

The Impact of Race, Gender, and Experience on the Leadership Practices of Orientation Leaders

By

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(ABSTRACT)

Research has examined student leadership in positions within residence life (Andersen, 2000; Levy, 1995; Posner & Brodsky, 1993; Romero-Aldaz, 2001), Greek life (Adams & Keim, 2000; Posner & Brodsky, 1992; Posner & Brodsky, 1994) and student government (Astin, 1992; Downey, Bosco, & Silver, 1984; Kuh & Lund, 1994; Schuh & Laverty, 1983; Schwartz, 1991). Very little research has been done to examine the leadership of orientation leaders.

The purpose of this study was to examine the leadership practices of orientation leaders, by exploring how they rated their own leadership practices and how those practices were rated by first-year matriculants in their orientation groups. Differences by level of experience (first-year v. experienced), race (Caucasian v. non-Caucasian), and gender (male v. female) were examined. Data were collected by administering the student versions of the Leadership Practices Inventory (Kouzes & Posner, 2005a, 2005b). These instruments evaluate leadership using the Kouzes and Posner (1987, 2002a) model. The samples included 30 leaders and 584 matriculants who participated in five selected orientation sessions at a large, public research institution in the United States.

Overall, orientation leaders self-reported high engagement on all five scales while matriculants indicated moderate engagement by orientation leaders on all five scales. Significant differences were revealed in the ratings of orientation leaders by level of experience and gender. Significant differences were not found in the matriculants' ratings of orientation leaders by level of experience or race. Interaction effects of race and gender were revealed on all five scales of orientation leader ratings.

DEDICATION

This work is dedicated to my beloved brother, Glen Jr. who is now with the Father in the heavens above. You are always in my heart and I know that you are watching over me, guiding my steps.

I will never forget all that you did for me and all that you taught me.

Glen Alan Johns, Jr.

September 19, 1983 ~ April 2, 2005

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CHAPTER ONE

INTRODUCTION

The American system of higher education had its beginning with the founding of institutions like Harvard University, The College of William and Mary, and Yale University in the 17th and 18th centuries. These institutions were established to educate primarily the sons of dignitaries for ministry. During this period, there was little emphasis on out-of-the-classroom learning. Rather the focus was on intellectual, moral, and civic development through the academic curriculum (Geiger, 1999).

In the mid to late 18th century, the establishment of colleges in the emerging states prompted a shift in the curriculum from classical to practical education (Fenske, 1996). Despite this shift, colleges continued to be concerned with the intellectual, moral and civic development of students through experiences inside of the classroom (Fenske, 1996). *In loco parentis*, the notion that students were immature and in need of parental supervision by administrators, guided student-institutional relations throughout this era (Geiger, 1999).

The era of republican education (1770s to 1900) ushered in further changes for higher education including the establishment of state universities, the arrival of previously excluded student populations such as women and African-American students, and the emergence of extracurricular activities (Geiger, 1999; Thelin, 2003). Students became involved in extracurricular activities such as literary societies, debating clubs, service groups, and campus publications (Thelin, 2003). Phi Beta Kappa was founded in 1776 as the first Greek-letter organization; it functioned as a literary and debating society (Thelin, 2003). Social fraternities and sororities were also established during this era. Administrators often disapproved and banned involvement in these extracurricular activities because they were not part of the formal curriculum of the institution (Thelin, 2003).

Athletics and other forms of physical education were established to offer recreational activities for students. Some denominational institutions disapproved of these activities, claiming that they were a diversion from religious pursuits (Nuss, 2003). Athletic activities expanded after the middle of the 19th century; Rutgers and Princeton played the first intercollegiate football game (it would be soccer today) in 1869 (Nuss, 2003).

By the turn of the 20th century, efforts to promote student growth outside of the classroom were in place. Along with literary societies, Greek organizations, and intercollegiate

athletics, student councils and student government associations were outlets that provided experiences beyond the curriculum (Nuss, 2003). In 1937, the *Student Personnel Point of View* (American Council on Education) acknowledged that institutions of higher education had an obligation to educate the whole student; to encourage growth in students not only intellectually but emotionally, physically, socially, politically and morally as well. This development of the person or the whole student was promoted via a number of student services on campus, including involvement in extracurricular activities (American Council on Education, 1937).

Involvement in activities outside of the classroom is vital to growth in students (Astin, 1999; Kuh, 1995; Kuh, Schuh, Whitt, & Associates, 1991; Moore, Lovell, McGann, & Wyrick, 1998; Pascarella & Terenzini, 1991). Involvement refers to the physical and psychological energy given to an activity (Astin, 1999, p. 519). Greater involvement on the part of the student leads to greater degrees of student learning and personal development (Astin, 1999, p. 529). Involvement has been linked to a number of outcomes in higher education.

Persistence is one outcome associated with involvement. Students who are involved are more likely to have high educational aspirations and to attain a degree (Astin, 1993; Astin, 1999; Kuh, 1995; Kuh et al., 1991; Pascarella & Terenzini, 1991). Satisfaction with college is another outcome of involvement. Students who are active in out-of-class experiences are more likely to be satisfied with their entire college experience (Astin, 1999; Kuh, 1995; Kuh et al., 1991).

A significant outcome of involvement is increased levels of competence. Some out-of-class experiences, such as involvement in clubs and organizations as well as involvement in learning communities, have been associated with gains in cognitive competence (Terenzini, Pascarella, & Blimling, 1999; Whitt & Miller, 1999). Gains in interpersonal competence are associated involvement in service organizations (Kuh, 1995; Whitt & Miller, 1999). Intrapersonal competence is gained through student club and organization involvement (Kuh, 1995; Whitt & Miller, 1999).

There are number of involvement opportunities on today's college campuses. Historic opportunities such as those in service organizations, campus publications, Greek organizations, student government, and intercollegiate athletics continue to be offered (Nuss, 2003; Thelin, 2003). However, other co-curricular opportunities in student activities, on-campus employment, honors programs, and student clubs now exist. Other out-of-class activities associated with involvement include student-faculty interaction beyond the classroom (Astin, 1999; Kuh, 1995;

Kuh et al., 1991; Whitt & Miller, 1999), living in an on-campus residence hall (Astin, 1999; Kuh et al., 1991) and peer interaction (Kuh, 1995; Kuh et al., 1991; Terenzini et al., 1999).

Student leadership opportunities provide yet another form of involvement (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001; Kuh et al., 1991; Logue, Hutchens, & Hector, 2005; Rost & Barker, 2000; Whitt & Miller, 1999). Like involvement, leadership experiences are associated with gains in various types of competence. Leaders achieve gains in cognitive competence (Kuh, 1995; Pascarella & Terenzini, 1991; Terenzini et al., 1999), interpersonal competence (Kuh, 1995; Pascarella & Terenzini, 1991; Whitt & Miller, 1999), intrapersonal competence (Pascarella & Terenzini, 1991; Whitt & Miller, 1999), and practical competence (Kuh, 1995; Pascarella & Terenzini, 1991; Whitt & Miller, 1999). Involvement in leadership activities leads to gains in intellectual development (Baxter Magolda, 1992) and is positively correlated with the development of the social self-concept (Pascarella & Terenzini, 1991), gains in altruism (Kuh, 1995; Kuh et al., 1991), and increases in solidifying personal values (Astin, 1993).

Leadership is also associated with career development and skill development. Decision-making skills, the capacity to cope with ambiguity and complexity, and willingness to take risks (Cress et al., 2001, p. 22) are increased by involvement in leadership opportunities. Other skills developed through student leadership positions include: critical thinking, teamwork, communication, time management, and interpersonal and planning (Kuh, 1995; Kuh et al., 1991). Student leadership opportunities increase one's marketability and employability value (Kuh et al., 1991; Moore et al., 1998). Employers seek employees with communication, problem-solving, interpersonal, teamwork, personal management, and motivation skills (Kerka, 1990; Williams, 1998; Zinser, 2003). Skills developed through student leadership opportunities parallel the skills employers seek in those they hire.

There are two forms of leadership on the college campus: curricular and co-curricular. Forms of curricular leadership include leadership classes as well as academic majors or minors in leadership (Rost & Barker, 2000). Co-curricular leadership opportunities include internships and leadership positions such as student government officers, Greek organization executive board members, resident assistants, and officers in student clubs and organizations (Logue et al., 2005; Moore et al., 1998). Curricular and co-curricular experiences should be linked to create seamless student learning opportunities (American College Personnel Association, 1994).

The college campus offers other opportunities for leadership development as well. Student leadership development programs provide activities and experiences that are designed to increase leadership capability. Specifically, these programs are designed to develop skills, values, and an understanding of leadership theory among participants. Programs also encourage civic involvement and multicultural awareness. Student leadership development programs offer activities such as workshops, seminars, conferences, community service experiences, and skill-building programs (Cress et al., 2001). Skill-building programs have focused on select skill sets.

The Kouzes and Posner (1987, 2002a) model of leadership posits that leaders should exercise five specific leadership practices or behaviors. Over a decade of research was compiled to identify the Five Practices of Exemplary Leadership: Modeling the way, Inspiring a shared vision, Challenging the process, Enabling others to act, and Encouraging the heart. Exemplary leaders model the way by being consistent in their words and actions, as well as setting the standard for the behavior that is expected of others. To inspire a shared vision, leaders must convey their enthusiasm about the future and the opportunities ahead to others. Leaders welcome challenges as opportunities to grow as individuals and improve their leadership abilities. Leaders are expected to create new and innovative methods to accomplish tasks. Exemplary leaders, build the confidence and capabilities of others, enabling them to act. Finally, leaders must encourage others through individual recognition and by building a sense of community within the group.

This model of leadership was originally utilized in the corporate sector but was later adapted to the experiences of college students (Posner, 2004). Since then, a number of research studies conducted on college campuses have employed the model. For example, outcomes associated with co-curricular leadership experiences of Resident Assistants (RAs) have been examined. The relationship between RAs and their residents was identified through the cognitive structures of leader prototypes and perceptions of leader behavior. The consensual prototype was the commonly shared set of expectations of the attitudes and behaviors of RAs. The other two prototypes examined were “lower than consensual” and “higher than consensual” (Levy, 1995).

Another study explored the leadership practices and effectiveness of RAs. Self-perceptions were obtained from RAs, while the observer perception was obtained from the RAs’ residents and resident director. The leadership practices of RAs were related to their effectiveness (Posner & Brodsky, 1993).

Studies have also been conducted on the co-curricular leadership practices of Greek leaders. Posner and Brodsky (1992) examined the leadership practices and effectiveness of fraternity leaders using the ratings of the presidents and their executive council members. In a related study, sorority presidents and their executive council members measured the leadership practices and effectiveness of the sorority presidents (Posner & Brodsky, 1994). The correlation of leader effectiveness and frequency of engaging in the leadership practices were parallel in both studies.

Another related study looked at the leadership practices of Greek presidents at three public institutions. This study retrieved data on the observer perception from executive council members as well as general members of fraternity and sorority chapters (Adams & Keim, 2000).

In addition to residence life and Greek life, new student orientation provides co-curricular leadership opportunities for students. Orientation leaders assist with the mission of orientation programs. These programs facilitate the matriculation of new students to the institution by preparing matriculants for educational opportunities and integrating matriculants into the climate of the institution (Council for the Advancement of Standards in Higher Education, 2003). Students who are selected to be orientation leaders often demonstrate the skills that employers are seeking such as problem-solving, communication, and teamwork (Pretty, 2004). Whereas research has been conducted on the leadership practices of resident assistants (Levy, 1995; Posner & Brodsky, 1993) and Greek leaders (Adams & Keim, 2000; Posner & Brodsky, 1992; Posner & Brodsky, 1994), studies on the leadership practices or behaviors of orientation leaders are scarce.

In summary, the emergence of extracurricular activities and out-of-class experiences occurred from the late 18th century through the 19th century (Geiger, 1999; Thelin, 2003). During the 20th century, college personnel were reminded of the importance of educating the whole student (American Council on Education, 1937; American Council on Education, 1949). It became evident that involvement in extracurricular activities significantly influences the development of students (Astin, 1999; Kuh, 1995; Kuh, Schuh, Whitt, & Associates, 1991; Moore et al., 1998, Pascarella & Terenzini, 1991).

A number of outcomes are associated with involvement: persistence, satisfaction, and personal development (Astin, 1993; Astin, 1999; Kuh, 1995; Kuh et al., 1991; Pascarella & Terenzini, 1991; Terenzini et al., 1999; Whitt & Miller, 1999). There are multiple mechanisms

through which students can become involved on the college campus. One such form of involvement is leadership (Cress et al., 2001; Kuh et al., 1991; Logue et al., 2005; Rost & Barker, 2000; Whitt & Miller, 1999). Leadership is associated with gains in personal development as well as career and skill development (Astin, 1993; Baxter-Magolda, 1992; Cress et al., 2001; Kerka, 1990; Kuh, 1995; Kuh et al., 1991; Moore et al., 1998; Pascarella & Terenzini, 1991; Terenzini et al., 1999; Whitt & Miller, 1999; Williams, 1998; Zinser, 2003).

Leadership can occur in curricular and co-curricular settings (Logue et al., 2005; Rost & Barker, 2000). Orientation programs provide students with co-curricular leadership opportunities. Kouzes and Posner (1987, 2002a) have created a model of leadership based on five specific leadership practices. The leadership practices of other student leaders have been examined using the Kouzes and Posner (1987, 2002a) framework (Adams & Keim, 2000; Levy, 1995; Posner & Brodsky, 1992; Posner & Brodsky, 1993; Posner & Brodsky, 1994). However, little research has looked at the leadership practices of orientation leaders. This study addressed that gap in the literature on student leaders.

Purpose of the Study

The purpose of this study was to examine the leadership practices or behaviors of orientation leaders. Specifically, I explored how orientation leaders rated their own leadership practices and how those practices were rated by first-year matriculants. I looked at differences by level of experience (first-year leader v. experienced leader), race (Caucasian v. non-Caucasian), gender (male v. female), as well as interaction effects (race and gender) in ratings of leadership practices by orientation leaders and matriculants. The study employed the Kouzes and Posner (1987, 2002a) model of leadership which is framed around the Five Practices of Exemplary Leadership: Modeling the way, Inspiring a shared vision, Challenging the process, Enabling others to act, and Encouraging the Heart.

The study elicited data from two populations. The orientation leader population consisted of orientation leaders who worked at a single institution in the summer of 2005. The matriculant population consisted of incoming first-year students who attended selected orientation sessions staffed by these leaders.

A quantitative technique was used in this study. Data were collected by administering the student version of the Leadership Practices Inventory-Self (LPI-Self) (Kouzes & Posner, 2005b) and the student version of the Leadership Practices Inventory-Observer (LPI-Observer) (Kouzes

& Posner, 2005a). The LPI-Self was administered to the orientation leaders and consists of 30 statements that measure the leadership practices of the respondent. The LPI-Observer was completed by the first-year matriculants attending orientation. The LPI-Observer consists of 30 statements that measure the leadership practices of the observed individual.

Research Questions

The present study was designed to answer the following questions:

1. Are there differences in the way orientation leaders and matriculants rate the leadership practices of orientation leaders?
2. Are there differences in the way first-year and experienced orientation leaders rate their leadership practices?
3. Are there differences in the way matriculants rate the leadership practices of first-year orientation leaders and experienced orientation leaders?
4. Are there differences in the way Caucasian and non-Caucasian orientation leaders rate their leadership practices?
5. Are there differences in the ways matriculants rate the leadership practices of Caucasian and non-Caucasian leaders?
6. Are there differences in the way male and female orientation leaders rate their leadership practices?
7. Are there differences in the way matriculants rate the leadership practices of male and female leaders?
8. Are there differences in the way orientation leaders rate their leadership practices based on the interaction of race and gender?
9. Are there differences in the way matriculants rate the leadership practices of orientation leaders based on the interaction of race and gender of the leaders?

Significance of the Study

The present study was significant for future practice, research, and policy. In terms of practice, the study was important for several constituencies. One constituency is those concerned with leadership development programs. The results of this study provided data on how often the leadership practices of a specific framework were exercised, as perceived by the leaders themselves and their observers. These data could be used to identify what skills are important when creating the components of a leadership development program.

The members of the National Orientation Directors Association (NODA) may also benefit from this study. The results provided them with a better understanding of how orientation leaders view their own leadership practices. They were also provided with data on how first-year matriculants, one of the student populations that orientation programs serve, rated the leadership practices of orientation leaders. The data could assist NODA officials in addressing the training of orientation leaders, including the leadership practices leaders should employ. NODA officials could also use the data in this study to identify which activities engaged in by orientation leaders are associated with the five practices of exemplary leadership.

Orientation leaders themselves might also benefit from this study. The results provided these students with a better understanding of their own leadership practices and it provided feedback generated not only from their own perspective but also from the perspective of matriculants in their orientation groups. These data might enable orientation leaders to assess their status as leaders and identify goals they aspire to achieve with respect to developing leadership abilities.

The present study also had significance for future research. This study examined how orientation leaders rated their own leadership practices as well as how matriculants rated the leadership practices of their orientation leaders at a single institution. Future studies might examine the leadership practices of orientation leaders at multiple institutions. This type of study would expand what is known about the leadership practices of orientation leaders in multiple orientation programs.

The leadership practices of a single group of student leaders during one summer program were analyzed in this study. Future studies could look at the leadership practices of leader cohorts over time. Such a longitudinal study could expand the information available on whether skill development continues to occur as the student moves through college.

The current study employed quantitative methods of data collection to analyze the leadership practices of orientation leaders. Future studies could utilize qualitative methods to gain a deeper understanding of the leadership practices of these students. Such data would enrich the knowledge base about the leadership practices among orientation leaders.

Finally, this study was significant in terms of future policy. Institutional policymakers may benefit from the results. The findings provided them with data concerning the leadership practices of orientation leaders. Policymakers might take this information into account when

considering policies regarding training courses or other methods of development for student leaders.

The study also had significance for student affairs policymakers. The findings provided them with information on the leadership practices of student leaders. Student affairs policymakers may utilize these results to design policies regarding leadership development programs for students across campus.

