

Billy R. McKim
Graduate Student
Texas A&M University
229 Scoates Hall
2116 TAMU
College Station, TX 77843-2116
bmckim@aged.tamu.edu
(979) 845-0794

Manda H. Rosser
Assistant Professor
Texas A&M University
119A Scoates Hall
2116 TAMU
College Station, TX 77843-2116
mrosser@tamu.edu
(979) 862-3015

2) *The Animal House* or a Bad Rap? Leadership Skill Development of Members of Greek-Letter Organizations

3) Research Paper

4) Fraternities and sororities have existed within U.S. higher education since the 18th century. At the turn of the millennium the number of students involved in Greek letter organizations was approximately 350,000 (Abowitz & Knox, 2003). This study examined how Greek-letter organization members' perceive leadership skills and if they attribute their leadership development to being a member of a Greek-letter organization.

5) Billy R. McKim is a graduate student in the Department of Agricultural Leadership, Education, and Communications at Texas A&M University. He is currently an Extension Project Specialist in the Organizational Development Unit in the Texas AgriLife Extension Service.

Manda H. Rosser received a Ph.D. in Human Resource Development at Texas A&M University. Manda graduated from Texas A&M University in 1997 with a BS degree in Agriculture Development and a MS degree in Leadership Studies in 1999. She is currently an assistant professor in the Department of Agricultural Leadership, Education, and Communications.

6) Yes, please print in conference proceedings if selected.

7) Yes, please consider for a poster if not selected for a presentation.

8) Yes, Billy and Manda will serve as reviewers if needed.

9) Yes, Billy and Manda will serve as session facilitators if needed.

Introduction

College is a place for academic and social development for young adults. Many colleges claim to develop certain student learning outcomes such as cognitive complexity (Komives, Lucas, & McMahon, 2007). Among other items, cognitive complexity requires a student to “acquire, integrate, and apply knowledge; ... expand [one’s] interpersonal and intrapersonal skills; ... and commit to being engaged in communities and be effective in leadership” (Komives, et al., 2007, p. 387). Long term effects of cognitive complexity can be seen in college graduates as they desire to become people who “make a difference in their families, their professions, and their communities” (Komives, et al., 2007, p. 387).

When young adults enroll in college, they become members of the higher education organization and system that they are enrolled in (Chickering & Reisser, 1993). Complex organizations, such as a college or university, will have their own culture and subcultures. Once students become immersed in a subculture, such as a student organization or social network, they develop a daily routine, planned and patterned with their acquaintances in mind (Chickering & Reisser). Once the subculture of a group becomes important to a student, the student will attempt to fit into it. “It is ironic that the group may demand more obedience than parents would, or more conformity than administrators would” (Chickering & Reisser, p. 394).

“Organizations exist to accomplish a specific purpose” (Komives, et al., 2007). Often that purpose is embedded in the organization’s culture. Culture is the deeply rooted nature of the organization as a result of long-held formal and informal structures, expectations, and traditions (Denison, 1996). Culture is created through an evolution of a system (Denison). Organizations are a form of system, that can be defined as “an environment in which each interaction between members produces outcomes that affect each individual and subsequent interactions and outcomes” (Komives, et al., 2007, p. 251).

Fraternities and sororities have existed within U.S. higher education since the founding of the first Greek-letter fraternity in during the 18th century. Many influential leaders of the United States have been members of Greek letter organizations—including all but two presidents (DiChiara, 2007). At the turn of the millennium the number of students involved in Greek letter fraternities and sororities was approximately 350,000 (Abowitz & Knox, 2003). “Fraternities and sororities have always been established to meet specific needs, both cultural and academic, for various campus subcultures” (Whipple & Sullivan, 1998, p. 8).

