
	NPHC	0.51	0.35	-0.39	1.41	0.46

*p < 0.05

Table 6

Tukey HSD Comparison of Governing Councils for Item 14

Governing Council (I)	Governing Council (II)	Mean Difference	Std. Error	95% Confidence Interval		p
				Lower Bound	Upper Bound	
Q14) I treat others with dignity and respect						
IFC	NPC	-0.22	0.08	-0.41	-0.02	0.02*
	NPHC	-0.29	0.20	-0.80	0.23	0.48
	UCFS	-0.19	0.16	-0.59	0.21	0.61
NPC	IFC	0.22	0.08	0.02	0.41	0.02*
	NPHC	-0.07	0.20	-0.59	0.45	0.99
	UCFS	0.03	0.16	-0.38	0.44	1.00
NPHC	IFC	0.29	0.20	-0.23	0.80	0.48
	NPC	0.07	0.20	-0.45	0.59	0.99
	UCFS	0.09	0.24	-0.53	0.72	0.98
UCFS	IFC	0.19	0.16	-0.21	0.59	0.61
	NPC	-0.03	0.16	-0.44	0.38	1.00
	NPHC	-0.09	0.24	-0.72	0.53	0.98

*p < 0.05

Table 7

Tukey HSD Comparison of Governing Councils for Item 15

Governing Council (I)	Governing Council (II)	Mean Difference	Std. Error	<u>95% Confidence Interval</u>		p
				Lower Bound	Upper Bound	
Q15) I give people in our organization support and express appreciation for their contributions.						
IFC	NPC	-0.11	0.09	-0.34	0.13	0.64
	NPHC	-0.15	0.24	-0.77	0.47	0.93
	UCFS	-0.61	0.19	-1.10	-0.13	0.01*
NPC	IFC	0.11	0.09	-0.13	0.34	0.64
	NPHC	-0.04	0.24	-0.67	0.59	1.00
	UCFS	-0.51	0.19	-1.00	-0.01	0.05*
NPHC	IFC	0.15	0.24	-0.47	0.77	0.93
	NPC	0.04	0.24	-0.59	0.67	1.00
	UCFS	-0.47	0.29	-1.22	0.29	0.39
UCFS	IFC	0.61	0.19	0.13	1.10	0.01*
	NPC	0.51	0.19	0.01	1.00	0.05*
	NPHC	0.47	0.29	-0.29	1.22	0.39

*p < 0.05

Table 8

Tukey HSD Comparison of Governing Councils for Item 20

Governing Council (I)	Governing Council (II)	Mean Difference	Std. Error	95% Confidence Interval		p
				Lower Bound	Upper Bound	
Q20) I make it a point to publicly recognize people who show commitment to our values.						
IFC	NPC	0.23	0.13	-0.11	0.57	0.30
	NPHC	0.12	0.34	-0.77	1.00	0.99
	UCFS	-0.54	0.27	-1.24	0.15	0.18
NPC	IFC	-0.23	0.13	-0.57	0.11	0.30
	NPHC	-0.11	0.35	-1.01	0.79	0.99
	UCFS	-0.77	0.28	-1.48	-0.06	0.03*
NPHC	IFC	-0.12	0.34	-1.00	0.77	0.99
	NPC	0.11	0.35	-0.79	1.01	0.99
	UCFS	-0.66	0.42	-1.74	0.43	0.40
UCFS	IFC	0.54	0.27	-0.15	1.24	0.18
	NPC	0.77	0.28	0.06	1.48	0.03*
	NPHC	0.66	0.42	-0.43	1.74	0.40

*p < 0.05

item number 15. Finally, item number 20 had a significant difference ($p=0.03$) between NPC and UCFS.

In conclusion, this chapter contains the results accumulated from the SLPI completed by affiliated fraternity and sorority members at the host institution. Additionally, the results were analyzed successfully and used to generate discussion points used in Chapter Five.

Chapter Five

Discussion

In this chapter, the results of this study will be discussed. I begin by discussing the results for the respondent group as a whole, followed by the results for each respective governing council. I will then discuss the results of the comparison of leadership practices among the four governing councils. This chapter will end with some research observations, considerations for future research, and implications for practice.

Results for the Respondent Group

Active members of the fraternal community at the host institution were asked to complete an online survey consisting of 30 items, where they indicated how frequently they engaged in the behavior described. Participants answered these questions on a scale ranging from 1 (Rarely/Seldom do what is described) to 5 (Very Frequently/Almost Always do what is described).