Delimitations

As with all research, the present study had some initial delimitations. One concerned the data collection process. The participants were aware that they were part of a study. Consequently, they may not have been candid in their responses. Self-reported data may also be partial to groupthink, which could also have an effect on the sincerity of responses. This may have influenced the findings of the study.

Another delimit was related to the study participants. This study only included orientation leaders and first-year matriculants from a single, public, land-grant institution. There is a possibility that these students differed significantly from orientation leaders and first-year matriculants at other institutions. This may have influenced the results in some unforeseen manner.

A third delimitation of this study was related to the instrumentation. It is possible that the participants did not understand or misinterpreted items on the instruments. If this occurred, the findings may have been skewed.

Despite these delimitations, the present study was worthwhile. It provided significant information on leadership practices of orientation leaders, specifically by level of experience, race, and gender. The findings also provided a perspective from matriculating students on the leadership practices of orientation leaders.

Organization of the Study

This study is organized around five chapters. Chapter One introduced the topic of the study, the purpose of the study, the research questions, the significance of the study, and the delimitations of the study. Chapter Two is a review of the literature relevant to the topic. Chapter Three describes the methodology used in the study, including sampling techniques, a description of the Student Leadership Practices Inventory-Self (LPI-Self) (Kouzes & Posner, 2005b) and the Student Leadership Practices Inventory-Observer (LPI-Observer) (Kouzes & Posner, 2005a), and the procedures used in data collection and analysis. Chapter Four describes the findings of the

study while Chapter Five is a discussion of those findings and their implications for future practice, research, and policy.

CHAPTER TWO

LITERATURE REVIEW

The purpose of this study was to examine the leadership practices of orientation leaders by exploring how orientation leaders rated their own leadership practices and how those practices were rated by first-year matriculants. I also looked at differences in behavior ratings by level of experience (first-year leader v. experienced leader), race (Caucasian v. non-Caucasian), and gender (male v. female).

In order to explore the research related to this study, the literature on leadership and college students was examined. Three categories emerged from this literature: residence life, Greek life, and student government leadership. It was also essential to explore three other groups of work: literature on leadership and the level of experience, studies on leadership and race, and research on leadership and gender.

Finally, it was necessary to examine the literature on orientation leaders. Few research studies have been conducted on these leaders. This literature review is organized around these five categories and their respective subcategories.

Research on Leadership and College Students

The preparation of college students as societal leaders is a significant mission of higher education. From the inception of the first colonial colleges, founded to train clergy, to today's degree programs, leadership development has been vital to higher education (Cress et al., 2001; Roberts, 2003). Student involvement opportunities help to develop leadership abilities (Cress et al., 2001; Kuh, 1995; Kuh et al., 1991). A number of studies have explored student leadership through involvement in the areas of residence life, Greek life, and student government.

Residence Life

Scholars have looked at the outcomes associated with involvement in leadership opportunities within residence life. One investigation utilized the College Student Experiences Questionnaire (CSEQ) to investigate whether there were differences in college students who were participants and non-participants in a Leadership Community (LC). LC participants experience greater gains associated with community orientation and gains related to the leadership development goals of the community. Non-participants experience greater gains associated with individual or non-community related growth (Andersen, 2000).

To explore the outcomes associated with Residence Hall Association (RHA) leadership experiences, the Student Leadership Outcomes Inventory (SLOI) was completed by leaders of RHA. The results reveal significant differences in seven categories of leadership skills. In critical thinking, career preparation, organization and planning, time-management, and diversity awareness, females report greater outcomes than males. In terms of self-confidence, RHA presidents report greater outcomes than national communication coordinators. RHA leaders who work with a professional advisor experience greater outcomes with technology skills than those who work with a graduate student advisor (Romero-Aldaz, 2001).

Another study explored the leadership outcomes of the resident advisor (RA) experience. The findings reveal that RAs in medium-sized halls feel they gained more experience leading a group or committee than RAs in large halls. Unlike the Romero-Aldaz (2001) study, graduate students have a positive affect on the leadership outcomes of the students. RAs supervised by a graduate student have a greater loyalty to the university than RAs supervised by other undergraduate students (Byrne, 1998).

To explore whether self-reports of student leadership behaviors and self-assessments of performance are corroborated by peer discussion group members, the Leadership Skills Assessment was completed by members of a residential LC. Reports recount whether specific leadership behaviors had been practiced. Most (73%) of the self and peer reports are congruent. In 16% of the cases, members of the LC report they had practiced a skill that members of the peer discussion group did not observe. Eleven percent of the cases are anomalous, students report that they did not practice a specific skill but the majority of the students in the peer discussion group report observing it (Turrentine, 2001).

Assessments account for how well a leadership behavior had been practiced. Peer assessments confirm 83% of self-assessments. In only 21 (1%) cases self-assessments are exaggerated; members of the LC assess that they do not need to improve their leadership performance but peers assess that the skills are not performed well (Turrentine, 2001).

Scholars have explored the leadership practices and effectiveness of resident advisors (RAs) using the Kouzes and Posner (1987, 2002a) model of leadership. RAs who most frequently engage in the leadership practices are perceived as more effective by their residents as well as themselves, as compared to those who engage in the practices less frequently. RAs who report that they engage in Enabling others to act, Modeling the way, and Encouraging the heart

more frequently are reported to be significantly more effective by their supervisors or resident directors, as compared to those RAs who engage in these three leadership practices to a lesser degree. Significant differences were not found in Challenging the process and Inspiring a shared vision (Posner & Brodsky, 1993).

The perceptions of leader prototypes and the leadership behavior of resident assistants (RAs) have been examined. The consensual prototype is the commonly shared set of expectations of residents about the attitudes and behaviors of ideal RAs. The residents' perceptions of RAs' actual behavior are lower than the consensual prototype of RA leadership behavior on all five leadership practices. If the residents do not expect their RA to demonstrate certain leadership behaviors, then they do not perceive the RA as engaging in these behaviors. RAs who most frequently engage in the practices of Enabling others to act and Modeling the way are most representative of the RA consensual prototype. Emphasis on these two leadership practices was also found in the Posner & Brodsky (1993) study. Challenging the process was the least frequently exercised leadership practice (Levy, 1995).

Greek Life

Studies have also been conducted on the leadership practices of Greek leaders using the Student LPI instruments (Adams & Keim, 2000; Posner & Brodsky, 1992; Posner & Brodsky, 1994). Posner and Brodsky (1992) examined the leadership practices and effectiveness of fraternity presidents using the self-perceptions of the presidents and the observer-perceptions of executive council members. Posner and Brodsky (1994) conducted another study examining the leadership practices and effectiveness of student leaders in Greek Life. Although both fraternity and sorority presidents were included in the sample, the purpose of this study was to focus specifically on the sorority presidents. The Student LPI instruments retrieved data on the perceptions of the presidents and their executive council members.

In both studies, more effective fraternity and sorority presidents engage in all five leadership practices more frequently than less effective presidents as rated by the executive council members and the presidents themselves (Posner & Brodsky, 1992; Posner & Brodsky, 1994). In the study of fraternity leaders, the self-perceptions of the presidents are not significantly different from the perceptions of their executive council members (Posner & Brodsky, 1992). However, Posner & Brodsky (1994) found that sorority presidents report

engaging in Enabling others to act, Modeling the way, and Encouraging the heart significantly more often than fraternity presidents.

Another study utilized the Kouzes and Posner (1987, 2002a) model of leadership, measuring the leadership practices and effectiveness of Greek presidents but at three public institutions. This study elicited data from general chapter members as well executive council members. Female council members and female general members rate their sorority presidents higher on two of the five leadership practices, Challenging the process and Enabling others to act. Fraternity and sorority presidents' self-perceive Enabling others to act as the practice they most frequently engaged in while Challenging the process is the least frequently used practice (Adams & Keim, 2000).

Student Government

Leadership in student government has also been explored. The value of student government to the institution of higher education has been recognized by researchers (Kuh & Lund, 1994). Some studies have examined student government leadership with Cooperative Institutional Research Program (CIRP) data. Student government leadership is positively related to self-reported gains in leadership ability, and has a significant positive effect on perceived leadership competence (Astin, 1992).

Some studies have measured outcomes associated with holding a leadership position in student government. One investigation examined short and long term effects of holding a student government leadership position in the midst of a campus controversy. The short term impacts include increased stress levels, a heightened awareness of ethical issues and dilemmas, and an increased use of coping strategies. Reported long term impacts are an enhanced sense of morality and individual personal responsibility (Schwartz, 1991).

A few studies have examined the outcomes of student government leadership on alumni. Alumni of a women's institution, a religiously affiliated institution, and a public institution report the long term impacts of their student government leadership roles. Involvement has a significant positive influence on their relationships with individuals outside of their family as well as on their participation in civic duties. They also report their college leadership roles as having the greatest impact on the development of skills including leadership, decision-making, planning, organizing, and teamwork (Schuh & Laverty, 1983).

In contrast, only one long term impact was reported in a study that compared the responses of alumni who held student government leadership positions to those who had not engaged in such opportunities. This study sought to examine the perceived long term impacts of student government involvement. The alumni in this study indicate that they had a higher level of satisfaction with their occupational choice because of their leadership in student government while in college (Downey, Bosco, & Silver, 1984).

Rather than asking students to reflect on specific leadership experiences, one study interviewed college seniors asking them how they had changed during their collegiate experience and what experiences contributed to these changes. Student government experiences are more meaningful in the development of social and practical competence than other involvement experiences. Student government leadership yields skills integral to workplace competence. These skills include decision-making, understanding fundamental organizational process and structures, group process and teamwork experience, as well as oral, written, and visual communication skills. Decision-making and teamwork skills are emphasized in other studies of student government leadership, as well (Kuh et al., 1991; Schuh & Laverty, 1983).

Leadership participation in student government is positively associated with the development of confidence, autonomy, sense of purpose, and vocational competence but negatively correlated with altruism. Even though there is a negative correlation with altruism, participating in student government influences humanitarian attitudes for some individuals (Kuh et al., 1991). Student government leadership also influences civic involvement (Kuh et al., 1991; Schuh & Laverty, 1983).

Research on Leadership and Level of Experience

Research examining leadership and level of experience is scarce. However, one of the studies previously discussed examined the impact of the level of experience among RAs on leadership behavior. Findings indicate that the experience of the RA was relevant. The most experienced RAs, those who have been in the leadership position for seven to eight semesters, are perceived by residents to engage in leadership behaviors more frequently than RAs with one semester or two to six semesters of experience (Levy, 1995).

Research on Leadership and Race

For purposes of this study, a review of the research on leadership and race was conducted. Most of the literature examines leadership among African-American students. Studies

also focus on the African-American leadership experiences in Black Greek Letter Organizations (BGLOs).

Phenomenological research methods were used to explore the leadership experiences of traditional aged African-American, Asian American, and Latino students at a mid-sized state institution and a large research institution. This was a longitudinal study in which 108 students of color were interviewed over the course of three years. Students were questioned on their leadership experiences and behavior, as well as their opinions, values, and feelings on leadership. Incongruence between the leadership experiences of students of color and conventional notions of leadership were found in a number of themes that emerged from the interviews. These themes included: the leader label; personal cost of leadership; role models, and group allegiance before individual needs (Arminio et al., 2000).

Most of the students reject the label of “leader,” viewing themselves as merely being involved. The students state that being labeled a leader would separate them from other students in their racial group. Students feel that they experienced personal losses in leadership rather than personal gains. Personal losses include the loss of privacy, interdependence, associations, and collateral relationships. Students of color at the midsized institution are able to identify with on-campus role models who were older students in similar leadership positions. Many of the student leaders in this study identify leadership role models within family or the church; African-American men at the large institution identify a parent or renowned figure as role models (Arminio et al., 2000).

Students of color express a strong sense of group responsibility, teamwork and the product of the group. They take on leadership roles because they are elected by peers and not for individual benefit. Some of the students express that their families expect their involvement because of a sense of responsibility to their race and community (Arminio et al., 2000).

In a quantitative study, the role of BGLOs in leadership development was examined with Black Greeks and non-Greeks at a Predominately White Institutions (PWI). The students assessed their self-perception of leadership skills and their participation in leadership activities. The study also explored the value of leadership and leadership experiences as well as the ability of organizations to provide leadership experiences. Greeks and non-Greeks share similar thoughts on their leadership status as well as the value of leadership skills and experiences. Nearly all Greeks and non-Greeks rank their personal leadership skills in the top 10% of their

age group. Almost half of non-Greeks are active in other campus organizations and hold at least one leadership position (Kimbrough, 1995).

The majority of both Greeks and non-Greeks report that leadership is an essential skill for Black students. Both groups indicate that Black organizations provide leadership opportunities at a higher level than White organizations. All of the Greeks report that BGLOs are beneficial to the campus and provide Black students with leadership opportunities. However, non-members have negative or ambivalent feelings about BGLOs, indicating that they are not beneficial to students or the campus. Nearly all Black Greeks but only half of non-Greeks report that members of BGLOs should be considered leaders (Kimbrough, 1995).

Another study examined leadership among African-American Greek students. However, this study looked at the impact of BGLO membership on Black students at PWIs as well as Historically Black Colleges and Universities (HBCUs). Greeks have a higher level of confidence in their leadership skills than non-Greeks. Greeks at HBCUs almost always have significantly higher perceptions of their leadership ability and leadership skill development than non-Greeks. Greeks at HBCUs believe that their membership in BGLOs contributes to their leadership skill development to a greater degree than non-Greeks; this difference is not found at PWIs (Kimbrough & Hutcheson, 1998).

Unlike the Arminio et al. (2000) study, Black Greek students describe themselves as leaders in both the Kimbrough (1995) and Kimbrough and Hutcheson (1998) studies. Black Greeks also report that their membership had improved their leadership skills. In these studies, Black Greeks held one or more leadership positions in Greek and other campus organizations (Kimbrough, 1995; Kimbrough & Hutcheson, 1998).

Some studies find that Black students perceive themselves as leaders even if they have not held an elected position within an organization (Sutton & Terrell, 1997; Kezar & Moriarty, 2000). Students report that non-positional leadership opportunities such as membership in non-Greek, same-race organizations and minority student groups can enhance leadership skills (Sutton & Terrell, 1997). Students also indicate that participation in community service and volunteer activities enables them to develop leadership skills (Kezar & Moriarty, 2000; Kimbrough, 1995; McKenzie, 1990; Sutton & Kimbrough, 2001; Sutton & Terrell, 1997).

In one investigation that explored factors that influence leadership development among African-American and Caucasian males and females, the only significant extracurricular

experience for African-American men is participation in volunteer work. Self-rated predictors of leadership ability for Black males are working on class projects and participating in a racial or cultural awareness workshop (non-positional leadership). Self-rated predictors of leadership ability for African-American women also include non-positional leadership opportunities such as socializing with students of another racial or ethnic group. However, positional leadership opportunities such as being elected to student office are also important for African-American women (Kezar & Moriarty, 2000). Self-rated predictors of leadership ability for both Caucasian men and women include positional and non-positional positions such as being elected to student office, serving as a resident advisor, intramural sport participation, and socializing with those of another race or ethnicity group. Participation in a leadership class is a predictor of leadership ability for all students (Kezar & Moriarty, 2000).

A qualitative study examined college student leadership in multiracial and multiethnic environments. Seventeen students in a four-year leadership development program participated in in-depth individual and focus group interviews. The majority of the students in this study describe leadership from the perspective of an individual rather than leadership in the context of a group. Of the six students who expressed leadership from a group perspective, three of the students were African-American. This is consistent with other studies of African-Americans and leadership (Johnson, 1995).

Most students, both Caucasian and students of color have leadership experiences in monoracial, monoethnic environments. As with the studies of BGLOs, African-American students emphasize the importance of being involved in student organizations of their own race or culture. These organizations foster pride in their heritage and a sense of accomplishment for the Black community. The students in this study also express interest in same-race organizations because of fear, intimidation, and hostility in organizations whose members were of other races and ethnicities. Students also express discomfort with the role of spokesperson for their entire race or ethnicity that they were often called upon to play in other-race organizations. Although Caucasian students do not prefer leadership experiences within their racial or ethnic community, most of their leadership opportunities are with predominately Caucasian organizations (Johnson, 1995).

Students, who have leadership experiences in multiracial, multiethnic environments, view these experiences as learning opportunities. They express an increase in awareness, sensitivity,

appreciation, and understanding of those unlike themselves. Caucasian students in predominately African-American environments, as the minority, report gaining an understanding of how African American students feel at their institution. Many of the students express an interest in more leadership opportunities in multiracial, multiethnic environments (Johnson, 1995).

Additionally, Caucasian students with leadership opportunities in multiracial, multiethnic environments report that they are more reserved in these environments because they are less knowledgeable than others, afraid of offending others, and intimidated. Students describe leadership in these environments as different because of having to adapt to different people, backgrounds, values, and ways of thinking. In contrast, African-American students report that they are dynamic and domineering in multiracial, multiethnic environments (Johnson, 1995).

Research on Leadership and Gender

Differences between men and women have been examined across time. Scholars have explored whether gender accounts for differences in leadership behaviors or abilities. Some studies have indicated that men and women do not differ in leadership effectiveness simply because of gender (Bass, 1991; Powell, 1989).

In Posner and Brodsky's (1994) examination of Greek fraternity and sorority presidents, mixed support was found for their proposition that gender would not account for differences in the leadership practices of Greek leaders. Sorority presidents self-reported that they engaged in Enabling others at act, Modeling the way, and Encouraging the heart significantly more than the fraternity presidents. However, regardless of gender, self-reports and the reports of president observers indicate that effective presidents engage in all five leadership practices more frequently than less than less effective presidents.

Research has established solid support that gender does impact leadership. In one study, students described how gender differences impacted their leadership experiences. Both male and female students report male leaders as those who are more likely to be direct and concise while women leaders want to process and discuss issues. A male student describes male RAs as indifferent disciplinarians and female RAs as those who interact more with their residents (Arminio et al., 2000).

Men describe leadership as hierarchical, individualistic, directive, and a situation where there are distinctions between leaders and followers. Leadership involves competition for rewards, and leaders are goal oriented (Astin & Leland, 1991; Kezar, 2000). Women perceive

leadership in a non-traditional approach. A number of studies have found that women describe leadership to be nonhierarchical, collective rather than individualistic, nondirective, focused on empowering others, interactive, interpersonal, and team oriented (Astin & Leland, 1991; Kezar, 2000; Romano, 1996).