Literature Review

The body of research related to student involvement in Greek letter organizations is extensive. Historically, Greek letter organizations have been controversial (Pascarella, et al., 1994). In their review of the literature, Pascarella, Edison, Whitt, Nora, Hagedorn, and Terenzini

(1994) noted numerous studies related to student satisfaction, leadership, academic success, and campus involvement; however, most of the studies reported negative findings. Arguably because many of the studies were framed as negative topics: academic dishonesty, alcohol abuse, risky sexual behavior, etc. For example, members of Greek-letter organizations have been purported to be more likely to abuse alcohol (Eberhardt, Rice, & Smith, 2003), participate in activities of academic dishonesty (McCabe & Bowers, 2009; Pascarella, et al., 1994; Pascarella, Flowers, & Whitt, 2001, 2009), and engage in risky sexual behavior (Eberhardt, et al., 2003). A notable limitation to many of the studies reviewed was the purposive or nonsystematic sampling techniques used in the studies.

Many students involved in Greek letter organizations have faced scrutiny from college administrators and media regarding controversies of alcohol abuse (Kuh & Pascarella, 1996), hazing, and other legal issues (Gose, 1997), in some cases unfoundedly (Whipple & Sullivan, 1998). In the 1978 film *National Lampoon's Animal House* (Landis, 1978), John Belushi and others who played roles as Delta Tau Chi fraternity members, portrayed fraternity members as “fat, drunk, and stupid” (Landis, p. n.a.). *Animal House* did not limit their poor behavior to the Delta Tau Chi house; they implied that the entire fraternity system was to blame:

Ladies and gentlemen, I'll be brief. The issue here is not whether we broke a few rules or took a few liberties with our female party guests—we did. But you can't hold a whole fraternity responsible for the behavior of a few sick, perverted individuals. For if you do, then shouldn't we blame the whole fraternity system? (Landis, p. n.a.).

Regardless of scrutiny from Hollywood, the media, administrators, and in some cases researchers, Greek letter organizations continue to thrive despite controversy by providing their members with a strong social network, philanthropic opportunities, high standards and expectations, and plentiful leadership opportunities (Whipple & Sullivan, 1998). Astin (1993) suggested that among other items, students realize their desires through satisfaction with school, participation in student organizations, and persistence in college; all of which are highly consistent with involvement theory of student retention. Kuhs (2007) found through his work with student engagement that the amount time and energy students devote to both in class and out of class activities has a positive influence on grades and persistence to finish college. “By being engaged, students develop habits that promise to stand them in good stead for a lifetime of continuous learning” (p. 12). Chickering & Reisser (1993) suggested students who join a student organization, such as sorority or fraternity, will be involved at college. Moreover, members of Greek letter organization are more likely than non-Greek letter organization members to be involved in student organizations in general (Whipple & Sullivan, 1998).

According to the North-American Interfraternity Conference (IFC), the association representing 73 international and national men's fraternities, fraternity standards include "success, service and philanthropy within our community, leadership development, and social skill development..." (IFC, 2010, ¶ 1). The National Panhellenic Conference (NPC), the association representing 26 international and national sororities, noted that sororities exist to "provide a good democratic social experience; give value beyond college years; create, through their ideals, an ever-widening circle of service beyond the membership; develop the individual's potential through leadership opportunities and group effort; and fill the need of belonging..." (NPC, 2010, ¶ 6). The National Pan-Hellenic Council (NPHC) and the National Multicultural Greek Council (NMGC) share similar goals to those of the IFC and NPC while adding cultural emphasis. Therefore, these national organizations and their member organizations can broadly be described as organizations that support opportunities for leadership, academic success, civic engagement and social development.

Theoretical Framework

Astin's (1985) involvement theory served as the theoretical framework for this study. Astin suggested the amount of physical and psychological energy that a student devotes to the academic experience is positively related to the impact of college on that student; therefore, students benefit from becoming involved. Involvement theory has four basic ideas:

1. Involvement occurs along a continuum—different students exhibit different levels of involvement in different activities at different times;
2. Involvement has both quantitative aspects—how much time a student spends doing something, and qualitative aspects, how focused the student's time is;
3. The amount of personal development and learning that can occur is directly proportional to the quality and quantity of student involvement; and
4. The effectiveness of educational policies, practices, or programs is directly related to the policy, practice, or program's commitment to increasing student involvement (Astin, 1984, p. 298).