As previously mentioned, the 30 items of the SLPI are grouped into 5 sections of 6 items each. The sum of the 6 responses for each section indicate the participant's score for each specific section. Each score was then discussed based on its relation to an independent continuum for each section to classify scores as low, moderate, or high (Kouzes & Posner). The range of scores was previously described in Chapter Four.

Research Question 1

The first research question asked what are the overall leadership scores of the respondent group, as measured by the SLPI? To answer this question, I examined both the mean scores for each of the five sections of the SLPI and the individual responses for all 30 items. Table 2 contains the means and standard deviations for each section of the SLPI. Based on those mean scores, respondents scored in the moderate range for all sections of the SLPI (Kouzes & Posner, 2006). This means that there was no one category of leadership practices that respondents demonstrate more than others.

To get a better indication of specific practices, the individual responses to each item of the SLPI were examined. Table 3 shows the mean scores and standard deviations of the individual SLPI items. Using a mean of 4.5 or higher, I was able to indicate which specific leadership practices members of the respondents did well.

As mentioned previously, the only item in which respondents scored 4.5 or higher was on item 14. Treating others with dignity and respect was a leadership practice respondents felt they practiced often. The high score may be due to the social desirability to treat all people with dignity and respect, on this specific item.

Greek-letter organizations vary from chapter to chapter, in addition to their respective governing council. Is it possible that due to these individual differences between chapters, treating others with dignity and respect is the only practice that is universally practiced throughout the respondent group. As we have seen with research questions two through five, there were other high scores when items were separated by governing council.

Research Questions 2-5

The next four research questions asked about the subscale scores of each individual governing council as measured by the SLPI subsets. Table 2 includes the means and standard deviations for each governing council split among the 5 sections of the SLPI. Additionally, Table 3 shows the means and standard deviations of each item of the SLPI for each respective council

Research question number two asked about the leadership scores of the respondents from chapters governed by the IFC. IFC respondents scored in the moderate range on all sections of the SLPI. This suggests that respondents from IFC chapters do not identify with one specific category of leadership practices more than the others. Based on the individual items, IFC respondents scored highest on question 14. This shows that treating others with respect and dignity is a frequently practiced leadership skill for these fraternity men.

The next research question asked specifically about the leadership scores for the NPC governing council. Respondents of these chapters had moderate mean scores in all SLPI sections. These sorority women tended not to demonstrate any one specific leadership practice category more than any other. As mentioned before, NPC respondents scored highest on item number 14, indicating that as a group they showed respect and dignity to others often.

Research question four asked about the leadership practices of affiliated members of chapters governed by the NPHC. Scores for these respondents also fell within the moderate range, where respondents did not exemplify one set of leadership practices over another. Respondents from NPHC scored high on item number 14, like IFC and NPC, but also on items 5, 9, and 24. This indicated that NPHC respondents more frequently engage in these leadership practices, for example, actively listening to diverse points of view. This would make sense, as

NPHC chapters are traditionally black Greek-letter organizations and tend to have a better understanding of diversity issues on campus. Unfortunately, only 10 participants came from NPHC chapters. It is possible that the results for this research question could change with the addition of more respondents from NPHC chapters.

The fifth research question focused on the leadership scores of the members of fraternal organizations governed by the UCFS. Much like the other three councils, UCFS respondents scored moderately on all sections of the SLPI. These results may indicate that UCFS chapters do not gravitate towards one category of leadership practice over others. Individual scores indicated that UCFS respondents scored high on items 5, 11, 14, and 15. UCFS respondents often praise people for a job well done, follow through on commitments and promises, treat others with dignity and respect and give fellow chapter members support and appreciation for contributions.

Based on the nature of these organizations, UCFS chapters tend to contain more faith-based organization and it would make sense that members of these organizations would score high in regards to following through on the promises and commitments made in the organization.

Research Question 6

The last research question sought to determine if there were any differences in leadership practices among the members of the four governing Greek councils, as measured by the SLPI. The results of the ANOVA test, comparing the SLPI mean scores for the four governing councils, were unexpected and require discussion.

Practical experience working with members of fraternities and sororities suggested that IFC and NPC chapters tend to focus more on the social aspect of membership where NPHC and UCFS chapters focus more on community service (personal communication, Preston, 2002). Based on this, I hypothesized that respondents from NPHC and UCFS would score higher on the SLPI in the sections of Inspire a Shared Vision and Encourage the Heart than the other two councils. In addition, I thought that IFC and NPC members would score higher in the categories of Model the Way and Challenge the Process.