Female students of color report that their leadership experience is impacted by being female as well as minority. They feel that this double oppression disadvantages them before they even begin to engage in leadership experiences (Arminio et al., 2000). In the Romano (1996) study, female students of color note that because they were different from the dominant culture, they had additional issues to deal with in their leadership positions. Because they are female and minority, these leaders believe that they are perceived differently by peers, faculty, and administrators.

Komives (1994) evaluated women student leaders using the student LPI-Self instrument and the L-BLA Achieving Styles Inventory. Women self-report that Enabling others to act is their most developed leadership behavior, while Challenging the process is the leadership behavior they practice the least. The practice of Enabling others to act is consistent with women's preference for empowering others and collaboration in leadership. Women are less likely to practice Challenging the process because of its association with risk taking and confrontation.

Most often, women prefer to achieve their personal and group goals within the organizations in which they hold leadership positions using the Direct Achieving Style Set. These women leaders prefer directing others to accomplish goals the leader determines to be important (Power Direct) as well as taking on tasks and accomplishing goals themselves (Intrinsic Direct). Their least preferred achieving style was the Instrumental Style Set. They did not prefer using their previous accomplishments or attributes to complete current tasks (Personal Instrumental), developing relationships simply as an opportunity to accomplish tasks (Social Instrumental), or seeking others for direction, structure, and guidance in accomplishing their own tasks (Entrusting Instrumental) (Komives, 1994).

Research on Orientation Leaders

Research conducted on orientation leaders is scarce. One investigation examined whether the participation of students as paraprofessionals in an orientation program developed psychosocially from their leadership. These student paraprofessionals were responsible for

representing the institution to new parents and students (e.g. orientation leaders). Researchers measured psychosocial development with the main tasks and subtasks of the Student Developmental Task Inventory (SDTI). Student orientation paraprofessionals have higher significant mean scores than the control group in Developing Autonomy, one of its subtasks, Interdependence as well as a subtask of Developing Mature Interpersonal Relationships, Tolerance (Holland & Huba, 1989).

Posner and Rosenberger (1997) investigated the leadership behaviors of orientation advisors at a small, private university on the West Coast. Specifically, they looked at whether the Five Practices of Exemplary Leadership made a difference in the effectiveness of the orientation advisor or the value of the orientation program as perceived by matriculants. Seventy-eight orientation advisors completed the Student LPI-Self while 683 matriculating students completed the Student LPI-constituent, a version of the Student LPI-Observer, at the conclusion of the three and a half day program.

The matriculants' perceptions are significantly higher than the orientation advisors in the leadership practices of Challenging the process and Modeling the way. As with other studies, self and observer perceptions report that the leadership practice most frequently exercised is Enabling others to act (Adams & Keim, 2000; Posner & Brodsky, 1994; Posner & Rosenberger, 1997). Challenging the process and Modeling the way are also emphasized in other studies (Adams & Keim, 2000; Posner & Brodsky, 1993; Posner & Brodsky, 1994). Differences in Inspiring a shared vision, Enabling others to act, and Encouraging the heart are not significant (Posner & Rosenberger, 1997).

The effectiveness of the orientation advisors is directly related to the frequency the orientation advisors are perceived to be engaging in the five leadership practices. Orientation advisors who perceive themselves as the most effective or above average self-report that they engage in each of the five leadership practices significantly more often than those who perceive themselves to be less effective orientation advisors. Similarly, matriculants perceive the most effective orientation advisors to be engaged in each of the leadership practices more frequently than less effective orientation advisors (Posner & Rosenberger, 1997). Effectiveness is also positively correlated with the frequency that resident advisors and Greek leaders engage in the five practices as perceived by themselves and those observing their leadership behaviors (Posner & Brodsky, 1992; Posner & Brodsky, 1993; Posner & Brodsky, 1994).

The matriculants' satisfaction with the orientation program is also directly related to the degree to which the orientation advisors are reported to be engaging in the leadership practices. The more the matriculants saw their orientation advisor engage in these practices, the more likely they were to be satisfied with the orientation program as a whole (Posner & Rosenberger, 1997).

In summary, the development of leadership among college students has been a primary mission of institutions for centuries (Cress et al., 2001; Roberts, 2003). Student experiences outside of the college classroom, including leadership opportunities, are important to leadership and personal development (Astin, 1993; Astin, 1999; Moore et al., 1998; Whitt & Miller, 1999).

Leadership and the college student has been examined through such leadership positions in residence life (Andersen, 2000; Byrne, 1998; Levy, 1995; Posner & Brodsky, 1993; Romero-Aldaz, 2001; Turrentine, 2001), Greek life (Adams & Keim, 2000; Posner & Brodsky, 1992; Posner & Brodsky, 1994) and student government (Astin, 1992; Downey, Bosco, & Silver, 1984; Kuh & Lund, 1994; Kuh et al., 1991; Schuh & Lavery, 1983; Schwartz, 1991). Some of these studies have utilized the Kouzes and Posner (1987, 2002a) model of leadership (Adams & Keim, 2000; Levy, 1995; Posner & Brodsky, 1992; Posner & Brodsky, 1993; Posner & Brodsky, 1994).

Studies have explored leadership and race, specifically the experiences of African-American students (Arminio et al., 2000; Johnson, 1995; Kimbrough, 1995; Kimbrough & Hutcheson, 1998; McKenzie, 1990; Sutton & Terrell, 1997; Sutton & Kimbrough, 2001) as well as leadership and gender (Astin & Leland, 1991; Arminio et al., 2000; Bass, 1991; Kezar, 2000; Komives, 1994; Posner & Brodsky, 1994; Powell, 1989; Romano, 1996). Levy (1995) examined research on leadership by level of experience.

A review of the literature has revealed a limited number of studies that have examined orientation leaders (Holland & Huba, 1989; Posner & Rosenberger, 1997). Only one study (Posner & Rosenberger, 1997) has examined orientation leaders using the Kouzes and Posner 1987, 2002a) model of leadership and this study was conducted at a small, private university. The present study was designed to address this gap in the literature.

CHAPTER THREE

METHODOLOGY

The purpose of this study was to examine the leadership practices of orientation leaders. Specifically, I explored how orientation leaders rated their own leadership practices and how those practices were rated by first-year matriculants. Differences by level of experience, race, and gender were examined in the ratings of leadership practices among orientation leaders and first-year matriculants.

The orientation leader population consisted of 30 orientation leaders who worked at a single institution in the summer of 2005. The matriculant population consisted of incoming first-year students who attended selected orientation sessions staffed by these leaders. Data were collected by administering the Student LPI-Self (Kouzes & Posner, 2005b) to the orientation leaders and the Student LPI-Observer (Kouzes & Posner, 2005a) to the matriculants.

Research Questions

The present study was designed to answer the following questions:

1. Are there differences in the way orientation leaders and matriculants rate the leadership practices of orientation leaders?
2. Are there differences in the way first-year and experienced orientation leaders rate their leadership practices?
3. Are there differences in the way matriculants rate the leadership practices of first-year orientation leaders and experienced orientation leaders?
4. Are there differences in the way Caucasian and non-Caucasian orientation leaders rate their leadership practices?
5. Are there differences in the ways matriculants rate the leadership practices of Caucasian and non-Caucasian leaders?
6. Are there differences in the way male and female orientation leaders rate their leadership practices?
7. Are there differences in the way matriculants rate the leadership practices of male and female leaders?
8. Are there differences in the way orientation leaders rate their leadership practices based on the interaction of race and gender of the leaders?

9. Are there differences in the way matriculants rate the leadership practices of orientation leaders based on the interaction of race and gender?

This chapter describes the methodology employed in the study. I start by describing the orientation program at the study institution to explain the context for the study. I go on to describe the sampling procedure, instrumentation, validity and reliability of the instrumentation, and the procedures used to collect and analyze the data.

An Overview of the Orientation Program at the Study Institution

Since the study concentrated on the orientation program at one institution, some background information about that program lays the context for the study. Orientation at the study institution is sponsored during the month of July. Twelve separate two-day sessions are held to serve first-year matriculants. Since one purpose of the orientation program is to register incoming students for classes in the fall semester, sessions are organized by academic department; each department on campus participates in one or more of the 12 sessions, depending on how many incoming students it will enroll in the fall. While there is an orientation program that serves transfer students, those students do not interact with orientation leaders so this study did not include transfer matriculants.

The orientation program is staffed by two groups of leaders: orientation leaders and team leaders. Orientation leaders (first-year leaders) are undergraduate students who have had no previous involvement with the program as a leader. Team leaders (experienced leaders) are undergraduate students who were orientation leaders during the previous summer. Orientation professional staff refer to both first-year leaders and experienced leaders as “orientation leaders.” Unless otherwise stated, “orientation leader (s)” will refer to both first-year leaders and experienced leaders.

All orientation leaders are required to go through an application process before accepting a position. Team leaders (experienced leaders) complete a written application and participate in individual interviews with professional staff. The staff selects six students to be team leaders. First-year leaders complete a written application that is screened by professional staff. If selected, they move to the next stage of the selection process, group interviews. If selected after the group interview round, the student then participates in an individual interview. Individual interviews are conducted by professional staff and team leaders. Subsequently, 24 students are selected to be first-year leaders.

The first-year leaders are divided into six teams led by the team leaders; each team leader is responsible for managing four first-year leaders. The team leaders serve as peer educators by providing supervision, support, and guidance for their team members. The team leader-orientation leader structure also allows for a more efficient dissemination of information and directives by orientation staff during the summer program.

There are two training processes to prepare the orientation leaders for the summer program. First, they are required to complete a class during the spring semester taught by professional staff. This class informs the orientation leaders about the logistics of the orientation program, their role and responsibilities as leaders, as well as what is expected of them during the program. Second, the orientation leaders receive a week of training just before the start of the program in July. This training consists of a team building and program planning retreat, skit development, sessions on group facilitation and management techniques, along with general program preparation.

During the orientation program, the six teams rotate duties and responsibilities in two-session increments. These team duties are as follows: parking lot, check-in, traffic, and office. The parking lot team is responsible for directing new matriculants and their families into the orientation parking lot, providing them with a schedule and map of campus, as well as directing them to the shuttle service. Two teams are responsible for checking in new matriculants, one for male students and one for female students. Two teams are responsible for the traffic flow of the remaining check-in processes. These leaders direct matriculating students and their families to stations but also answer general questions about the program and the university. The office team is responsible for various tasks in the orientation office including running campus errands and handling work in preparation for the next session.

While the team duties rotate every two sessions, five of the six teams work with a group of matriculants each session familiarizing the first-year students with the university and the college environment. The only team that does not have a group of matriculants is the office team. The number of office team duties and the time it takes to complete those tasks does not permit this team to work with a group of matriculating students.

Each orientation leader is assigned a group number. This group number is determined by the alphabetical order of the orientation leader's last name. For example, Group One is assigned to the leader whose last name is first alphabetically and Group 24 is assigned to the leader whose

name is last in the alphabetical order of orientation leader last names. Each group has between 15 and 23 students, depending on the total number of matriculants attending the session. The matriculating students are assigned to groups randomly. Approximately 4,800 of 5,100 first-year matriculants attended the 2005 orientation program.

First-year matriculants and their families are oriented to the university during a two-day program. Day One focuses on informing matriculants about the student services available on campus. Information is available on services related to housing, dining, medical services, I.D. cards, alcohol awareness, sexual assault, community awareness (diversity), and campus and local transportation. Day Two addresses the academic curriculum. Matriculants attend advising sessions where they create and/or solidify their fall course schedule. On Day One, matriculants of some academic departments attend meetings to prepare for the Day Two advising sessions. Given this overview of the orientation program, attention can now turn to the design of the study.

Sample Selection

Data were collected from two populations in this study. The first population, the orientation leaders (6 experienced leaders, 24 first-year leaders), were asked to complete the Student LPI-Self during five selected orientation sessions. Recall that one team serves on office duty each session and does not work with a group of matriculants. As a result, 25 orientation leaders were eligible to complete the Student LPI-Self on five occasions. The potential sample, therefore, was 125 LPI-Self instruments. However, some leaders did not complete the instrument five times due to illness or neglect. As a result, the data set from the orientation leaders consisted of 104 Student LPI-Self instruments completed by the 30 orientation leaders. These orientation leaders were employed during the 2005 orientation program at a large, public, research institution in the mid-Atlantic region of the United States.

The second population consisted of first-year matriculants who attended the 2005 orientation program. Of the 2,023 first-year matriculants who attended the five selected orientation sessions used in this study, 584 completed the Student LPI-Observer. For purposes of this study, a matriculating student was defined as one who would enroll for courses in the fall of 2005 and who was classified as a first-year student by the institution.

The orientation leaders received an introduction to the Kouzes and Posner (1987, 2002a) model of leadership during the academic course they completed as part of their required training in the spring 2005 semester. On July 10, 2005, the orientation leaders were told that they would

be asked to complete the Student LPI-Self during five orientation sessions of the summer program. The orientation leaders were also asked to promote participation among the matriculating students in their orientation groups during those same five sessions. All 30 orientation leaders agreed to participate in the study by signing an Informed Consent form (Appendix A).

Instrumentation

Data for this study were collected by administering the student versions of the Leadership Practices Inventory-Self (LPI-Self) (Kouzes & Posner, 2005b) (Appendix B) and the Leadership Practices Inventory-Observer (LPI-Observer) (Kouzes & Posner, 2005a) (Appendix C). The student versions of the LPI were modified from the original LPI instruments by researchers to reflect the context of student and college experiences (Posner, 2004). The original LPIs are leadership assessments that have been used in the corporate sector to evaluate the behaviors of leaders within the organization.

The Student LPI-Self was designed to assess how often college students engage in Kouzes & Posner's (1987, 2002a) Five Practices of Exemplary Leadership. The Student LPI-Observer was designed to allow others to assess how often student leaders engage in the same leadership practices. Basic wording was modified with the instruments. The directions were personalized for orientation leaders on the Student LPI-Self and for first-year matriculants on the Student LPI-Observer. For clarity purposes, "organization" was changed to the name of the university where the study was conducted and the phrase "new students" was added to some items. A complete Student LPI item breakdown can be found on Table 1.

The Student LPI-Self consists of 30 statements, parallel to those on the original LPI. The statements are organized around five scales that measure the Five Practices of Exemplary Leadership. The orientation leaders ranked their responses on a 5-point Likert scale that ranged from 1 (Rarely or Seldom) to 5 (Very Frequently or Almost Always). The LPI-Self can be completed in 8 to 10 minutes (Kouzes & Posner, 2003a; Posner, 2004).

The Student LPI-Observer consists of 30 statements, parallel to the statements on the original LPI. The statements are organized around the same five scales as the LPI-Self. Responses are also ranked on a 5-point Likert scale that ranged from 1 (Rarely or Seldom) to 5 (Very Frequently or Almost Always). This form of the instrument also can be completed in 8 to

10 minutes. On this instrument, the matriculants were instructed to record the name of their orientation leader (Kouzes & Posner, 2003a; Posner, 2004).

Modeling the way is the first scale or practice of exemplary leadership. There are six statements to measure this practice. The orientation leaders who completed the Student LPI-Self were asked to assess to what degree they set a personal example of what is expected and to what degree they found ways to get feedback about how their actions affected other people. The matriculants who completed the Student LPI-Observer were asked to assess the degree to which their orientation leader set a personal example of what is expected and the degree to which their orientation leader found ways to get feedback about how their actions affected the matriculants.

The second scale (six items) is Inspiring a shared vision. The orientation leaders who completed the Student LPI-Self were asked to rank the degree to which they looked ahead and communicated about what they believe would affect the matriculants in the future. They were also asked to rank the degree to which they showed the first-year students how their interests can be met by working toward a common goal. The matriculants who completed the Student LPI-Observer were asked to rank the degree to which their orientation leader looked ahead and communicated about what they believed would affect them in the future. They were also asked to rank the degree to which their orientation leader showed them how their interests can be met by working toward a common goal.

Challenging the process is the third scale or practice of exemplary leadership. This scale consists of six items. The Student LPI-Self asks the orientation leaders to measure the degree to which they kept current on events and activities that might affect the first-year students and the degree to which they asked what can be learned from the unexpected. The Student LPI-Observer asked the matriculants to measure the degree to which their orientation leader was current on events and activities that might affect matriculating students and the degree to which their orientation leader asked them what could be learned from the unexpected.

The fourth scale, Enabling others to act, consists of six items. On the Student LPI-Self, orientation leaders were asked to measure the degree to which they treated others with dignity and respect. They were also asked to assess the degree to which they actively listened to diverse points of view. On the Student LPI-Observer, matriculants were asked to measure the degree to which their orientation leader treated them with dignity and respect. They were also asked to assess the degree to which their orientation leader actively listened to diverse points of view.