Astin provided an illustrative example of an involved student: "a highly involved student is one who ... devotes considerable energy to studying, spends lots of time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students" (Astin, 1985, p. 134).

Purpose and Research Objectives

Leadership is in many cases expected of outstanding students (Ogawa & Bossert, 2000). Being a leader in a student organization has been shown to be associated with higher levels of developing purpose, educational involvement, and life management (Cooper, Healy, & Simpson,

1994; Foubert & Grainger, 2006). Foubert and Grainger purported that students in leadership positions had higher levels of development than those who just attended meetings. Additionally, DiChiara (2007) identified that one area in particular that is directly proportional to meaningful student growth is the experiences of leadership within campus organizations.

An individual's ability to make a meaningful difference is enhanced by leadership development; more specifically, the variety of activities, perspectives, and experiences that leadership development provides. Students are subjected to planning, organizing, managing, and decision making when serving as a peer leader (Kuh, 1995). College students have numerous ways to become involved in student organizations and take advantage of leadership opportunities on their respective campus (DiChiara, 2007).

Ortiz (1999) suggested that arguably, the idea that the college ideal is a good thing, and it is necessary for the effectiveness of colleges and universities. Being involved in clubs and organizations, and joining a fraternity or sorority are ways in which students participate in the college ideal (Ortiz, 1999). The college ideal has far greater implications than the levels of student involvement in organizations. "In many cases, a student's ability to identify with his or her college is key to student retention and achievement, and ultimately institutional persistence and livelihood" (Ortiz, 1999, p. 47).

Therefore, the purpose of this study was to describe how Greek-letter organization members' perceive leadership skills and if they attribute their leadership life skills development to being a member of a Greek-letter organization. This study was guided by four research objectives:

1. Describe selected characteristics—gender, class standing, class standing when joining a Greek-letter organization, membership in other student organizations—of student members of Greek-letter organizations at [a Land Grant] University.
2. Describe Greek-letter organization members' perceptions of leadership skills.
3. Describe Greek-letter organization members' leadership life skills development.
4. Describe the percentage of leadership development that Greek-letter organization members attribute to their involvement in their fraternity or sorority and other leadership courses.

Methods and Procedures

Population and Sample

As part of a larger study, the research design of this quantitative study was descriptive in nature. For this study, the target population was student members of an IFC, NPC, NPHC or NMGC Greek-letter organizations at [a Land Grant] University in the spring academic semester of 2010. The frame used to identify subjects was received from the [University] Department of Greek Life, and included 3890 individuals. The frame was scrutinized to eliminate duplications or omissions that would be potential sources of frame error.

According to Krejcie and Morgan (1970) a population size of 4000, would require 351 participants as a reflective sample that yields a $\pm 5\%$ margin of error. The sampling procedures for the larger study required a larger random sample ($n = 500$) be taken in an attempt to

compensate for low response rates reported in other similar recent studies (Asel, Seifert, & Pascarella, 2009; McCabe & Bowers, 2009). The names of the Greek Students from the frame were entered into a Microsoft Excel spread sheet in alphabetical order. Each member of the population was numbered in order, beginning with the number one corresponding with the first name of the alphabetized list. A simple random sample of 500 individual numbers was obtained from www.randomizer.org and was matched to the corresponding number on the Microsoft Excel spreadsheet to determine which subjects had been chosen to participate.