After conducting the first ANOVA test, results shown in Table 3, the results showed this hypothesis was not confirmed. Comparing the mean SLPI scores for each council, only one of the five sections yielded a significant difference in mean scores. This difference was found in the Enabling Others to Act section. A Tukey post hoc test was conducted on the mean scores to determine the location of the difference.

Results of the post hoc test, shown in Table 4, showed no significant difference among the four councils. This is consistent with previous research that found no significant differences between fraternal organizations whose membership differed by sex or ethnicity (Snyder 1992, Williams 2002).

I also conducted a second ANOVA test, this time testing the difference in means score for each individual item of the SLPI for the four governing Greek councils. Table 3 shows the results of this test. This second ANOVA test showed a significant difference between the councils within four items. Those four items were numbers 4, 14, 15, and 20. Items categorized in the Enable subsection (4 and 14) asked if respondents foster cooperative rather than competitive relationships among people with whom they work and treat others with dignity and respect. The other items were categorized in the Encourage section (15 and 20), and asked respondents if they give people in their organization support and express appreciation for contributions, and if they make it a point to publicly recognize people who show commitment to values.

A second Tukey post hoc test, shown in Tables 5-8, enabled me to identify where in each of the four items the significant difference occurred. For item 4 (shown in Table 5), the significant difference was between the IFC and the NPC respondents. NPC respondents scored significantly higher in fostering cooperative rather than competitive relationships among people with whom they worked. Essentially, these results indicate that IFC respondents are more likely to compete with each other than NPC respondents who tend to collaborate. Adams & Keim (2000) reported that female affiliated members scored higher than their male counterparts on the SLPI.

The next question on the SLPI that was examined by the Tukey test was number 14, shown in Table 6. The significant difference in this item was also found between the IFC respondents and the NPC respondents. NPC respondents tended to treat others with dignity and respect more frequently than respondents of the IFC chapters. I believe that the significant difference found with Q14 can be related to the significant difference from Q4. Sorority members tend to collaborate more than compete better than their fraternity counterparts. It makes sense that to maintain a high level of collaboration and a low level of competition within their chapters, sorority members would treat their fellow sisters with respect and dignity.

The first two items I have discussed have shown significant differences among two councils that differ in regard to sex/gender of the respective organizations. Specifically, the female respondents (NPC) scored significantly higher than their male counterparts (IFC). This supports prior research that sorority women score higher on the SLPI than fraternity men (Adams & Keim, 2000). My results do not completely hold true the results found by Adams & Keim (2000). Based on the results of the respondents from the host institution, significant differences were only found in 2 of 30 items of the SLPI.

The third item examined by the post hoc test was number 15, shown in Table 7. Item 15 asked how frequently a respondent gives people in their organization support and express appreciation for their contributions. For this item, I found two significant differences. Respondents of UCFS chapters tend to do this more frequently than both their IFC and NPC counterparts. This could be due to the size and nature of the respective organizations. Chapters in IFC and NPC tend to be larger than the UCFS organizations. Having a smaller organization, it may be a lot easier for chapter members to give support and express appreciation to a larger percentage of their chapter.

The final item where the post hoc test indicated a significant difference in mean scores was number 20, shown in Table 8. The significant difference was found between NPC and UCFS respondents. UCFS respondents were more likely to make it a point to publicly recognize people who show commitment to our values. Much like the previously mentioned item, this could be attributed to the difference in sizes of the respective chapters within each council.

One possible explanation for discrepancy between my original hypothesis and the results of this study is the difference in number of respondents for each respective council. Three hundred fraternity and sorority members participated in my study. Table 1 showed the breakdown of those 300 respondents. It is possible that having a greater number of respondents from the NPHC and UCFS chapters would have resulted in a greater number of significant differences in mean scores than were found in this study.

Research Observations

To recruit chapters to participate in my study, I requested permission from the leadership of each governing council to attend their chapter meeting to make a presentation about my study. I received permission from all four councils, but was only able to attend three council meetings. I was unable to attend the NPHC meeting, because the location of the meeting was not disclosed

to me. I made several attempts to obtain the meeting location, through contacting the president of the NPHC and consulting the Office of Fraternity & Sorority Life (OFSL), which was also not informed of the meeting location. I eventually obtained the contact information for the presidents of the NPHC chapters from the OFSL.

One explanation for the trouble in communication was that NPHC had a recent change in leadership, having a new president take over for a very active president. I believe that this breakdown in communication with NPHC contributed to the low number of respondents I had from chapters governed by NPHC. A greater number of respondents may have yielded more significant differences in mean scores between NPHC members and those from other councils.