Table 1

Student Leadership Practices Inventory (LPI) Item Breakdown

| Scale | Item # | Item |
|----------------------------------|--------|--|
| Modeling the Way | | |
| | 1 | Sets a personal example of what they expect |
| | 6 | Spends time and energy making sure new students at (name of university) adhere to agreed upon principles |
| | 11 | Follows through on promises and commitments |
| | 16 | Finds ways to get feedback about how actions affect other people's performance |
| | 21 | Builds consensus on an agreed upon set of values for (name of university) |
| | 26 | Talks about the values and principle that guide actions |
| Inspiring a Shared Vision | | |
| | 2 | Looks ahead and communicates about what is believed to affect the future of new students at (name of university) |
| | 7 | Describes to new students at (name of university) what they should be capable of |
| | 12 | Talks with new students about sharing a vision of how much better (name of university) could be in the future |
| | 17 | Talks with new students about how their own interests can be met by working toward a common goal |
| | 22 | Is upbeat and positive when talking about what (name of university) aspires to accomplish |
| | 27 | Speaks with conviction about the higher purpose and meaning of what (name of university) is doing |
| Challenging the Process | | |
| | 3 | Looks around for ways to develop and challenge the abilities and skills of new students |

- 8 Looks for ways that new students can try out new ideas and methods
- 13 Keeps current on events and activities that might effect (name of university)
- 18 When things did not go as expected, “what can we learn from this experience “is asked
- 23 Makes sure that goals are set and specific plans are made for new students
- 28 Takes initiative in experimenting with the way things are done at (name of university)

Enabling Others to Act

- 4 Fosters cooperative rather than competitive relationships among people worked with
- 9 Actively listens to diverse points of view
- 14 Treats others with dignity and respect
- 19 Supports the decisions of new students make own their own
- 24 Give new students a great deal of freedom and choice
- 29 Provides opportunities for new students to take on leadership responsibilities

Encouraging the Heart

- 5 Praises people for a job well done
 - 10 Encourages new students as they participate in activities and programs at (name of university)
 - 15 Gives incoming student support and expresses appreciation for their contributions
 - 20 Makes it a point to publicly recognize new students who show commitment to the same values
 - 25 Finds ways to celebrate accomplishments
 - 30 Makes sure that new students are creatively recognized for their contributions
-

The fifth and last scale is Encouraging the heart. There are six statements to measure this scale. The orientation leaders who completed the Student LPI-Self were asked to assess to what degree they gave matriculants support and expressed appreciation for their contributions and to what degree they made it a point to publicly recognize incoming students who had a commitment to the study institution's values. The matriculants who completed the Student Self LPI-Observer were asked to assess to what degree their orientation leader gave them support and expressed appreciation for their contributions and to what degree their orientation leaders recognized them publicly if they had a commitment to the study institution's values.

A demographic questionnaire was added to the Student LPI-Self. This questionnaire included six items designed to elicit demographic information about the orientation leaders. The orientation leaders were asked to report their gender, age, class status, race/ethnicity, and academic college. The orientation leaders were also asked to report their level of experience as a leader in orientation (first-year leader v. experienced leader). Data from these responses were used to describe the orientation leader participants and sort responses into analytical groups.

A demographic questionnaire was also added to the Student LPI-Observer. The demographic questionnaire included four items designed to elicit data on the gender, age, race/ethnicity, and academic college of the matriculants. Again, data were utilized to describe the first-year participants and assign participants to analytical groups.

Validity and Reliability

Validity is defined as the appropriateness, meaningfulness, and usefulness of specific conclusions made from test scores. It can also be defined as whether an instrument measures what it is designed to measure (Gall, Gall, & Borg, 2003).

The Five Practices of Exemplary Leadership model was developed from the analysis of over 11,000 administrations of both the long and short forms of the Personal Best Leadership Experience Questionnaire. Additionally, in-depth interviews with over 500 leaders from a wide spectrum of public and private organizations were analyzed. Their responses were distilled into the model of leadership. The behavior statements on the original and student versions of the LPI reflect this model (Kouzes & Posner, 2002b; Posner, 2004).

Content analysis on case studies from over 1,200 managers about their personal best leadership experiences were used to develop the original LPI. The development of the Student LPI instruments followed the same case-study approach. Outstanding student leaders nominated

for Leadership America, a national leadership development experience for college students, were asked to report their personal best leadership experience and the behaviors they thought were most critical to their success in this leadership experience. These students also participated in structured interviews, which were analyzed for leadership action and behavior themes (Posner, 2004).

The findings indicate that this model of leadership is relevant to the leadership experiences of college students. Researchers then assessed the statements on the original LPI instruments for congruence with the themes found in the student case studies. Items were modified to reflect terminology and concepts appropriate for use with a student population (Posner, 2004).

Twenty-three student senate leaders were used to test pilot the Student LPI instruments. After completing the instruments, these students discussed the ambiguity and applicability of all test statements. Most of the statements (83%) were determined to be understandable and consistent with terminology and concepts by student leaders. Problematic items were discussed and improvements were determined. Lastly, five student leaders who had not been previously involved with development efforts participated in a focus group discussion of the Student LPI instruments. Only minor editorial changes were determined. These approaches to developing the instruments suggest items have a high degree of face validity (Posner, 2004).

Factor analysis was conducted to determine the degree to which the instruments measure common or different content areas. The results from a varimax rotation and Kaiser Normalization indicated that the original LPI-Self and LPI-Observer contain five factors with eigenvalues greater than 1.0 and accounting for 60.5% of the variance. The factors were consistent with the Five Practices of Exemplary Leadership. Although some statements shared common variance on more than one factor, the highest loading was generally with other statements of one factor or scale (Kouzes & Posner, 2002b).

Regression analysis was performed, with leader effectiveness as the dependent variable and the five leadership practices as the independent variables. The regression equation was highly significant ($F= 318.88, p < .0001$). The leadership practices accounted for over 55% of the variance around the constituent assessment of the leaders' effectiveness. The regression analysis concluded that the results are meaningful (Kouzes & Posner, 2002b).

The LPI has consistently received high ratings in meta-reviews of leadership instruments; it has also been rated the best of these instruments. In an assessment of 18 leadership instruments, the LPI was the only instrument to receive a top score in psychometric validity (Kouzes & Posner, 2002b).

Reliability refers to the extent an instrument is able to measure a phenomenon consistently over time and populations (Gall et al., 2003). Internal reliability on the original LPI was measured by Cronbach's alpha. The range of reliability coefficients for the five scales on the original LPI-Self was between .75 and .87. Reliability coefficients for the five scales on the original LPI-Observer, in which the relationship of the observer is Other, were between .87 and .93. Reliability coefficients for the five scales on the Student LPI-Self were between .56 and .83 while the reliability coefficients for all five scales on the Student LPI-Observer were between .73 and .90. The instruments are reliable (Kouzes & Posner, 2002b; Posner, 2004).

In addition, test-retest reliability has been evaluated on the original LPI. Test-retest reliability for the five leadership practices has been consistently strong at the .90 level and above. Since 1987, the comparison of LPI scores from participants in the Leadership Challenge Workshop in two-year intervals has shown considerable consistency across the five leadership practices (Kouzes & Posner, 2002b). These instruments are highly reliable.

Data Collection Procedure

The Orientation Office at the study institution conducted the data collection process for this study as part of its programmatic assessment efforts. Permission was sought from the university's Institutional Review Board (IRB) for Research Involving Human Subjects (Appendix D).

The data used in this study were collected during the summer 2005 orientation program. The majority of the orientation leader-matriculating student interaction occurred on Day One; therefore data were collected on Day One. Data were collected during the first week of the program (Session 1 and Session 2), the beginning of the second week of the program (Session 5), and the third week of the program (Session 11 and Session 12). During the training session that took place just prior to the July orientation sessions, the leaders were provided a sample data packet and its contents were explained. The orientation leaders were briefed by orientation staff on the logistics of how, when, and where the data packets would be distributed and collected.

The data packet included one set of orientation leader instructions, one Student LPI-Self instrument, 25 Student LPI-Observer instruments, two envelopes, and pencils. The data packets were coded by the orientation group numbers so that I could identify the orientation leader. For example, the orientation leader who was responsible for Group One would have the number one on his/her packet. The leaders were told that they would receive a data packet for each of the five orientation sessions during which the data would be collected.

The orientation leader instructions (Appendix E) were attached to the front of the clasp envelope. A reminder to the orientation leader to read the instructions to the participants before distributing the materials was printed at the top. The matriculants were informed that they were being asked to assess the leadership practices of their orientation leader. They needed to read each of the 30 statements and rate their orientation leader based on the behavior they had observed during Day One orientation program. They were also asked to complete the demographic section that was attached to the Student LPI-Observer. The matriculants were informed that the orientation leaders would not see their responses so they could be honest in their ratings. They were instructed to return completed instruments to a provided envelope. The matriculants were told that their participation was optional and there would be no penalty if they elected not to complete it.

On Day One, data packets and pencils were distributed to each orientation leader by orientation staff members. At the conclusion of the last group discussion, the orientation leaders read the instructions that were included in their data packet to their orientation groups. Next, the orientation leader distributed the Student LPI-Observer instruments and pencils to the matriculants who wanted to participate. All extra instruments were placed in the clasp envelope by the orientation leaders. After the matriculants read the survey instructions they were given the opportunity to ask questions and obtain clarification. While the first-year matriculants were completing the instrument, the orientation leader moved to another area in the building and completed the Student LPI-Self. Once completed, the matriculants were instructed to put their instruments into the provided large envelope.

The orientation leaders placed their completed Student LPI-Self in the provided envelope. Upon returning to their orientation groups, the orientation leader collected the envelope of completed Student LPI-Observer instruments. Before the start of the next program session, the

orientation leaders returned data packets to orientation staff members. Group numbers on the front of the data packets were used to account for all data packets.

Data Analysis Procedure

The purpose of this study was to examine the leadership practices or behaviors of orientation leaders by exploring how orientation leaders rated their own leadership practices and how those practices were rated by others. Research questions focused on differences by level of experience in orientation (first-year leader v. experienced leader), race (Caucasian and non-Caucasian), gender (male and female) and the interaction between race and gender in the ratings of leadership practices among orientation leaders and matriculants. Ratings ranged from 6 (lowest) to 30 (highest) on each of the five scales.

The data were exported from the LPI Scoring Software (Kouzes & Posner, 2003b) to the Statistical Package for Social Sciences (SPSS), Student Version 14.0. SPSS was used to conduct statistical analyses to answer the research questions posed in the study. Data were analyzed after the conclusion of the orientation program. When reviewing the raw data, I found incomplete instruments from both the orientation leaders and matriculants. Incomplete instruments were not included in the data analyses.

The first research question focused on whether there were differences in the way orientation leaders and matriculants rated the leadership practices of the orientation leaders. To address this question, I used the five scale scores (Student LPI-Self) for each orientation leader for each of the five sessions. I calculated grand mean scores for each scale across all sessions for all orientation leaders. Next, I used the five scale scores (Student LPI-Observer) of matriculants from each of the five sessions at which data were collected. I calculated grand mean scale scores for all matriculating students across all sessions. The scale grand mean scores were compared in a series of t-tests ($p < .05$) to test for significant differences.

The second research question posed in the study sought to examine whether there were differences in the way first-year and experienced orientation leaders rated their own leadership practices. To respond to this question, I separated the Student LPI-Self responses into two groups: first-year orientation leaders and experienced orientation leaders. The five scale scores (Student LPI-Self) for each orientation leader for each of the five sessions at which data were collected were used. I calculated the grand mean scale scores across all sessions for all first-year orientation leaders and grand mean scale scores across all sessions for all experienced leaders.

The grand mean scale scores of first-year leaders versus experienced leaders were compared in a series of t-tests ($p < .05$) to test for significant differences.

The third research question focused on examining differences in the way matriculants rated the leadership practices of first-year orientation leaders and experienced orientation leaders. To address this question, only responses to the Student LPI-Observer were used. I separated the Student LPI-Observer responses into those of first-year orientation leaders and those of experienced orientation leaders. I calculated grand mean scale scores across all sessions for all matriculating students led by first-year orientation leaders. Next, the grand mean scale scores across all sessions for all matriculants led by experienced leaders were calculated. The grand mean scale scores were compared in a series of t-tests ($p < .05$) to test for significant differences.

The fourth research question posed in this study sought to reveal whether there were differences in the way Caucasian and non-Caucasian orientation leaders rated their leadership practices. Orientation leaders were not proportionately distributed by race. Therefore, the data were collapsed into two groups: Caucasian and non-Caucasian. I separated the Student LPI-Self responses into those of Caucasian and non-Caucasian orientation leaders. I then calculated the grand mean scale scores across all sessions for all Caucasian orientation leaders. Next, I calculated the grand mean scale scores across all sessions for all non-Caucasian leaders. The grand mean scale scores of Caucasian versus non-Caucasian leaders were compared in a series of t-tests ($p < .05$) to test for significant differences.

The fifth research question examined differences in the way matriculants rated the leadership practices of Caucasian and non-Caucasian leaders. To address this question, Student LPI-Observer responses were used. I separated the responses into two groups: those that rated Caucasian leaders and those that rated non-Caucasian leaders. I calculated grand mean scale scores across all sessions for all matriculating students led by Caucasian students and grand mean scale scores across all sessions for all matriculating students led by non-Caucasian leaders. The grand mean scale scores were compared in a series of t-tests ($p < .05$) to test for significant differences.

The sixth research question focused on whether there were differences in the way male and female orientation leaders rated their own leadership practices. To respond to this question, I separated the Student LPI-Self responses into two groups: male orientation leaders and female orientation leaders. The five scale scores for each orientation leader for each of the five sessions

at which data were collected were used. I calculated the grand mean scale scores across all sessions for all male orientation leaders and grand mean scale scores across all sessions for all female leaders. The grand mean scale scores of male versus female leaders were compared in a series of t-tests ($p < .05$) to test for significant differences.

The seventh research question sought to examine differences in the way matriculants rated the leadership practices of male orientation leaders and female orientation leaders. To address this question, only responses to the Student LPI-Observer were used. I separated the Student LPI-Observer responses into those led by male orientation leaders and those of female orientation leaders. I calculated grand mean scale scores across all sessions for all matriculating students led by male orientation leaders. Next, the grand mean scale scores across all sessions for all matriculants led by female leaders were calculated. The grand mean scale scores were compared in a series of t-tests ($p < .05$) to test for significant differences.

The eighth research question explored differences in the way matriculants rate the leadership practices of orientation leaders based on the interaction between race and gender. To respond to this question, the Student LPI-Self responses of orientation leaders were utilized. I sorted responses into groups by race and sex (i.e., Caucasian males, Caucasian females, non-Caucasian males, and non-Caucasian females). Then I calculated grand mean scale scores for all four groups across all sessions. Means among groups were compared using two-way ANOVAs ($p < .05$) to test for significance.

Finally, I examined the interactions between orientation leader race and gender in the way matriculants rate the leadership practices of the leaders. I sorted the responses into groups by race and gender of the orientation leader who led the respondents' groups (i.e., Caucasian males, Caucasian females, non-Caucasian males, and non-Caucasian females). I calculated grand mean scale scores for the groups across all sessions. I then compared means among the groups using two-way ANOVAs ($p < .05$).

In conclusion, the purpose of this study was to examine the leadership practices or behaviors of orientation leaders. I explored how orientation leaders rated their own leadership practices and how those practices were rated by new matriculants. The research questions focused on differences by level of experience in orientation, race, and gender. The methodology described in this chapter was deemed sufficient to address the research questions posed in this study.

CHAPTER FOUR

RESULTS

The purpose of this chapter is to report the findings of the data analysis. The chapter is organized into two sections. The first section provides a description of the two samples employed in the study. The second section describes the data analyses, which are organized around the nine research questions posed in the study.

Characteristics of the Samples

The first population included 30 orientation leaders. Since the orientation leaders were asked to submit the Student LPI-Self each time they were leading a group of matriculants that was completing the Student LPI-Observer, they could have completed the instrument a total of 125 times. During each of the five sessions, one group of five orientation leaders was always on office duty and did not have a group of matriculants. At times, however, the orientation leaders forgot or chose not to complete the survey. Overall, they completed a total of 104 Student LPI-Self surveys over the five orientation sessions. The demographic characteristics of the orientation leader population are reported according to sex, race, age, academic college, class standing, and year of orientation experience in Table 2.

Half (50%) of the orientation leader participants were male and half (50%) were female. The majority (70%) of the orientation leaders were Caucasian, while 30% of the population was Non-Caucasian. Non-Caucasian was defined as Asian, Asian-American, African, African-American, Biracial/Multicultural, Hispanic American, Latino/Latina, Native American, Pacific Islander, or Other. Ages of the orientation leader population ranged from 19 to 22 years. Most of the orientation leader participants were 20 (36.7%) or 21 years of age (46.7%).

Over a third (38.6%) of the orientation leaders indicated that they were studying a major in the College of Liberal Arts & Human Sciences. Six (19.4%) of the orientation leader participants were enrolled in the College of Agriculture and Life Sciences, as well as the College of Science. Three (9.7%) of the orientation leaders indicated that they were enrolled in the College of Architecture and Urban Studies, as well as Pamplin College of Business. Most of the participants were sophomores (36.7%) and juniors (40%). Thirteen percent of the orientation leaders were seniors while three participants (10%) had graduated in May of 2005. The majority of the participants were first time orientation leaders (76.7%). Seven (23.3%) of the respondents were experienced leaders with two or more years in orientation at the study institution.

Table 2

Demographic Characteristics of the Orientation Leaders (N=30)

| Characteristics | n | %N |
|-------------------------------------|----|------|
| Sex | | |
| Male | 15 | 50 |
| Female | 15 | 50 |
| Race | | |
| Caucasian | 21 | 70 |
| Non-Caucasian | 9 | 30 |
| Age | | |
| 18 | 0 | 0 |
| 19 | 1 | 3.3 |
| 20 | 11 | 36.7 |
| 21 | 14 | 46.7 |
| 22 | 4 | 13.3 |
| Over 22 | 0 | 0 |
| *Academic College | | |
| Agriculture and Life Sciences | 6 | 19.4 |
| Architecture and Urban Studies | 3 | 9.7 |
| Engineering | 1 | 3.2 |
| Liberal Arts and Human Sciences | 12 | 38.6 |
| Natural Resources | 0 | 0 |
| Pamplin College of Business | 3 | 9.7 |
| Science | 6 | 19.4 |
| University Academic Advising Center | 0 | 0 |
| Class Standing | | |
| Freshman | 0 | 0 |
| Sophomore | 11 | 36.7 |
| Junior | 12 | 40 |
| Senior | 4 | 13.3 |
| Alumni | 3 | 10 |
| Years of OL Experience | | |
| 1 | 23 | 76.7 |
| 2 or more | 7 | 23.3 |

*One Orientation Leader reported as a double major.

The second population was the first-year matriculants. A total of 584 out of 2,023 matriculants who attended the selected orientation sessions completed the LPI-Observer, yielding a response rate of 29%. The demographic characteristics of this population are reported in Table 3.

Three hundred and fifty nine (61.5%) of the matriculant participants were male and 225 (38.5%) were female. The majority (84.8%) of the population was Caucasian. A total of 89 (15.2%) of the respondents reported that they were Non-Caucasian (Asian, Asian-American, African, African-American, Biracial/Multicultural, Hispanic American, Latino/Latina, Native American, Pacific Islander, or Other). This race distribution was somewhat skewed relative to the racial composition of the incoming matriculant class; 73% of the class is Caucasian while 27% are Asian, African-American, Hispanic, Native American, and Unknown/Other (Office of Undergraduate Admissions, 2005).