Instrumentation

The data collection instrument used in this study was researcher developed after consulting previous studies that used the *Leadership Skills Inventory* (Brick, 1998; Townsend, 1981) and the *Youth Leadership Life Skills Development Scale* (Dormody, Seevers, & Clason, 1993). The first section was composed of a single matrix structure containing 21 statements representing leadership competencies from the Leadership Skills Inventory (Brick, 1998). Brick's instrument consisted of five internal scales for analysis: working with groups, understanding self, making decisions, communicating, and leadership. Individuals were asked to respond to each item using a five-point Likert-type scale using one of the following scale anchors: 1 = *Not at All*, 3 = *Some*, 5 = *Very Much*. The second section was composed of the 30-item unidimensional *Youth Leadership Life Skills Development Scale* (Dormody & Seevers, 1994; Dormody, et al., 1993) used to measure leadership life skills development. Individuals were asked to respond to each item using a seven-point Likert-type scale using one of the following scale anchors: 1 = *No Gain*, 3 = *Slight Gain*, 5 = *Moderate Gain*, 7 = *A Lot of Gain*. The third section consisted of demographic questions including gender, class standing, class standing when joining a Greek-letter organization, membership in other student organizations.

Construct validity for items in the first section of the instrument was determined by Townsend in her 1981 study. Similarly, construct validity for items in the second section of the instrument was determined by Dormody, Seevers, and Clason in 1993. Therefore, because the items used in this study did not deviate from the studies conducted by Townsend or Dormody and his associates, the constructs were deemed valid. The design and format of the data collection instrument was guided by the suggestions of Dillman (2007). The electronic Web-based questionnaire was created and distributed to a panel of experts using Web-hosted software provided by Hosted Survey™ to assess face validity. The panel of eight experts consisted of three faculty members from a Land-Grant University, and five students not included in the study who were considered representative of the population.

Estimates of reliability were reported in previous studies that used the Leadership Skills Inventory (Brick, 1998; Carter & Spotanski, 1989; Rutherford, Townsend, Briers, Cummins, & Conrad, 2002; Townsend, 1981; Townsend & Carter, 1983) and Youth Leadership Life Skills Development Scale (Dormody & Seevers, 1994; Dormody, et al., 1993); however, the population for this study was varied from the previous studies. Thus, reliability of the instrument was estimated by conducting a pilot test using individuals who were considered representative of the population; in this case, members of Greek-letter organizations ($n = 100$) who were not chosen in the random sample. The electronic Web-based questionnaire was created and distributed to each individual in the pilot test using Web-hosted software provided by Hosted Survey™. Cronbach's alpha coefficients were calculated for the scales, Leadership Skills Inventory and Youth

Leadership Life Skills Development Scale, yielding coefficients of .89 and .96 ($n = 31$) respectively.

Methods/Procedures

Dillman's (2007) data collection protocol was followed for this study. E-mail invitations were sent using the Hosted Survey™ software to each of the individuals in the sample ($n = 500$) of members of Greek-letter organizations. Each e-mail invitation invited members to share their experiences and opinions about Greek-letter organizations, and included a personalized link to the Web-based electronic questionnaire. As electronic questionnaires were completed the names of the individuals who had responded were removed from the correspondence list to avoid sending additional e-mail correspondence. After four points of contact, a response rate of 29.0% ($n = 145$) was obtained.

Non-response error was a relevant concern; therefore, procedures for handling nonrespondents were followed as outlined as *Method 1* in Lindner, Murphy, and Biers (2001). Respondents were dichotomously split into early and late respondent groups (Miller & Smith, 1983) to compare variables of interest: working with groups, understanding self, making decisions, communicating, and leadership. An independent samples t-test was used to compare the variables of interest and yielded no significant differences ($p > .05$) between early and late respondent data. Therefore, external validity did not threaten the generalizability of the findings of this study to the population (Lindner, et al., 2001; Radhakrishna & Doamekpor, 2008).