Another observation during the recruiting process that may have had an impact on the number of respondents, especially with NPHC and UCFS, was the number of delegates who attended the meeting and how often these councils met. NPHC and UCFS only meet every other week, where IFC and NPC meet every week. In addition, while attending the UCFS meeting, I noticed that only half of the delegates representing the chapters were in attendance. This could have affected the number of respondents, because half the UCFS community were not given the opportunity to participate in the study.

Conclusion

Overall, I felt that my experiences working with the governing councils were very positive. They were more than happy to provide me time to make a presentation at the beginning of their meetings and forward on the consent form and web link to their chapter members. I assumed that the councils felt comfortable with me speaking with them, because I am an alumnus member of a Greek-letter organization and they were more willing to assist one of their own as opposed to an “outsider.”

Specifically, what are the leadership practices displayed by fraternity and sorority members for each of the four governing councils at the host institution? I hypothesized that members of fraternities and sororities would score high on a majority of the sections of the SLPI. However, the results of my study have shown that respondents of the fraternal community as a whole and members of each governing council score moderately on all sections of the SLPI. These results lead me to conclude that respondents of Greek-letter organizations do not identify with one specific category of leadership practices more than any other.

The implications of the results lead me to believe that individual members of fraternity and sorority chapters all have different styles of leadership. Based on individual's personal values, specific leadership practices may differ based on these values. In any given chapter or council, you will have individuals who gravitate towards certain leadership practices and individuals who utilize others. Therefore, one can conclude that these differences in leadership practices among chapter members contribute to the results of this study.

What differences exist in leadership practices among members of the four governing fraternal councils? I felt that NPHC and UCFS members would score significantly higher in specific sections of the SLPI (Inspire and Encourage) and IFC and NPC members would score higher in other sections (Model and Challenge). Results of this study indicated that there are no significant differences in leadership practices among the four governing councils at the host institution. This is consistent with past research that found that leadership practices were consistent across organizations whose membership differed by sex and ethnicity (Snyder 1992; Williams 2002).

Upon review of individual items of the SLPI, I found that respondents from NPC chapters scored significantly higher than IFC chapters with two items from the Enable section. My findings show some consistency with prior research indicating that sorority women score higher on the SLPI than fraternity men on the SLPI (Adams & Keim, 2000). Additionally, it was found that respondents of UCFS scored significantly higher on specific items in the Encourage section of the SLPI than members of IFC (item 15) and NPC (items 15 & 20). These findings partly support my initial hypothesis that respondents from UCFS chapters would score significantly higher on the Encourage section of the SLPI than their IFC and NPC counterparts.

Future Research

As with all research, this study had limitations in addition to the concerns observed throughout the research process previously discussed. The SLPI has two parts: a self-test and an observer-test. My study used only the self-test, which may have influenced the results of the study. Perhaps future research could use both the self-test and the observer-test and may find more significant differences of leadership practices among the governing councils.

The sample was another limitation to this study. I used a convenience sample with this study. Studies that use convenience sampling cannot generalize their findings to the entire

population being studied. Future studies could make use of random sampling, which will allow for the generalization of results and findings.

I wanted to compare the overall leadership practices of the four governing councils by surveying all members of the Greek-letter community at the host institution. It would be interesting to see if there are differences in leadership practices between established chapter leaders (presidents, executive boards) and members that have not held a major leadership position.

Results of my study found that respondents of the fraternal community at the host institution scored moderately on all sections of the SLPI. Future research could compare the differences in leadership practices of members of the Greek-letter community and a variety of other student populations. These populations include but are not limited to academic fraternities and sororities, first year students, student government, resident advisors, etc.

My study focused on active members of fraternities and sororities who were enrolled full-time at the host institution. A future study could look to identify the leadership practices of students who are participating in the new member or “pledging” process. Those results could be used to compare leadership practices between new members and current members or used longitudinally to compare leadership practices of new members at the time of “pledging” to graduation to identify how leadership practices change over time.

Implications for Practice

This study provided some implications for practice. Affiliated members of the fraternity and sorority community at the host institution scored only moderately on all sections of the SLPI. Staff members from the institution’s Office of Fraternity & Sorority Life and chapter advisors could use these results as an initiative to develop and implement leadership development workshops geared to all members.

Kouzes & Posner (2006) stated that leadership, like any other skill, can be improved with feedback, practice, and good coaching. College campuses provide countless opportunities for students to improve leadership skills, for example student government, resident advisors, and peer educators (Astin & Astin, 2000). Fraternity and sorority chapter leaders must encourage their members to take advantage of these opportunities for personal development