The vast majority (95.2%) of the first-year matriculant participants were 18 years old, the traditional age of first year students. Twenty-three (4%) were 19 years of age. Five (0.8%) of participants were older than the traditional age. Nearly 26% of the matriculant participants studied in the College of Engineering. The University Academic Advising Center, the college that serves undeclared majors at the study institution, enrolled 112 (19.2%) matriculants. Fifteen percent (n=88) declared a major in the Pamplin College of Business while 13% (76) of first-year matriculants were enrolled in the College of Science. The distribution of academic college enrollments is reflective of the colleges that were scheduled to advise matriculants during Sessions 1, 2, 5, 11, and 12. For example, the College of Engineering advised during Sessions 5, 11, and 12 while the University Academic Advising Center advised first-year matriculants during all five of the sessions.

Results of the Data Analyses

The first research question examined whether there were differences in the ratings of leadership practices between orientation leaders and the first-year matriculants. To address this question, five independent t-tests were conducted, one on each of the five LPI scales, comparing the grand scale mean scores of the orientation leader participants to the grand scale mean scores of the matriculant participants. Results of the t-tests are reported in Table 4. Significant differences ($p < .05$) were found on all five of the scales. In all cases, the orientation leaders reported significantly higher ratings of their leadership practices than the first-year matriculants

Table 3

Demographic Characteristics of the First-Year Matriculants (N=584)

| Characteristics | n | %N |
|-------------------------------------|-----|------|
| Sex | | |
| Male | 359 | 61.5 |
| Female | 225 | 38.5 |
| Race | | |
| Caucasian | 495 | 84.8 |
| Non-Caucasian | 89 | 15.2 |
| Age | | |
| 18 | 556 | 95.2 |
| 19 | 23 | 4.0 |
| 20 | 3 | 0.5 |
| 21 | 0 | 0 |
| 22 | 0 | 0 |
| Older than 22 | 2 | 0.3 |
| *Academic College | | |
| Agriculture and Life Sciences | 53 | 9.1 |
| Architecture and Urban Studies | 37 | 6.3 |
| Engineering | 149 | 25.5 |
| Liberal Arts and Human Sciences | 67 | 11.4 |
| Natural Resources | 3 | 0.5 |
| Pamplin College of Business | 88 | 15.0 |
| Science | 76 | 13.0 |
| University Academic Advising Center | 112 | 19.2 |

*One matriculant reported as a double-major.

Table 4

T-test Results on Grand Mean Scale Scores of Leadership Practices between Orientation Leaders (n=104) and Matriculants (n=584)

| Scale | m | s.d. | df | f | p |
|-------------------------|------|------|----|--------|-------|
| Model the Way | | | 1 | 18.794 | .000* |
| Orientation Leaders | 26.1 | 3.2 | | | |
| Matriculants | 21.4 | 4.5 | | | |
| Inspire a Shared Vision | | | 1 | .105 | .000* |
| Orientation Leaders | 24.2 | 4.5 | | | |
| Matriculants | 20.6 | 4.7 | | | |
| Challenge the Process | | | 1 | 4.047 | .000* |
| Orientation Leaders | 24.0 | 4.0 | | | |
| Matriculants | 19.3 | 4.8 | | | |
| Enable Others to Act | | | 1 | 8.559 | .000* |
| Orientation Leaders | 26.6 | 3.0 | | | |
| Matriculants | 24.4 | 3.9 | | | |
| Encourage the Heart | | | 1 | 16.438 | .000* |
| Orientation Leaders | 26.4 | 3.2 | | | |
| Matriculants | 21.3 | 4.6 | | | |

*p<.05

in their groups.

The second research question posed in the study explored whether there were differences in the ratings of leadership practices between first-year orientation leaders and experienced orientation leaders. The grand mean scale scores on the five scales were compared in a series of t-tests. The results are summarized in Table 5. The first-year orientation leaders reported significantly higher ($p < .05$) ratings of their leadership practices than the experienced orientation leaders on four of the five scales. For example, on the Model the Way scale, the first-year orientation leaders reported a grand mean score of 26.7 as compared to the experienced orientation leaders who reported a grand mean of 24.3. The only scale that did not yield a significant difference was Challenge the process ($f = 2.066$).

The third research question presented in the study examined whether there were differences in the ratings of leadership practices between the matriculants of first-year orientation leaders and matriculants of experienced orientation leaders. To address this research question, five independent t-tests were conducted on each of the five scales, comparing the grand scale mean score of first-year orientation leaders' matriculants to the grand scale mean score of experienced orientation leaders' matriculants. Results of the t-tests are reported in Table 6 and indicate that there were no significant differences ($p < .05$).

The fourth research question sought to determine the differences in the ratings of leadership practices between Caucasian and Non-Caucasian orientation leaders. The grand mean scale score of the Caucasian orientation leaders was compared to the grand mean scale score of the Non-Caucasian orientation leaders on each of the five scales. The results are reported in Table 7. No significant differences ($p < .05$) were found.

The fifth research question posed in the study asked if there were differences between the ratings of leadership practices between the matriculants of Caucasian orientation leaders and matriculants of Non-Caucasian orientation leaders. Five independent t-tests were conducted on each of the five scales. A summary of the results are found in Table 8. Significant differences ($p < .05$) were not found on any of the five scales.

The sixth research question focused on whether there were differences in the way male and female orientation leaders rate their own leadership practices. The grand mean scale scores on the five scales were compared in a series of t-tests. The results are summarized in Table 9.

Table 5

T-test Results on the Grand Mean Scale Scores of Leadership Practices between First-Year and Experienced Orientation Leaders (N=104)

| Scale | m | s.d. | df | f | p |
|-------------------------|------|------|----|-------|-------|
| Model the Way | | | 1 | 7.401 | .014* |
| FY Orientation Leader | 26.7 | 2.6 | | | |
| E Orientation Leader | 24.3 | 4.3 | | | |
| Inspire a Shared Vision | | | 1 | 3.424 | .003* |
| FY Orientation Leader | 24.9 | 4.5 | | | |
| E Orientation Leader | 21.9 | 3.4 | | | |
| Challenge the Process | | | 1 | 2.066 | .061 |
| FY Orientation Leader | 24.5 | 4.1 | | | |
| E Orientation Leader | 22.7 | 3.5 | | | |
| Enable Others to Act | | | 1 | 4.620 | .002* |
| FY Orientation Leader | 27.2 | 2.7 | | | |
| E Orientation Leader | 24.7 | 3.2 | | | |
| Encourage the Heart | | | 1 | 7.119 | .001* |
| FY Orientation Leader | 27.2 | 2.6 | | | |
| E Orientation Leader | 24.0 | 3.8 | | | |

*p<.05

Note: FY Orientation Leader=First Year Orientation Leader
 E Orientation Leader=Experienced Orientation Leader

Table 6

T-test Results on the Grand Mean Scale Scores of Leadership Practices between Matriculants of First-Year Orientation Leaders and Experienced Orientation Leaders (N=584)

| Scale | m | s.d. | df | f | p |
|-------------------------|------|------|----|-------|------|
| Model the Way | | | 1 | .323 | .256 |
| Matriculants-FOL | 21.5 | 4.4 | | | |
| Matriculants-EOL | 21.1 | 4.6 | | | |
| Inspire a Shared Vision | | | 1 | .099 | .481 |
| Matriculants-FOL | 20.6 | 4.7 | | | |
| Matriculants-EOL | 20.3 | 4.9 | | | |
| Challenge the Process | | | 1 | 3.283 | .190 |
| Matriculants-FOL | 19.5 | 4.6 | | | |
| Matriculants-EOL | 18.9 | 5.2 | | | |
| Enable Others to Act | | | 1 | .843 | .709 |
| Matriculants-FOL | 24.4 | 4.0 | | | |
| Matriculants-EOL | 24.5 | 3.7 | | | |
| Encourage the Heart | | | 1 | .000 | .109 |
| Matriculants-FOL | 21.5 | 4.7 | | | |
| Matriculants-EOL | 20.7 | 4.6 | | | |

*p<.05

Note: Matriculants-FOL=Matriculants of first year orientation leaders
 Matriculants-EOL=Matriculants of experienced orientation leaders

Table 7

T-test Results on Grand Mean Scale Scores of Leadership Practices between Caucasian and Non-Caucasian Orientation Leaders (N=104)

| Scale | m | s.d. | df | f | p |
|-------------------------|------|------|----|------|------|
| Model the Way | | | 1 | .581 | .859 |
| C Orientation Leader | 22.1 | 4.5 | | | |
| NC Orientation Leader | 22.1 | 4.9 | | | |
| Inspire a Shared Vision | | | 1 | .551 | .538 |
| C Orientation Leader | 21.2 | 4.9 | | | |
| NC Orientation Leader | 20.9 | 5.0 | | | |
| Challenge the Process | | | 1 | .080 | .142 |
| C Orientation Leader | 19.9 | 5.0 | | | |
| NC Orientation Leader | 20.7 | 4.9 | | | |
| Enable Others to Act | | | 1 | .029 | .910 |
| C Orientation Leader | 24.7 | 3.8 | | | |
| NC Orientation Leader | 24.8 | 3.9 | | | |
| Encourage the Heart | | | 1 | .001 | .972 |
| C Orientation Leader | 22.1 | 4.8 | | | |
| NC Orientation Leader | 22.0 | 4.9 | | | |

*p<.05

Note: C Orientation Leader=Caucasian Orientation Leader
 NC Orientation Leader=Experienced Orientation Leader

Table 8

T-test Results on Grand Mean Scale Scores of Leadership Practices between Matriculants of Caucasian and Non-Caucasian Orientation Leaders (N=584)

| Scale | m | s.d. | df | f | p |
|-------------------------|------|------|----|-------|------|
| Model the Way | | | 1 | .242 | .713 |
| Matriculants-COL | 21.4 | 4.4 | | | |
| Matriculants-NCOL | 21.5 | 4.5 | | | |
| Inspire a Shared Vision | | | 1 | .820 | .241 |
| Matriculants-COL | 20.4 | 4.6 | | | |
| Matriculants-NCOL | 20.9 | 5.0 | | | |
| Challenge the Process | | | 1 | 1.955 | .163 |
| Matriculants-COL | 19.2 | 4.6 | | | |
| Matriculants-NCOL | 19.8 | 5.1 | | | |
| Enable Others to Act | | | 1 | .506 | .087 |
| Matriculants-COL | 24.2 | 3.9 | | | |
| Matriculants-NCOL | 24.8 | 3.7 | | | |
| Encourage the Heart | | | 1 | 1.623 | .213 |
| Matriculants-COL | 21.1 | 4.5 | | | |
| Matriculants-NCOL | 21.7 | 5.0 | | | |

*p<.05

Note: Matriculants COL=Matriculants of Caucasian orientation leader
 Matriculants NCOL=Matriculants of Non-Caucasian orientation leader

Table 9

T-test Results on Grand Mean Scale Scores of the Leadership Practices between Male and Female Orientation Leaders (N=104)

| Scale | m | s.d | df | f | p |
|-------------------------|------|-----|----|--------|-------|
| Model the Way | | | 1 | 5.048 | .000* |
| M Orientation Leader | 25.0 | 3.6 | | | |
| F Orientation Leader | 27.2 | 2.4 | | | |
| Inspire a Shared Vision | | | 1 | .379 | .111 |
| M Orientation Leader | 23.5 | 4.5 | | | |
| F Orientation Leader | 24.9 | 4.3 | | | |
| Challenge the Process | | | 1 | .024 | .867 |
| M Orientation Leader | 24.1 | 3.9 | | | |
| F Orientation Leader | 24.0 | 4.1 | | | |
| Enable Others to Act | | | 1 | 11.172 | .013* |
| M Orientation Leader | 25.9 | 3.4 | | | |
| F Orientation Leader | 27.3 | 2.3 | | | |
| Encourage the Heart | | | 1 | 7.732 | .000* |
| M Orientation Leader | 25.1 | 3.4 | | | |
| F Orientation Leader | 27.8 | 2.3 | | | |

*p<.05

Note: M Orientation Leader=Male Orientation Leader
 F Orientation Leader=Female Orientation Leader

Female orientation leaders reported significantly ($p < .05$) higher ratings than males on the scales of Model the way, Enable others to act, and Encourage the heart.

The seventh research question sought to examine whether there were differences in the ratings of leadership practices between matriculants of male leaders and matriculants of female leaders. To address this research question, five independent t-tests were conducted on each of the five scales, comparing the grand scale mean score of male orientation leaders' matriculants to the grand mean scale scores of female orientation leaders' matriculants. Results of the t-tests are reported in Table 10 and indicate that there was a significant difference ($p < .05$) found on the Enable others to act scale. Matriculants reported that female orientation leaders (21.5) engage in this practice significantly more often than male orientation leaders (21.4).

The eighth research question explored differences in the way orientation leaders rate their own leadership practices based on the interaction between race and gender. Means among groups were compared using two-way ANOVAs ($p < .05$) to test for significance on each of the five scales. A summary of the results are found on Table 11. Significant interaction effects were found on all five scales. Graphical depictions were used to determine which specific pairs differed.

The interaction effects of race and gender on the Model the way scale are depicted in Figure 4.1. Caucasian female orientation leaders reported that they engaged in the practice significantly higher ($p < .05$) than Caucasian males with the matriculants in their orientation groups. Non-Caucasian females rated themselves significantly higher ($p < .05$) than non-Caucasian males in this practice.

Figure 4.2 shows the interaction of race and gender on the Inspire a shared vision scale. Again, non-Caucasian female orientation leaders exhibited the leadership behaviors of Inspire a shared vision at a significantly higher ($p < .05$) level than non-Caucasian males with their orientation groups. Caucasian males rated themselves significantly higher ($p < .05$) in this practice than non-Caucasian females.

Caucasian males self-reported engaging in the leadership behaviors of Challenge the Process at significantly higher ($p < .05$) levels than Caucasian females. Yet again, non-Caucasian females engaged in the practice significantly higher ($p < .05$) than their male counterparts. The interaction of race and gender on the Challenge the process scale are depicted on Figure 4.3.

Table 10

T-test Results on Grand Mean Scale Scores of the Leadership Practices between Matriculants of Male and Female Orientation Leaders (N=584)

| Scale | m | s.d | df | f | p |
|-------------------------|------|-----|----|-------|-------|
| Model the Way | | | 1 | .837 | .509 |
| Matriculants-MOL | 21.4 | 4.4 | | | |
| Matriculants-FOL | 21.5 | 4.5 | | | |
| Inspire a Shared Vision | | | 1 | .979 | .715 |
| Matriculants-MOL | 21.4 | 4.4 | | | |
| Matriculants-FOL | 21.5 | 4.5 | | | |
| Challenge the Process | | | 1 | 4.808 | .413 |
| Matriculants-MOL | 21.4 | 4.4 | | | |
| Matriculants-FOL | 21.5 | 4.5 | | | |
| Enable Others to Act | | | 1 | 1.338 | .046* |
| Matriculants-MOL | 21.4 | 4.4 | | | |
| Matriculants-FOL | 21.5 | 4.5 | | | |
| Encourage the Heart | | | 1 | .004 | .650 |
| Matriculants-MOL | 21.4 | 4.4 | | | |
| Matriculants-FOL | 21.5 | 4.5 | | | |

*p<.05

Note: Matriculants MOL= Matriculants of male orientation leader
 Matriculants FOL=Matriculants of female orientation leader

Table 11

Results of Two-Way ANOVAs on Interaction between Race and Gender on Orientation Leader Ratings of Leadership Practices (N=104)

| Scale | n | m | s.d | df | f | p |
|-------------------------|----|------|-----|----|--------|-------|
| Model the Way | | | | 3 | 11.693 | .001* |
| MC | 34 | 26.2 | 2.7 | | | |
| MNC | 19 | 22.9 | 4.0 | | | |
| FC | 41 | 27.0 | 2.5 | | | |
| FNC | 10 | 28.1 | 1.2 | | | |
| Inspire a Shared Vision | | | | 3 | 6.695 | .010* |
| MC | 34 | 24.5 | 4.5 | | | |
| MNC | 19 | 24.8 | 4.3 | | | |
| FC | 41 | 24.4 | 4.4 | | | |
| FNC | 10 | 26.9 | 3.2 | | | |
| Challenge the Process | | | | 3 | 6.678 | .011* |
| MC | 34 | 24.7 | 3.8 | | | |
| MNC | 19 | 23.0 | 3.9 | | | |
| FC | 41 | 23.4 | 4.2 | | | |
| FNC | 10 | 26.3 | 2.8 | | | |
| Enable Others to Act | | | | 3 | 4.564 | .035* |
| MC | 34 | 26.7 | 3.2 | | | |
| MNC | 19 | 24.4 | 3.3 | | | |
| FC | 41 | 27.2 | 2.2 | | | |
| FNC | 10 | 27.6 | 2.6 | | | |
| Encourage the Heart | | | | 1 | 2.275 | .013* |
| MC | 34 | 25.6 | 3.1 | | | |
| MNC | 19 | 24.0 | 3.9 | | | |
| FC | 41 | 27.8 | 3.4 | | | |
| FNC | 10 | 28.0 | 2.3 | | | |

*p<.05

Note: MC= Male Caucasian
MNC= Male Non-Caucasian
FC=Female Caucasian
FNC=Female Non-Caucasian