Data Analysis

Data were analyzed using SPSS® version 17.0 for Windows™ platform computers. In determining the appropriate analysis of the data, the primary guidance was scales of measurement as outlined by Ary, Jacobs, Razavieh, and Sorensen (2006). Research objective one sought to describe selected characteristics of student members of Greek-letter organizations at [a Land Grant] University; thus, frequencies and percentages for gender, class standing, class standing when joining a Greek-letter organization, membership in other student organizations were reported. Research objective two sought to describe Greek-letter organization members' perceptions of leadership skills. Subjects were asked to respond to 21 statements regarding leadership skills using a five-point Likert-type scale to reflect levels of importance. Mean, Mode, and standard deviation were reported. Mode was included as a more conservative descriptor of central tendency. Research objective three sought to describe Greek-letter organization members' leadership life skills development. Subjects were asked to respond to 30 items using a seven-point Likert-type scale to reflect levels of gain. Mean, Mode, and standard deviation were reported. Research objective four sought to describe the percentage of leadership development that Greek-letter organization members attribute to their involvement in their fraternity or sorority and other leadership courses; thus, frequencies and percentages were reported.

Findings

Research objective one sought to describe selected characteristics of student members of Greek-letter organizations at [a Land Grant] University. A majority of the subjects were female (56.3%); upperclassmen (57.2%); joined a Greek-letter organization when they were a freshman (75.4%); belonged to an organization other than their fraternity or sorority (84.7%); held an

elected, appointed, or selected leadership position in fraternity or sorority (81.4%); had attended a formal leadership training sponsored by their fraternity or sorority (69.5%). Conversely, subjects on average, had not attended a formal leadership training offered on campus, e.g. Covey, Leadershape, Strength Quest (68.6%); been enrolled in a university offered leadership course (61.0%), or attended a professional conference (68.6%). The results are further summarized in Table 1.

Table 1

Characteristics of student members of Greek-letter organizations at [a Land Grant] University

Characteristic	<i>n</i>	<i>f</i>	%
Gender	119		
Male		52	43.7
Female		67	56.3
Current Class Standing	119		
Freshman		12	10.1
Sophomore		24	20.2
Junior		37	31.1
Senior		31	26.1
Other		15	12.6
Class Standing When Joined Greek-letter Organization	118		
Freshman		89	75.4
Sophomore		17	14.4
Junior		8	6.8
Senior		4	3.4
Member of an Organization besides Greek-letter Org.	118		
Yes		100	84.7
No		18	15.3
Held an Elected, Appointed, or Selected Leadership Position in Fraternity or Sorority	118		
Yes		96	81.4
No		22	18.6
Attended Formal Leadership Training Sponsored by Fraternity or Sorority	118		
Yes		82	69.5
No		36	30.5
Attended Formal Leadership Training Offered on Campus e.g. Covey, Leadershape, Strength Quest	118		
Yes		37	31.4
No		81	68.6
Enrolled in a Formal University Leadership Course	118		
Yes		46	39.0
No		72	61.0

(continued)

Characteristic	<i>n</i>	<i>f</i>	%
Attended a Professional Conference	118		
Yes		37	31.4
No		81	68.6

Research objective two sought to describe Greek-letter organization members' perceptions of leadership skills. Findings are presented in Table 2 ordered by the mean score of the Greek-letter organization members' perceptions of leadership skills importance. The overall scale mean for the leadership skills was 4.63 (*SD* = 0.35). Twelve of the 21 items had a mean score greater than the summated mean that ranged from 4.64 to 4.86. The other nine items had associated mean scores that ranged from 4.36 to 4.61 (see Table 2), indicating that Greek-letter organization members' perceived all of the leadership skills as having more than some importance.