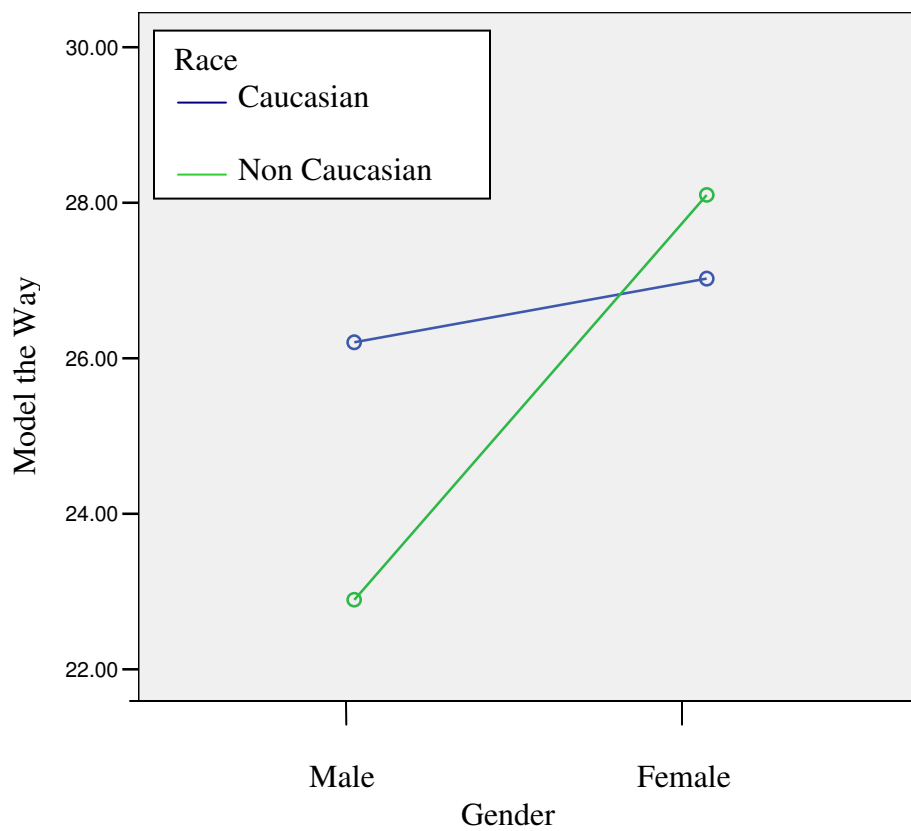


Figure 4.1. Interaction of Race and Gender on Orientation Leader Ratings on the Model the Way Scale

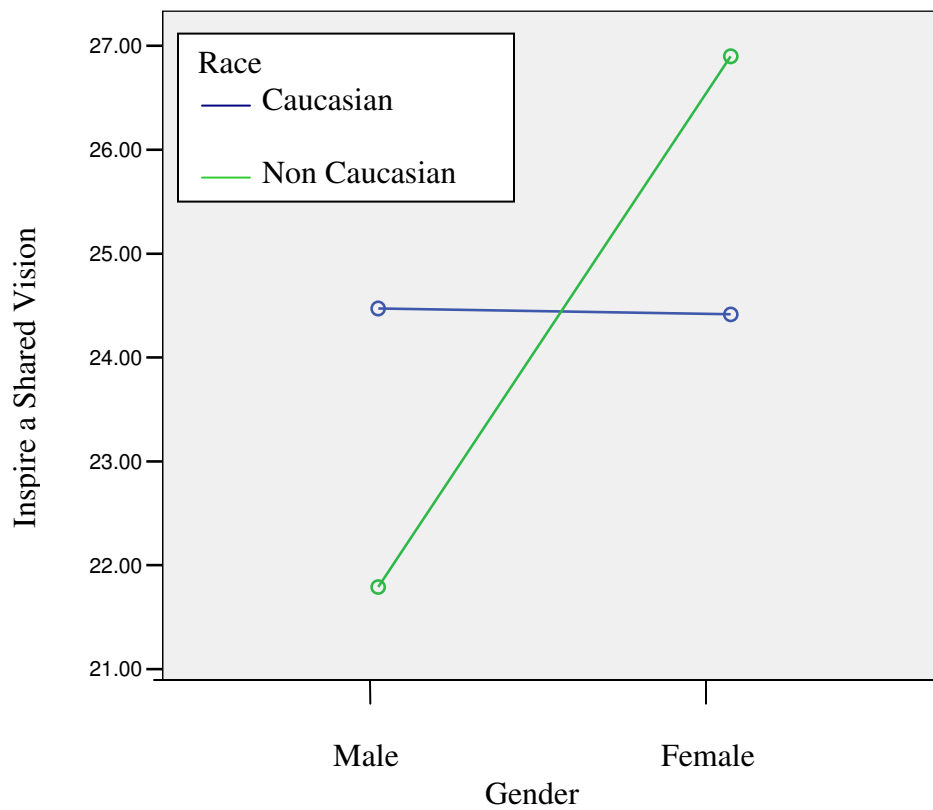


Figure 4.2. Interaction of Race and Gender on Orientation Leader Ratings on the Inspire a Shared Vision Scale

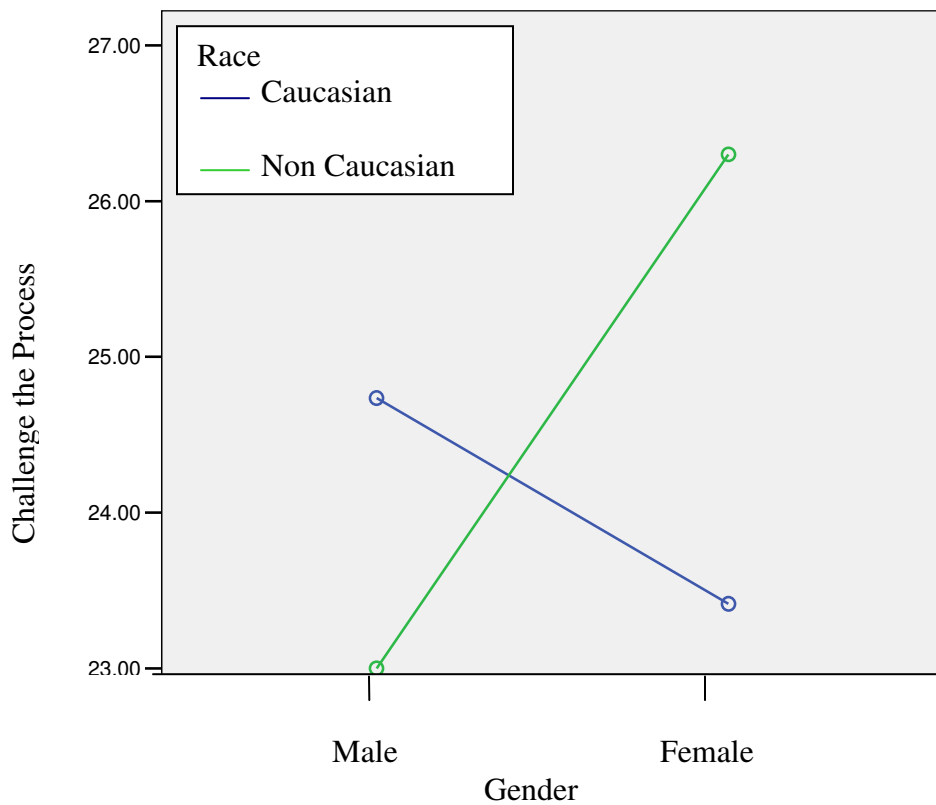


Figure 4.3. Interaction of Race and Gender on Orientation Leader Ratings on the Challenge the Process Scale

Figure 4.4 reveals the graphical depiction of the interaction of race and gender on the Enable others to act scale. Non-Caucasian females reported Enabling others to act significantly higher ($p < .05$) than Non-Caucasian males while Caucasian female orientation leaders engaged in the practice with first-year matriculants significantly higher than Caucasian males.

The interaction effects of race and gender on the Encourage the heart scale can be found on Figure 4.5. Non-Caucasian female orientation leaders engaged in this practice significantly higher ($p < .05$) than non-Caucasian male leaders. Female Caucasian leaders Encouraged the heart of matriculants significantly higher ($p < .05$) than their male counterparts.

The final research question examined whether there were differences in the matriculant ratings of orientation leader practices based on the interactions between the race and gender of the orientation leader. Table 12 contains the results from two-way ANOVAs ($p < .05$) that were run on each of the five scales to compare means among the groups. Significant interaction effects were not found.

In summary, the researcher conducted independent t-tests and two-way ANOVAs to analyze the data of this study. The significant differences and their implications for future practice, policy, and research are discussed in the final chapter of this study.

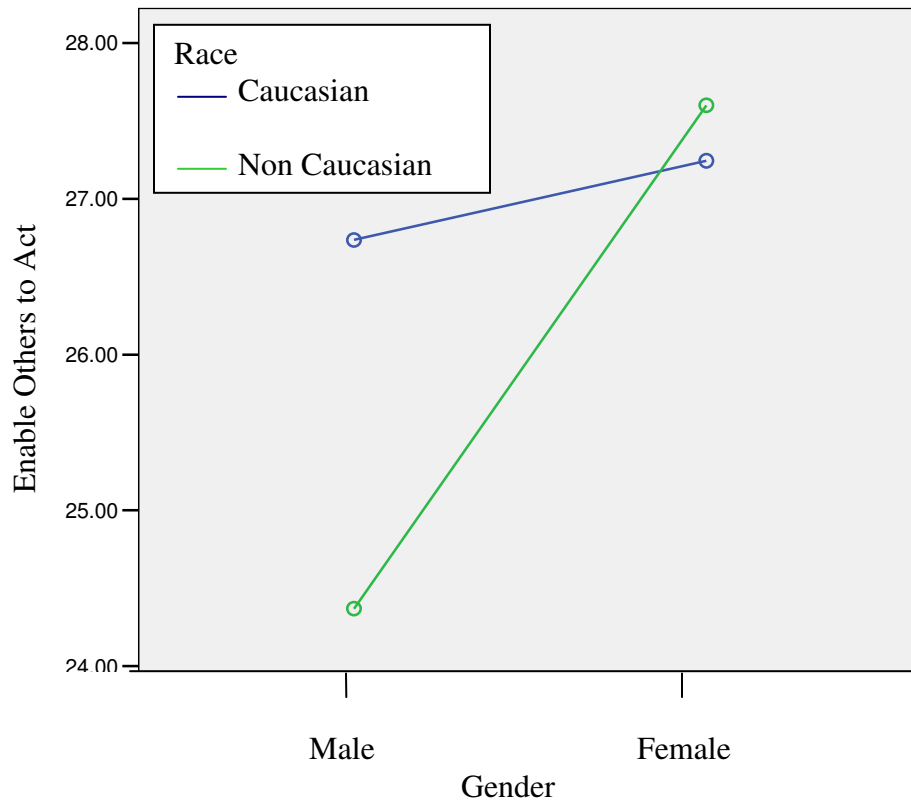


Figure 4.4: Interaction of Race and Gender on Orientation Leader Ratings on the Enable Others to Act Scale

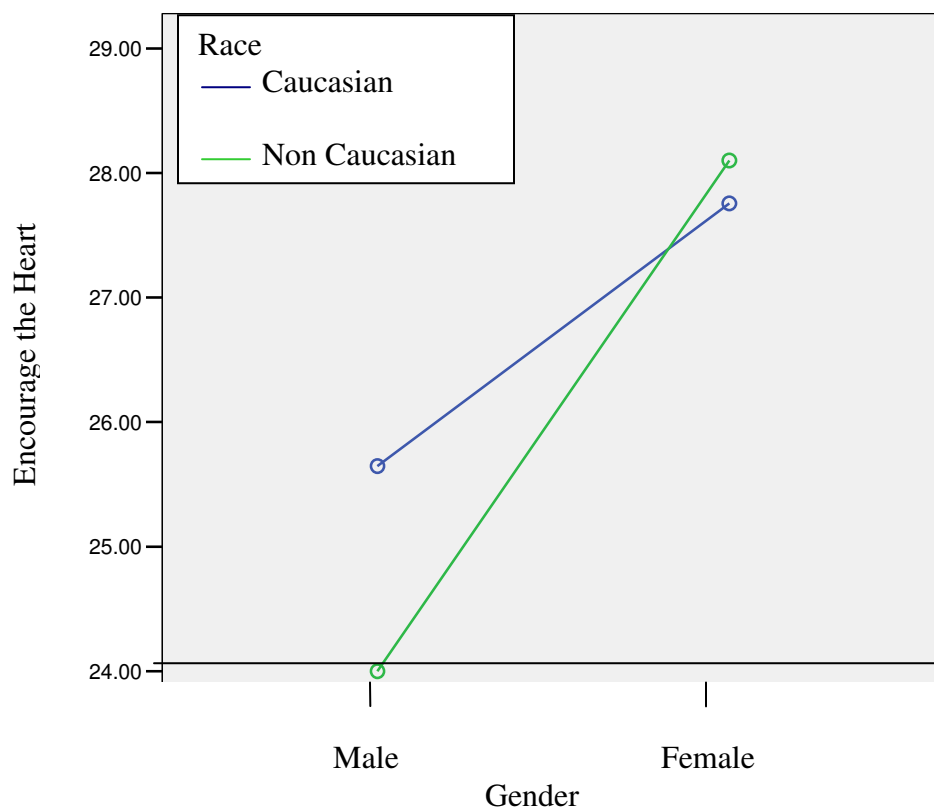


Figure 4.5: Interaction of Race and Gender on Orientation Leader Ratings on the Encourage the Heart Scale

Table 12

Results of Two-Way ANOVAs on Interaction between Orientation Leader Race and Gender on Matriculant Ratings of Leadership Practices (N=584)

| Scale | n | m | s.d | df | f | p |
|-------------------------|-----|------|-----|----|-------|------|
| Model the Way | | | | 3 | .029 | .865 |
| MC | 194 | 21.4 | 4.6 | | | |
| MNC | 104 | 21.6 | 4.7 | | | |
| FC | 223 | 21.3 | 4.3 | | | |
| FNC | 63 | 21.4 | 4.3 | | | |
| Inspire a Shared Vision | | | | 3 | .016 | .898 |
| MC | 194 | 20.5 | 4.8 | | | |
| MNC | 104 | 21.0 | 5.2 | | | |
| FC | 223 | 20.3 | 4.5 | | | |
| FNC | 63 | 20.9 | 4.8 | | | |
| Challenge the Process | | | | 3 | .185 | .677 |
| MC | 194 | 19.2 | 4.8 | | | |
| MNC | 104 | 19.6 | 5.4 | | | |
| FC | 223 | 19.2 | 4.5 | | | |
| FNC | 63 | 20.0 | 4.7 | | | |
| Enable Others to Act | | | | 3 | 1.144 | .285 |
| MC | 194 | 24.3 | 3.8 | | | |
| MNC | 104 | 25.2 | 3.5 | | | |
| FC | 223 | 24.1 | 4.1 | | | |
| FNC | 63 | 24.2 | 4.0 | | | |
| Encourage the Heart | | | | 3 | .413 | .521 |
| MC | 194 | 20.9 | 4.6 | | | |
| MNC | 104 | 21.7 | 4.6 | | | |
| FC | 223 | 21.3 | 4.4 | | | |
| FNC | 63 | 21.6 | 5.6 | | | |

*p<.05

Note: MC= Male Caucasian
MNC= Male Non-Caucasian
FC=Female Caucasian
FNC=Female Non-Caucasian

CHAPTER FIVE

DISCUSSION OF RESULTS

The purpose of this study was to examine the leadership practices of orientation leaders. I explored five specific leadership practices using the orientation leaders' self-ratings and the observer-ratings of the first-year matriculants in their orientation groups. I also looked at differences by the level of experience among the orientation leaders, as well as differences by race and gender of orientation leaders and matriculants. The five practices of the Kouzes and Posner (1987, 2002a) model of leadership that were explored include: Model the way, Inspire a shared vision, Challenge the process, Enable others to act, and Encourage the heart.

This chapter presents a discussion of results of the study. It is organized around five sections. The first section is a discussion of the study and its results. The next section describes the relationship of those results to prior research. This is followed by implications for future practice, research, and policy. The fourth section discusses the limitations of the study. Finally, conclusions resulting from the study are presented.

Discussion

The first research question posed in this study sought to reveal differences in the way orientation leaders and matriculants rated the leadership practices of the orientation leaders. To address this question, I examined the grand means of the responses to each of the five scales of the Student LPI-Self completed by all orientation leaders and Student LPI-Observer completed by all first-year matriculants across all five sessions. Ratings ranged from 6 (lowest) to 30 (highest) on each of the five scales. Ratings from 6 to 14 indicate low engagement in the leadership practice by orientation leaders, ratings from 15 to 22 suggest the orientation leaders engaged in the practice moderately, and ratings from 23 to 30 imply that the orientation leaders frequently engaged in the leadership practice. The orientation leaders rated themselves as engaging in all five practices significantly higher than the first-year matriculants.

The orientation leaders self-reported that they are stronger leaders than the ratings by matriculants who observed their leadership would suggest. Orientation leaders believed that their actions and words were congruent (Model the way). They thought that they were effective in connecting matriculants to a common purpose (Inspire a shared vision). The orientation leaders believed that they challenged matriculants to try new ideas and internalize new ways of thinking (Challenge the process). Orientation leaders empowered matriculants by listening to their diverse

points of view (Enable others to act) and supported matriculants by rewarding them for their contributions during group discussions (Encourage the heart).

As suggested by their self-reported ratings, it is possible that the orientation leaders did engage in these leadership practices at an overall high level (24.0 to 26.6). However, matriculants found the orientation leaders to engage in the practices at an overall moderate level (19.3 to 24.4). Matriculants may not have spent enough time with the orientation leaders to adequately rate their leadership practices. Matriculants spend Day One of their orientation session with the orientation leaders, as on Day Two they are meeting with representatives from their academic department. The amount of time spent with the orientation leaders on Day One may only give matriculants a glimpse of the leadership behaviors of their leader.

For the second research question, I explored if there were differences in the Student LPI responses of the first-year and experienced orientation leaders across all five sessions. Significant differences were found on four out of the five scales. The first-year orientation leaders rated themselves significantly higher (24.9 to 27.2) than experienced orientation leaders (21.9 to 24.7).

First-year orientation leaders reported that they were better at setting a personal example of how one should act (Model the Way) and they were more positive and upbeat when talking about the goals of the institution (Inspire a shared vision). They reported that they strengthened the matriculants by giving them a sense of confidence (Enable others to act) and they encouraged matriculants to participate in programs and activities sponsored by the institution better than experienced leaders (Encourage the Heart).

This is an interesting finding. It might be assumed that experienced leaders would rate themselves higher in leadership behaviors because they are seasoned in the tasks. However, this study suggests that experienced orientation leaders may be more critical of their own performance, therefore rating themselves lower in their leadership practices. Additionally, first year orientation leaders may be overly confident in their abilities. Their eagerness and passion to engage in the responsibilities of the orientation leader position may cause them to rate their leadership behaviors higher than experienced leaders.

The third research question sought to address differences in the ratings of the matriculants of first-year orientation leaders and the ratings of the matriculants of experienced orientation leaders. Only responses to the Student LPI-Observer were used to address this

question. Significant differences were not found among the matriculant respondents of first-year or experienced orientation leaders on any of the five scales.

The fact that there were no significant differences in the leadership practices of first-year and experienced orientation leaders as perceived by matriculants suggest matriculants are unable to discern different levels of experience among leaders. The amount of time the matriculants were with the orientation leaders may not have allowed them to observe differences in level of experience. This suggests that leadership behaviors should be rated after the observer has spent more time with the leader.

The fourth research question posed in the study explored if there were differences in the way Caucasian and non-Caucasian orientation leaders rated their leadership practices. Student LPI-Self responses were utilized to respond to this question. Again, no significant differences were found in any of the five scales.

It is not surprising that significant differences were not found in the leadership behaviors of orientation leaders based on race. Regardless of race, all orientation leaders receive the same training and preparation for their position. All teams rotate through the same duties and responsibilities over the course of the three week program. Additionally, the race of an orientation leader does not influence the composition of teams. All of these factors may help explain why differences among orientation leaders by race did not emerge.

The fifth research question examined differences in the way matriculants rated the leadership practices of Caucasian and non-Caucasian leaders. To address this question, Student LPI-Observer responses were used. Significant differences were not found in any of the five scales.

The lack of significant findings in differences among orientation leaders by race in the ratings of matriculants is not unexpected. First, significant differences were not found in the ratings of the orientation leaders themselves by race. Secondly, during orientation matriculants are introduced to the concept of community. Because the history of the institution includes race and diversity issues, matriculants are asked to look beyond intrinsic and extrinsic differences, particularly race, and see themselves and other students as a community of students at the same institution. Matriculants are asked to see students of color first as members of study institution's community, looking beyond the racial differences and recognizing the common foundation of all students at the study institution. After hearing this message during Day One of the session, it is

less surprising that matriculant responses reflected no differences among orientation leaders by race.

The sixth research question focused on differences in the way male and female orientation leaders rate their own leadership practices. Female orientation leaders reported significantly ($p < .05$) higher ratings than males on three of the five scales.

Female leaders revealed that they were better than their male counterparts in making new students aware of the principles and standards of the study institution (Model the way). Females believed they were able to foster collaborative relationships with others they work with (Enable others to act) and give support to matriculants in their transition (Encourage the heart) more than male orientation leaders.

An explanation for the findings may be found in the stereotypical feminine behaviors of women. Women are more relational and collaborative, preferring to empower others. In contrast, men are more individualistic and competitive. The practices of Model the way, Enable others to act, and Encourage the heart encompass these female preferences (Astin & Leland, 1991; Kezar, 2000; Romano, 1996).

The seventh research question sought to examine the whether there were differences in the ratings of leadership practices between matriculants of male leaders and matriculants of female leaders. No significant differences were found on four of the five scales. However, a significant difference ($p < .05$) was found on the Enable others to act scale. Matriculants reported female orientation leaders (21.5) engage in this practice significantly more than male orientation leaders (21.4) ($p < .05$).

This finding is interesting. Not only did matriculants rate female orientation leaders significantly higher than male leaders but female orientation leaders rated themselves significantly higher than male orientation leaders in the practice of Enabling others to act. Although matriculants are asked to look beyond gender differences in recognizing the community of all students, the tendency for females to be viewed as relational, nurturing, and collaborative may have been what the matriculants rated.

The eighth research question sought to address the interaction effect between orientation leader race and gender in their leadership practices. Significant differences were found on all five scales. Non-Caucasian female orientation leaders modeled the behavior of a student at the study institution (Model the way) and talked with matriculants about how their personal interests can be met by working towards a common goal (Inspire a shared vision) to a significantly greater

degree ($p < .05$) than non-Caucasian male leaders. Non-Caucasian females experimented with new approaches to facilitating a group (Challenge the process), treated others with dignity and respect (Enable others to act), and recognized new students who have a commitment to the same values of the study institution (Encourage the heart) at a significantly higher rate ($p < .05$) than Non-Caucasian males.

Caucasian female orientation leaders reported that they built a commitment to action (Model the way) with the matriculants in their orientation groups significantly more ($p < .05$) than Caucasian males. Caucasian female orientation leaders revealed that they empowered others by giving them a sense of ownership and power (Enable others to act) and encouraged students by valuing their contributions to group discussions (Encourage the heart) significantly more effectively ($p < .05$) than Caucasian males. However, Caucasian males made sure that matriculants set goals and plans for themselves in their orientation groups (Challenge the process) at significantly higher ($p < .05$) levels than Caucasian females.

The results of the interaction between race and gender in the practices of the orientation leaders must be interpreted with caution. Although there were 29 responses from non-Caucasian orientation leaders over the five orientation sessions, each of the nine non-Caucasian leaders responded to the instrument two to four times. This range in the number of responses occurred because there were times when orientation leaders forgot or chose not to participate in the study. Additionally, the rotation of team duties was a factor in the results. The office team did not work with a group of matriculants; at least one team of five orientation leaders did not participate in the study during every orientation session. As a result, responses from non-Caucasian leaders are limited and the significant differences should be interpreted in that context.

The final research question examined whether there were differences in the matriculant ratings of orientation leader practices based on the interaction between the race and gender of the orientation leader. Significant interaction effects were not found on any of the five scales.

This suggests that matriculants did not discern differences in the leadership behaviors of their orientation leader because of their orientation leader's racial background and gender. Additionally, this finding supports the message of community beyond external differences that was delivered to the matriculants by the institution.

Relationship of the Findings to Prior Research

When looking at previous research in relation to the present study, two patterns emerged. In most cases, the findings of my study supported prior studies. However, the findings of my study contradicted previous studies in some instances.

The findings related to orientation leader self-ratings and matriculant observer ratings indicate overall mean scores of moderate to high engagement in the leadership practices among student leaders. These findings supported those in a number of prior studies (Adams & Keim, 2000; Komives 1994; Levy, 1995; Posner & Brodsky, 1994). Levy (1995) as well as Adams & Keim (2000) found that overall Challenge the process was the least frequently exercised practice. My study supported this prior finding; Challenge the process had the lowest overall grand mean score among the orientation leaders and the matriculants. In a prior study of fraternity leaders, the self-ratings of the presidents were not significantly different from the ratings of their executive council members (Posner & Brodsky, 1992). My study contradicted these findings. Overall, there were significant differences between the ratings of orientation leaders and matriculants on all five of the leadership practices.

The present study addressed differences in leadership by level of experience. Levy (1995) explored resident perceptions of RA leader behaviors by the number of semesters of experience. The most experienced RAs, those with seven to eight semesters of experience, differed significantly in Enable others to act, Challenge the process, and Model the way (Levy, 1995). My findings contradict this prior study. No significant differences were found in the matriculant ratings of first-year and experienced leaders.

No significant differences were found in the leadership of orientations by race. This is true of both the self-perception of orientation leaders and observer perception of matriculants. This contradicts the findings of prior studies. Race has been reported to influence leadership behaviors. A prior study found that students of color report lower levels of leadership ability than Caucasian students and have a preference for collaboration, especially in groups (Arminio et al., 2000).

The present study also addressed differences in gender. Posner & Brodsky (1994) found that sorority presidents engaged in Enabling others to act, Modeling the way, and Encouraging the heart significantly higher than fraternity presidents. The findings of this study also reveal that

female orientation leaders engage in these same three practices to a higher degree than male orientation leaders.

Observers of sorority presidents rated the leaders higher on two of the five leadership practices, Challenge the process and Enable others to act (Adams & Keim, 2000). My study supported and contradicted these findings. Matriculant observers rated female orientation leaders higher on supporting and empowering them to take action (Enabling others to act) but did not find a difference between the ability of female and male orientation leaders to think outside of the box in their leadership (Challenge the process).

Komives (1994) found that women self-report Enabling others to act as their most developed leadership behavior and Challenging the process as the leadership behavior least practiced. My study supported the finding of women's self-reported preference for Enabling. Results also indicated that matriculants saw a difference in this practice in the behaviors of male and female orientation leaders. However, my study did not find a significant difference between men and women in the practice of Challenging the process. Rather, my findings indicated that there are differences in male and female orientation leaders in relaying the importance of following through on promises and commitments (Model the way) as well as appreciating and supporting the efforts of others (Encourage the heart).

Implications for Future Practice, Research, and Policy

The present study had implications for future practice, research, and policy. The findings have several implications for professional orientation staff who hire, train, and supervise orientation leaders. Overall, orientation leaders self-report a high level of engagement in all five of the leadership practices. Similarly, the matriculants who observed the leadership of these orientation leaders rated their behaviors at a moderate to high level of engagement in the practices. These findings suggest that professional staff should continue to use their established methods of training and preparing orientation leaders for their summer duties. At the study institution, this entailed a three credit spring semester course and a week-long training session in the summer, including a retreat. Other orientation programs might want to model their orientation leader training after that of the study institution if results like those reported in the study are desired.

Surprisingly, first-year orientation leaders reported that they were better at setting a personal example (Model the way), encouraging their matriculants to look at the bigger picture

(Inspire a shared vision), allowing matriculants to make choices (Enable others to act), and praising matriculants for their contributions to the group (Encourage the heart) than experienced leaders. This suggests that orientation professionals may want to monitor first-year leaders to see if the exuberance and excitement they may have in performing the tasks and responsibilities of an orientation leader is excessive.

Experienced leaders may need to be addressed by orientation staff as well. Professionals may need to remind these leaders that their prior experience as a leader is invaluable. They should stress the importance of experienced leaders using their prior experience of one or more years as a framework to guide what they should or should not do as an orientation leader.

Female orientation leaders reported higher grand mean scores than male orientation leaders on three of the five scales: Model the way, Enable others to act, and Encourage the heart. This suggests that male orientation leaders may benefit from additional training that focuses on collaboration, making an interpersonal connection, and empowering first-year matriculants in their transition from high school to college. Orientation professional staff should engage male orientation leaders in intentional training workshops. Such sessions might explore how to make personal connections with matriculants and how to encourage matriculants during group discussions to use one another as resources.

The results of the study also suggested that matriculants found female orientation leaders treat them with dignity and respect (Enable others to act) more so than do male orientation leaders. Receiving feedback from observers about their leadership may also prompt male orientation leaders to evaluate their degree of leadership in this specific practice and to identify goals for improvement. It may also allow female orientation leaders to reflect on why they engage in this practice to a higher degree than men.

The interaction between race and gender of the orientation leader on their self-reported leadership practices was significant on all five of the leadership practices. Caucasian females reported higher grand mean scores on Model the way, Enable others to act, and Encourage the heart when compared to Caucasian males. Non-Caucasian females reported higher grand mean scores on all five scales than Non-Caucasian males, suggesting that Orientation staff may need to address differences by race and gender during their training of the orientation leaders. Professionals may need to spend additional time with Caucasian and Non-Caucasian males to further develop their abilities in the practices of this model of leadership.

This study also had implications for research. In this study, the leadership practices of orientation leaders were rated after Day One of the five selected orientation sessions. It is possible that matriculants were only able to glimpse of the leadership of their orientation leader after only one day of observation. Future studies could look at orientation leaders who serve matriculants for longer periods of time.

In this study, first-year matriculants provided the observer perspective of the orientation leaders' leadership practices. Future studies could use professional staff to obtain this perspective. This would allow a more comprehensive look at the leadership practices of orientation leaders, as professional staff members have the opportunity to interact with orientation leaders on numerous occasions over longer periods of time.

In this study, leadership practices of the orientation leaders were not rated within their teams. Future research studies could have leadership practices rated by team leaders (or equivalent) as well as by orientation leaders on their teams. This would allow a more comprehensive examination of the tiered system of student leaders within orientation. It also would allow the team members to rate leadership practices of their team leader after a longer period of observation.

This study explored the leadership practices of orientation leaders at one institution. Future studies could expand on these data to compare the leadership behaviors of orientation leaders at institutions of the same type with similar orientation programs. Such studies would provide a more complete picture of leadership practices of orientation leaders.

In this study, female orientation leaders rated themselves higher than male orientation leaders on Model the way, Enable others to act, and Encourage the heart. Future studies could explore qualitatively what it is about the orientation leader experience that would lead females to rate themselves higher in these three practices. This may provide more in-depth information of how gender influences engagement in the leadership practices.

First-year orientation leaders rated themselves significantly higher on four of the five practices. They did not believe that they experimented or took risks in facilitating their orientation groups (Challenge the Process). Future research could use qualitative methods to examine what it is about the orientation leader experience that prompts first-year orientation leaders to rate themselves higher on Model the way, Inspire a shared vision, Enable others to act,

and Encourage the heart. Are these self-ratings inflated or do they accurately depict the leadership practices of new orientation leaders?

Lastly, significance was found by the interaction of race and gender among the self-reported ratings of the orientation leaders on all of the leadership practices. Future research could examine these interaction effects but with a larger group of racially diverse orientation leaders. This would allow researchers to see if my findings were anomalous or reflective of issues of race and gender.

Finally, this study had implications for future policy. This study suggests that leaders engage in the leadership behaviors of the Kouzes and Posner (1987, 2002a) model at high levels. College administrators may consider using these leadership behaviors, alone or in combination with other preferred behaviors, to develop standards of leadership abilities for student leaders on campus.

This study may also have policy implications for professional staff who supervise other student leaders. Because of the overall moderate to high level of engagement among orientation leaders, as reported by the leaders themselves and the matriculants in their groups, administrators of other programs may want to establish policies for training leaders that mirror those used by orientation professional staff.

Responses among matriculants did not reveal differences by level of experience or race, while only one significant ($p < .05$) difference was found between male and female orientation leaders (Enabling others to act). This would suggest that the policy of selecting leaders who generally match the demographics of the institution's undergraduate student population might be warranted. The orientation staff's policy of selecting orientation leaders to allow each matriculant to identify with at least one leader might be reasonable as well.

The findings of this study revealed that significant differences were not found in the self-reported ratings of Caucasian and non-Caucasian orientation leaders. Also, differences were not found in the matriculants' ratings of Caucasian or non-Caucasian orientation leaders. At the institutional level, administrators who set policies for leadership development may use these findings when considering policies related to race and leadership on campus.

Limitations of the Study

As with all research, there were limitations to this study. One such limitation was related to the response rate among matriculants. Only 29% of the matriculants attending orientation

during the five selected sessions participated in the study. This is considered a low response rate. It is possible that those who participated in the study differed in some way from those who chose not to participate. If this was the case, the results may have been skewed.

A second limitation to the study involved the orientation leader and matriculant respondents themselves. Because the study required both populations to self-report on the leadership practices of orientation leaders, it is possible that they over-inflated or under-inflated their answers. As a result, it is possible that the grand means on each of the five scales may not have accurately reflected the leadership behaviors of the orientation leaders

A third limitation was related to the data collection. Both orientation leaders and matriculants responded to their respective versions of the LPI during the evening portion of the program. By this time, both populations may have experienced decreased levels of energy and concentration. As a result, it is possible that their emotional or psychological state could have altered responses in some way.

Another limitation was also related to the data collection. Matriculants were asked to rate the leadership of their orientation leader at the conclusion of Day One. It is possible that respondents did not have adequate time to observe fully the leadership practices of their orientation leaders. If so, the results of the study may have been skewed.

Although the study did have several limitations, they did not detract from the overall contributions of the study. The current study was useful because it examined orientation leaders, a group of student leaders that has not been explored extensively. The study also looked at students who are led by student leaders, the observer population.

Conclusion

In conclusion, the findings of the study reveal that orientation leaders engage in fairly high levels of leadership ability. These abilities differ by level of experience, gender, and the interaction of race and gender. Matriculants reported that leadership by orientation leaders did not differ by level of experience or race. However, matriculants did find that male and female leaders differed in how they encourage collaborative relationships (Enable others to act).

Institutions of higher education pride themselves in producing the leaders of tomorrow. As a result, administrators at colleges and universities across the country support students in their quest to get involved on campus and in the community through leadership positions within organizations. Professionals also encourage students to participate in leadership programs that

are designed to develop and expand leadership skills. The development of leadership skills in college is further encouraged by employers who prefer to hire individuals with established abilities to be a leader. The findings of this study suggest that participating in leadership training and opportunities works. Future students will likely be well served by these programs.

This is important because many matriculants are paying initial fees at multiple institutions. These prospective students attend multiple orientation programs with the purpose of using orientation as the final factor in making their decision about which institution to attend. It is imperative that orientation leaders are the best and brightest leaders the institution has to offer, as these are the students entrusted to be the face of their institution. This study suggests that they are, and administrators would be well served to ensure the future success of their orientation programs by maintaining the highest standards of leadership training and development.

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APPENDIX A:
Orientation Leader Informed Consent

Orientation Leader Informed Consent

Before agreeing to participate, it is important that you read and understand the following form.

Title of Study: The Leadership Practices of Orientation Leaders

Purpose of the Study: You are being asked to participate in a research study which will examine the leadership skills of orientation leaders.

Study Procedures: You will be asked to complete the Leadership Practices Inventory Self (LPI-Self) survey form at the conclusion of your last group meeting in the student center during the following orientation sessions: Session 1, Session 2, Session 5, Session 11, and Session 12. You will be evaluating the leadership behaviors and actions you used with the matriculants in your orientation group for the current session. This survey will take approximately 10 to minutes of your time. You will be required to leave your orientation group before you complete your survey.

The matriculants in your groups will be asked to complete the Leadership Practices Inventory Observer (LPI-Observer) survey form at the conclusion of the last group meeting during the same sessions. This form will allow them to evaluate your leadership behaviors and actions during their orientation experience. This survey will take approximately 10 minutes of their time and will be completed in a separate location at the same time you are completing the LPI-Self. You will be required to distribute the survey to the matriculants in your group, as well as collect and return the surveys to orientation staff members.

Risks & Benefits: There is no more than a minimal risk associated with participating in this study.