Table 2

Perceptions of Members of Greek-letter Organizations at [a Land Grant] University Regarding the Importance of Selected Leadership Skills (n = 139)

Scale Items	<i>M</i>	<i>Mode</i>	<i>SD</i>
can cooperate and work in a group.	4.86	5	0.37
believe that all group members are responsible.	4.81	5	0.43
use information in making decisions.	4.78	5	0.47
feel responsible for their decisions.	4.75	5	0.53
feel responsible for their actions.	4.73	5	0.56
feel comfortable being a group leader.	4.71	5	0.62
can give clear directions.	4.70	5	0.59
consider all choices before making a decision.	4.67	5	0.63
are good listeners.	4.67	5	0.57
listen carefully to opinions of group members.	4.67	5	0.56
get along with people.	4.65	5	0.61
can lead a discussion.	4.64	5	0.65
can follow directions.	4.61	5	0.73
are sure of their abilities.	4.60	5	0.63
can run a meeting.	4.56	5	0.78
feel comfortable teaching others.	4.55	5	0.67
respect others of the same age.	4.53	5	0.72
understand themselves.	4.51	5	0.71
use past experiences in making decisions.	4.50	5	0.74
accept people for who they are.	4.46	5	0.73
believe in dividing the work among group members.	4.36	5	0.70
Summated Mean for Scale	4.63	--	0.35

Note. Scale: 1 = Not at All Important; 3 = Some; 5 = Very Much Important

Research objective three sought to describe Greek-letter organization members' leadership life skills development that the member attributed to their Greek-letter organization involvement. Findings are presented in Table 3 ordered by the mean score of the Greek-letter organization members' perceptions of their leadership life skill development gain. The overall scale mean for the leadership life skill development was 5.66 (*SD* = 1.11), indicating that Greek-

letter organization members perceived to have at least moderate gain in leadership skill development from their experience in their fraternity or sorority. Greek-letter organization members most frequently indicated that they experienced a lot of gain from being a fraternity or sorority member on 27 of the 30 leadership life skill development items. The leadership life skill development items that did not have a mode of at least 7 were *can use information to solve problems* (Mode = 6), *am sensitive to others* (Mode = 5), and *am sensitive to others* (Mode = 5), which would indicate members experienced on those three items at least a moderate amount of gain from being a fraternity or sorority member.

Table 3
Perceptions of Members of Greek-letter Organization Members' Leadership Life Skills Development (n = 129)

	<i>M</i>	<i>Mode</i>	<i>SD</i>
get along with others	6.03	7	1.23
can set priorities	5.97	7	1.41
show a responsible attitude	5.95	7	1.25
can be flexible	5.92	7	1.43
can delegate responsibility	5.91	7	1.34
respect others	5.84	7	1.37
can listen effectively	5.84	7	1.36
can be tactful	5.81	7	1.33
consider input from all group members	5.81	7	1.31
can handle mistakes	5.80	7	1.37
have a friendly personality	5.77	7	1.54
can set goals	5.74	7	1.46
have a positive self-concept	5.74	7	1.32
have good manners	5.72	7	1.63
create an atmosphere of acceptance	5.70	7	1.52
use rational thinking	5.69	7	1.49
am open to change	5.67	7	1.64
recognize the worth of others	5.67	7	1.43
can be honest with others	5.65	7	1.49
can consider alternatives	5.63	7	1.51
can solve problems	5.62	7	1.52
trust other people	5.61	7	1.71
an open-minded	5.60	7	1.61
consider the needs of others	5.58	7	1.48
can clarify my values	5.57	7	1.60
can select alternatives	5.38	7	1.52
can use information to solve problems	5.30	6	1.57
am sensitive to others	5.22	5	1.45
can express feelings	5.02	7	1.76
Summated Mean for Scale	5.66	--	1.11

Note. Scale: 1 = No Gain, 3 = Slight Gain, 5 = Moderate Gain, 7 = A Lot of Gain

Research objective four sought to describe the percentage of leadership development that Greek-letter organization members attribute to their involvement in their fraternity or sorority, or

other leadership courses. Sixty-percent (60.1%) of Greek-letter organization members attributed *50 percent or more* of their leadership skills as being gained directly from their involvement in their fraternity or sorority. Conversely, nearly 85 percent (84.8%) of Greek-letter organization members attributed *50 percent or less* of their leadership skills as being gained directly from leadership education courses, training programs, or conferences.