Participation in this study may give you the opportunity to reflect on your experience as a student leader as well as an orientation leader with your group of new matriculants. Your participation in this study will provide you with an opportunity to receive feedback the matriculants you led in your orientation groups. This project is expected to contribute to the field of orientation by providing information on the student staff as well program participants.

Compensation for Participants: Your participation in this research study is voluntary and will have no effect on the compensation you receive as an employee of the Student Life Office.

Once the results from the surveys have been found, the researcher will send you a collective report of the findings from your surveys and the surveys of the matriculants in your orientation groups. You will not be given individual names or other identifiable information of the matriculants in your groups. This report will be sent before May 31, 2006.

Confidentiality of Surveys: The results of all surveys, both your surveys and those completed by the matriculants in your orientation groups, will be shared in a collective format. Also, the confidentiality of your individual information, including your name and orientation group number will be excluded in any publications or presentations regarding this study.

Questions about the Study: If you have any questions about the study, you may contact the Orientation Staff of the Student Life Office, 540-231-3787.

Participants' Rights

- The procedures have been explained to you and your questions have been answered. You have been told the possible benefits and the potential risks and/or discomforts of the study.
- You understand that you do not have to participate, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. The orientation staff may choose to stop your participation at any time.

- You understand why and how this information is being collected.
- You understand your rights as a participant and your participation is voluntary.
- You have received a copy of this form

Signature of the Participant: _____

Date: _____

APPENDIX B:
Student Leadership Practices Inventory (LPI): Self

Student Leadership Practices Inventory: Self

Write your name in this space: _____

Instructions:

On the next two pages are 30 statements describing various leadership behaviors. Please read each statement carefully. Then rate yourself in terms of how frequently you engaged in that behavior with your **current** group of new students. Do not rate yourself in terms of your interaction with all of matriculant groups thus far or your team. This is not a test (there are no right or wrong answers). The usefulness of the feedback from this inventory will depend on how honest you are with yourself and how frequently you actually engaged in each of these behaviors today.

Consider each statement in the context of you helping the new students with their transition from high school to college. Consider each statement in the context of you helping the new students become a new student of Virginia Tech, a HOKIE in the Virginia Tech community. The rating scale provides 5 choices:

1. If you RARELY or SELDOM did what is described in the statement, write the number 1 in the space provided.
2. If you did what is described ONCE IN A WHILE, write the number 2
3. If you SOMETIMES did what is described, write the number 3.
4. If you OFTEN did what is described, write the number 4.
5. If you VERY FREQUENTLY or ALMOST ALWAYS did what is described, write the number 5.

In selecting the response, be realistic about the extent to which you actually engaged in the behavior. Do not answer in terms of how you would have liked to have behaved or in terms of what you should have done. Answer in terms of how you typically behaved today.

Please respond to every statement. If you can't respond to a statement (or you feel that it doesn't apply), record a "1."

When you are finished, please put the survey in the provided envelope.

Thank you.

Student Leadership Practices Inventory: Self

How frequently did you engage in the following behaviors and actions? Write the number to the right of each statement, using the scale below, that best applies.

1=RARELY or SELDOM 2=ONCE IN A WHILE 3=SOMETIMES
4=OFTEN 5=VERY FREQUENTLY

I...

1. set a personal example of what I expect from other people _____
2. look ahead and communicate about what I believe will affect new students in the future _____
3. look around for ways to develop and challenge their skills and abilities _____
4. foster cooperative rather than competitive relationships among the people I work with _____
5. praise people for a job well done _____
6. spend time and energy making sure new students at Virginia Tech adhere to the principles and standards we have agreed upon _____
7. describe to new students at Virginia Tech what they should be capable of accomplishing _____
8. look for ways that new students can try out new ideas and methods _____
9. actively listen to diverse points of view _____
10. encourage new students as they participate in activities and programs at Virginia Tech _____
11. follow through on the promises and commitments I make to the new students _____
12. talk with new students about sharing a vision of how much better Virginia Tech could be in the future _____
13. keep current on events and activities that might effect Virginia Tech _____
14. treat others with dignity and respect _____
15. give new students support and express appreciation for their contributions _____
16. find ways to get feedback about how my actions affect other people's performance _____
17. talk with new students about how their own interests can be met by working toward a common goal _____
18. when things do not go as expected, I ask, "What can I learn from this experience?" _____
19. support the decisions that new students make on their own _____

I...

20. make it a point to publicly recognize new students who show commitment to the same values _____
21. build consensus on an agreed-upon set of values for Virginia Tech _____
22. am upbeat and positive when talking about what Virginia Tech aspires to accomplish _____
23. make sure that goals are set and specific plans are made for the new students _____
24. give new students a great deal of freedom and choice _____
25. find ways for new students to celebrate accomplishments _____
26. talk about the values and principles that guide the action Virginia Tech takes _____
27. speak with conviction about the higher purpose and meaning of what Virginia Tech is doing _____
28. take initiative in experimenting with the way things are done at Virginia Tech _____
29. provide opportunities for others to take on leadership responsibilities _____
30. make sure that new students were creatively recognized for their contributions _____

Please continue to the next page.

The following questions examine general information about you.

1. I am of the following gender:

Male Female

2. I am of the following age:

18 years of age 19 years of age
 20 years of age 21 years of age Over 21

3. I am of the following class status:

Sophomore Junior
 Senior Graduated

4. I am of the following racial/ethnic group:

Asian American Asian African American
 African Biracial/Multicultural Caucasian
 Hispanic American Latino/Latina Native American
 Pacific Islander Other

5. My major is in the following academic college:

Agriculture and Life Sciences Liberal Arts and Human Sciences
 Architecture and Urban Studies Natural Resources
 Pamplin College of Business Science
 Engineering University Academic Advising Center

6. This is my _____ experience as an Orientation Leader at Virginia Tech:

First Second Third

Thank you for your participation. Please place this completed survey in the provided envelope.

APPENDIX C:
Student Leadership Practices Inventory (LPI): Observer

Student Leadership Practices Inventory: Observer

The name of your orientation leader whom you are thinking about in responding to these statements should be written in this space: _____

Instructions:

On the next two pages are 30 statements describing various leadership behaviors. Please read each statement carefully. Then rate the orientation leader in terms of how frequently that individual engaged in the behavior described. This is not a test (there are no right or wrong answers). The usefulness of the feedback from this inventory will depend on how honest you are about how frequently he or she actually engaged in each of these behaviors today.

Consider each statement in the context of your orientation leader helping you with your transition from high school to college. Consider each statement in the context of your orientation leader helping you to become a new student of Virginia Tech, a HOKIE in the Virginia Tech community. The rating scale provides 5 choices:

1. If the orientation leader RARELY or SELDOM did what is described in the statement, write the number 1 in the space provided.
2. If the orientation leader did what is described ONCE IN A WHILE, write the number 2
3. If the orientation leader SOMETIMES did what is described, write the number 3.
4. If the orientation leader OFTEN did what is described, write the number 4.
5. If the orientation leader VERY FREQUENTLY or ALMOST ALWAYS did what is described, write the number 5

In selecting the response, be realistic about the extent to which this person actually engaged in the behavior. Do not answer in terms of how you would have liked to have seen this person behaving or in terms of what he or she should have done. Answer in terms of how he or she typically behaved during your orientation experience.

Please respond to every statement. If you can't respond to a statement (or you feel that it doesn't apply), record a "1."

When you are finished, please put the survey in the provided envelope.

Thank you.

Student Leadership Practices Inventory: Observer

How frequently did your orientation leader engage in the following behaviors and actions? Write the number to the right of each statement, using the scale below, that best applies.

1=RARELY or SELDOM 2=ONCE IN A WHILE 3=SOMETIMES
4=OFTEN 5=VERY FREQUENTLY

This orientation leader....

1. set a personal example of what he or she expects from other people _____
 2. looks ahead and communicates about what he or she believes will affect new students in the future _____
 3. looks around for ways to develop and challenge our skills and abilities _____
 4. fosters cooperative rather than competitive relationships among the people he or she works with _____
 5. praises people for a job well done _____
 6. spends time and energy making sure new students at Virginia Tech adhere to the agreed upon principles and standards _____
 7. describes to new students at Virginia Tech what we should be capable of accomplishing _____
 8. looks for ways that new students can try out new ideas and methods _____
 9. actively listens to diverse points of view _____
 10. encourages new students as they participate in activities and programs at Virginia Tech _____
 11. follows through on the promises and commitments he or she make to the new students _____
 12. talks with new students about sharing a vision of how much better Virginia Tech could be in the future _____
 13. keeps current on events and activities that might effect Virginia Tech _____
 14. treats others with dignity and respect _____
 15. gives new students support and expresses appreciation for their contributions _____
- This orientation leader.....
16. finds ways to get feedback about how his or her actions affect other people's performance _____
 17. talks with new students about how their own interests can be met by working toward a common goal _____
 18. when things do not go as he or she expected, they ask, "What can we learn from this experience?" _____

This orientation leader...

19. supports the decisions that new students make on their own _____
20. makes it a point to publicly recognize new students who show
commitment to the same values _____
21. builds consensus on an agreed-upon set of values for Virginia Tech _____
22. is upbeat and positive when talking about what Virginia Tech
aspires to accomplish _____
23. makes sure that goals are set and specific plans are made for new students _____
24. gives new students a great deal of freedom and choice _____
25. finds ways for new students to celebrate accomplishments _____
26. talks about the values and principles that guide the action Virginia Tech takes _____
27. speaks with conviction about the higher purpose and meaning of
what Virginia Tech is doing _____
28. takes initiative in experimenting with the way things are done at Virginia Tech _____
29. provides opportunities for others to take on leadership responsibilities _____
30. makes sure that new students are creatively recognized for their contributions _____

Please continue to the next page.

The following questions examine general information about you.

1. I am of the following gender:

Male Female

2. I am of the following age:

18 years of age 19 years of age
 20 years of age 21 years of age Over 21

3. I am of the following racial/ethnic group:

Asian American Asian African American
 African Biracial/Multicultural Caucasian
 Hispanic American Latino/Latina Native American
 Pacific Islander Other

4. My major is in the following academic college:

Agriculture and Life Sciences Liberal Arts and Human Sciences
 Architecture and Urban Studies Natural Resources
 Pamplin College of Business Science
 Engineering University Academic Advising Center

Thank you for your participation. Please place this completed survey in the provided envelope.

APPENDIX D:
IRB Approval



Office of Research Compliance
 1880 Pratt Drive (0497)
 Blacksburg, Virginia 24061
 540/231-4358 Fax: 540/231-0959
 E-mail: ctgreen@vt.edu
 www.irb.vt.edu

FWA000005721 (expires 7/20/07)
 IRB # is IRB00000667.

DATE: March 28, 2006

MEMORANDUM

TO: Joan B. Hirt
 Jessica Johns

FROM: Carmen Green 

SUBJECT: **IRB Exempt Approval:** "Leadership Practices of Orientation Leaders", IRB # 06-214

I have reviewed your request to the IRB for exemption for the above referenced project. I concur that the research falls within the exempt status. Approval is granted effective as of March 27, 2006.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in previously approved human subject research activities to the IRB, including changes to your study forms, procedures and investigators, regardless of how minor. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

cc: File

Invent the Future

VIRGINIA POLYTECHNIC INSTITUTE UNIVERSITY AND STATE UNIVERSITY

An equal opportunity, affirmative action institution

APPENDIX E:
Orientation Leader Instructions

Orientation Leader Instructions

Group Number: _____

OLs, please read the following instructions to your matriculants before handing out the survey. Information in italics should not be read to your matriculants.

You are being asked by the Student Life Office Orientation Staff to complete a 30 question survey on the leadership behaviors of me, your orientation leader. Your participation is voluntary and you will not be penalized for refusing to complete the survey. Your participation is also anonymous; please do not write your name or ID number on your survey. You can stop participating at any time. Please be candid, I will NOT see your responses.

For those of you who would like to participate, please take a copy of the survey as it is passed around the group.
Pass out the surveys

Detailed instructions for completing the survey will be on page one. Please take some time to read the instructions. If you have any questions, I will answer them. If I can not answer your questions, I can get a staff member that will be able to answer your questions. Once you have finished reading the instructions, please look up. Do not start the survey. I will be stepping away from the group while you complete the survey.

Give the matriculants time to read the instructions, do not proceed until they have been given time to read the entire page. If you need a staff member, refer to your orientation binder to locate the cell phone number of the staff member on duty.

Does everyone understand what they are required to do to complete the survey? Is anything in the instructions unclear? Do you need further explanation on anything pertaining to this survey?

Answer questions as asked. If you need a staff member, please call.

I am now going to leave the group while you complete the survey. Once you have finished, please put your survey in the provided envelope. I will return in 10 to 15 minutes.

Return both envelopes to the orientation staff member on duty BEFORE the start of the skits. Thank you for your participation.

JESSICA R. JOHNS

703 WASHINGTON STREET SE, APARTMENT 5 • BLACKSBURG, VA 24060 • (540) 470-7380 • JEJOHNS@VT.EDU

EDUCATIONAL BACKGROUND

Virginia Polytechnic Institute and State University (Virginia Tech) • Blacksburg, Virginia

Masters of Arts in Education in Educational Leadership and Policy Studies • Anticipated Graduation Date: May 2006

Radford University • Radford, Virginia

Bachelor of Science, Cum Laude • Sociology • Communication Minor • May 2004

STUDENT AFFAIRS EXPERIENCE

Student Life Office

Graduate Assistant for Orientation, Virginia Tech

August 2005 – May 2006

- Assisted with the implementation of Parent's Day 2005
- Co-created the team leader selection process
- Interviewed and selected six team leaders
- Supervised the orientation leader selection process
- Interviewed and selected 24 orientation leaders
- Implemented team revealing experience for team leaders and orientation leaders
- Assisted with implementation of the 2006 Spring Orientation program
- Created a mission statement for the orientation advisory committee
- Serving as a member of the orientation advisory committee
- Serving as the liaison between the orientation professional staff and student staff
- Co-leading the production of the 2006 orientation brochure
- Co-planning and facilitating peer leadership training course for orientation leaders
- Serving on a search committee for an open position in University Unions & Student Activities

Assistant Director of Orientation (as a Graduate Student), Virginia Tech

May 2005 – July 2005

- Served on a committee that created a new community awareness/diversity program
- Facilitated training during a week-long training session for team and orientation leaders
- Assisted with weekly staff meetings with team and orientation leaders
- Co-led the Opening Session with the Director of Orientation
- Supervised team and orientation leaders who worked in the office
- Completed daily logistical office tasks
- Served as a resource for matriculants and parents
- Managed the program on selected evenings

Graduate Assistant for Orientation & Parent Programs, Virginia Tech

August 2004 – May 2005

Orientation

- Interviewed and selected six team leaders
- Created advertising and marketing materials for orientation leader recruitment
- Interviewed and selected 24 orientation leaders
- Co-planned and facilitated the peer leadership training course for orientation leaders
- Designed and implemented the team revealing activity for the team leaders and orientation leaders
- Assisted with the implementation of the 2005 Spring Orientation program
- Helped with the development of changes to the program's daily schedule and check-in location

Parent Programs

- Planned and implemented Parent's Day 2004
- Led the advertising and marketing initiative for "Parent of the Year" nominations
- Recruited "Parent of the Year" committee and facilitated the committee's selection of the "Parent of the Year"

Orientation Office Staff, Virginia Tech**May 2004 – July 2004**

- Co-led the Opening Session with the Coordinator of Orientation & Parent Programs
- Completed daily logistical office tasks
- Served as a resource for matriculants and parents
- Managed the program on selected evenings

*Practica***College of Liberal Arts & Human Sciences (CLAHS) Practicum, Virginia Tech****January 2006 – May 2006**

- Explored the need for a peer mentor program within the CLAHS
- Researched and compiled literature on peer mentor programs
- Conducted interviews with new students and faculty/staff of CLAHS academic programs
- Conducted interviews with peer mentor program administrators at peer institutions
- Developed an understanding of the operations and structure of the field of academic affairs
- Prepared a 100+ page report of findings
- Presented findings to practicum supervisor, college dean, and graduate assistant

Higher Education Student Affairs Orientation Practicum, Virginia Tech**May 2005 – August 2005**

- Researched information to create a database of Hispanic Serving Institutions and a database of Historically Black Colleges and Universities for recruitment purposes
- Compiled contact information of chief student affairs voting delegates of the NASPA regions
- Reviewed the Higher Education Student Affairs (HESA) website for the purpose of updating
- Prepared activities and information for the one-day HESA orientation program
- Facilitated the orientation program with practicum supervisor
- Developed content to be included in the "HESA Lingo" document
- Created the first electronic draft of the "HESA Lingo" document

Conferences & Guest Services Practicum, Virginia Tech**January 2005 – May 2005**

- Designed and facilitated the summer staff group selection process
- Created a programming initiative to promote team unity and cohesion among summer staff
- Recorded housing reservations and prepared materials for commencement housing
- Supervised a commencement housing check-in station

*New Student Programs***University 100 Student Advisor, Radford University****February 2003 – November 2003**

- Served as a mentor and advisor to University 100 Peer Instructors
- Co-led weekly in-service meetings with activities to promote development of class instruction
- Assisted with the overall assessment of the University 100 program
- Represented the office of New Student Programs at the Student Engagement Forum

Quest (Orientation) Assistant, Radford University**June 2002**

- Served as one of 24 orientation leaders
- Oriented new matriculants and parents to the facilities, staff, and organization of Radford University
- Assisted new students with academic advising and course registration for the fall of 2001
- Provided a realistic picture of life as a Radford University student

University 100 Peer Instructor**Fall 2001 & Fall 2002**

- Developed a course plan with a faculty member for a one credit transitional course

- Co-taught a fifty-minute class, two times a week to 25 or more new matriculants
- Served as a mentor and role model for academic and personal success
- Attended weekly in-service meeting with activities and information to aid with instruction

HONORS AND AFFILIATIONS

- Dean's Scholar Award, Sociology and Anthropology Department
- American College Personal Association
- Association for Student Development, Virginia Tech
- National Association of Student Personnel Administrators
- National Orientation Directors Association
- Omicron Delta Kappa, National Leadership Honor Society
- Zeta Tau Alpha Sorority