Table 4

Perceptions of Members of Greek-letter Organizations at [a Land Grant] University Regarding Percent of Leadership Skill Development (n = 118)

	<i>f</i>	<i>%</i>
Leadership Skill Development Gained From Being a Member of a Fraternity or Sorority		
10% or Less	7	5.9
20%	5	4.2
30%	17	14.4
40%	18	15.3
50%	24	20.3
60%	10	8.5
70%	20	16.9
80%	12	10.2
90%	3	2.5
100%	2	1.7
Leadership Skill Development Gained From Leadership Education or Training (e.g. course, program, conference)		
10% or Less	30	25.4
20%	18	15.3
30%	24	20.3
40%	12	10.2
50%	16	13.6
60%	4	3.4
70%	4	3.4
80%	7	5.9
90%	3	2.5
100%	--	--

Conclusions

A majority of members of Greek-letter organizations were female and had achieved a junior or senior status. Most joined their fraternity or sorority early in their college experience and held leadership positions in their fraternity or sorority. Most were also involved in other organizations, but had not enrolled in or attended formal or informal leadership courses or training besides those offered through their fraternity or sorority.

Members of Greek-letter organizations, on average, believe that leadership skills are important. Overall, the selected leadership skills were indicated as being *very much important*, based on mode. Members of Greek-letter organizations believe that they have gained at least a moderate amount of their leadership abilities directly from being involved in their fraternity or sorority. Conversely, Greek-letter organization members did not attribute much of their

leadership skill development as being gained directly from leadership education courses, training programs, or conferences.

Implications

It is evident that from the members' perspectives Greek-letter organizations are addressing the leadership aspect of their mission. Greek-letter organizations should be praised for providing fraternity and sorority members the opportunity to develop leadership skills. However, the question remains: Do the members of Greek-letter organizations know how much they do or do not know? Leadership educators must develop a better understanding of how leadership skills and concepts are being taught, and how deep the concepts are being understood and retained. Perhaps an even more perplexing question is how do leadership educators convince members of Greek-letter organization to enroll in formal leadership courses when it is likely that many of the members believe that they already possess and understand leadership?

Recommendations

Greek-letter organizations have a unique opportunity to develop a leadership framework. Such a framework would provide a set of identified leadership skills; thereby providing a clear criterion to measure and document how members develop leadership skills. Greek-letter organizations could then provide other student organizations and leadership educators an example for how to better develop our students' leadership skills. Providing intentional development behind an informal structure would improve the leadership development that already occurs within Greek-letter organizations because it will occur with a theoretical underpinning. This type of intentional development would allow students involved in Greek-letter organizations (and perhaps others) an opportunity to provide future employers an actual description of their understanding and application of the skills learned.

The literature related to Greek-letter organizations is prolific and spans decades. However, much of the literature is based on the results of studies conducted with small-scale or limited populations. Making inferences from the findings of these studies to the broader population of members of Greek-letter organizations would not be responsible. The absence of studies conducted using a sample of members of Greek-letter organizations on a national scale is evident. A more reasonable approach may be to work with the IFC, NPC, NPHC, and the MCGC to conduct national studies of each organization's members. Although an undertaking of national scale would be daunting, the findings could provide a more in-depth understanding of the positive outcomes Greek-letter organizations provide students.

The leadership data collection instrument used in this study was adapted from instruments developed for other populations. There would be merit in developing a specific data collection instrument to measure Greek-letter organization members' leadership skill development and administer the instrument in a longitudinal manner to annually monitor leadership development of members of Greek-letter organizations from their freshman year until graduation.

Further, focus groups should be conducted to learn how the organizations are so effective at developing these selected skills. With this kind of success, there are a number of other organizations, both collegiate and corporate, that would like to get these kinds of results.

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