Sorority presidents' leadership experience:

A qualitative research methods study

by

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CHAPTER ONE

INTRODUCTION

The college experience for undergraduate students is beneficial to their growth and development. Current research demonstrates "something [emphasis added] in the undergraduate experience will lead to a more competent, more concerned, more complete human being" (Boyer, 1987, p. 1).

In addition to the time students spend in the classroom, that "something" is involvement in extracurricular activities and experiences. A student's growth and development are affected by his or her participation in co-curricular activities and the amount of time and energy spent on those activities (Astin, 1985; Boyer, 1987). A student's involvement in a campus organization, such as student government, provides experiences that influence his or her growth and development (Poinsette, 1981). By participating in an organization a student will learn organization, time management, communication and interpersonal skills.

Participation in out-of-class activities not only affects growth during college, but also provides learning opportunities that are pertinent to future endeavors (Astin, 1977). Leadership experiences are one of those opportunities (Schuh & Laverty, 1983). "Many leaders in business, industry, and government were student leaders in colleges" (Astin, 1977, p. 115). Participation in leadership experiences in college is important because it gives students the opportunity to practice leadership (Guido-DiBrito & Batchelor, 1988). Practicing leadership offers a learning experience that allows students to evaluate themselves through mistakes and accomplishments.

While it is clear involvement in extra-curricular activities provides a laboratory for leadership development, what may be more important are the long-term effects of holding a leadership position in college. Former student leaders believe their leadership experiences significantly affected interpersonal skill development in areas of communication, team building, decision-making, assertiveness, budgeting, supervising, planning and organizing (Pascarella & Terenzini, 1991; Schuh & Laverty, 1983).

The focus of this study was women students' leadership experiences in an all-women's environment on college campuses--the sorority--and how experiences in this setting influenced learning about, and development of, leadership.

Statement of the Problem

A study of women's leadership experiences is important because even though there have been many studies of leadership, few have included women (Bunch, 1991; Hart, 1982; Hollander & Yoder, 1984). Women's lack of inclusion in leadership research points to a need to study female leadership experiences. New frameworks of leadership will emerge and old models can be questioned by including women's leadership experiences in research (Astin & Leland, 1991; Heller, 1982). When women's leadership experiences are included in research a more complete view of leadership in general will emerge, we may learn how to better structure environments that teach leadership to women and girls, and we will identify leadership styles that may benefit everyone involved in organizations and businesses.

One way to include more women in leadership research is to study leadership experiences of women college students. This is valuable because

there have been even fewer studies reported about women student leaders than about women leaders in general (Sagaria & Koogle, 1988). Women student leaders, particularly traditional-aged undergraduates, are either experiencing leadership for the first time or are continuing to refine skills and philosophies they had previously developed. These women are emerging as leaders. By focusing on the experiences and characteristics of emerging women leaders, discoveries can be made about influences that affect all women's leadership. Information can be discovered that illustrates experiences that may be significant to women's leadership development and to women's evolving leadership styles. One example of an emerging leader is the college student who participates in student government and eventually becomes a committee chair or an officer.

It is also critical to study women's leadership experiences because on college campuses the leadership offices of most coeducational clubs are held by men, "so the context in which undergraduate women exist is one which does not provide an experience in which women are leading and succeeding in proportion to their numbers" (Leonard & Alpert Sigall, 1989, p. 232). It is important that people have the opportunity to practice leadership (Bennett & Shayner, 1988) in order to learn and improve leadership skills. Since male students have dominated the leadership opportunities at co-educational universities, sororities offer some of the only opportunities for women to experience leadership (Tootle, 1981). A respondent in Astin's and Leland's (1991) study of women leaders in education and social change discussed that her early leadership experiences had been "in all-female situations because women weren't supposed to be leaders when they were with men" (p. 56).

Research Purpose

In this study, research on women's leadership experiences is extended by examining and describing the leadership experiences of college sorority presidents. The purposes of this study are: a) to describe and examine ways sorority presidents lead and how they learn to lead and b) to identify how involvement in a sorority influences, if at all, the leadership and learning-to-lead experiences of the sorority presidents. The seven questions that guided this study were: a) how do the women describe and view their leadership? b) what motivates them to participate in leadership positions? c) who and what has influenced their leadership development? d) what have they learned about leadership as a result of their involvement in a sorority? e) what aspects, if any, of membership in sororities influence how they lead? f) what implications does having this leadership position have for their future goals and plans? g) how are the leadership experiences in the sorority different from or similar to leadership experiences in coed organizations or other all-women's groups?

Significance of the Study

Traditional views of leadership will be enhanced by studying leadership through the experiences of college student leaders. By examining early leadership experiences and studying the environments that may have shaped leadership styles, we may learn about the ways people learn leadership best.

Studying environments that provide women the opportunity to experience and practice leadership will help researchers and practitioners understand what women student leaders learn from their leadership experiences and how the environment affects their leadership.

Thesis Overview

This paper is divided into five chapters. Chapter two gives background information on women's leadership experiences and research, college women's leadership, and sorority influences on leadership. Research methods are described in chapter three. An explanation of sample identification, data collection, data analysis, and research and interview questions is covered. Research findings are discussed in chapter four. The chapter is divided into seven thematic sections which present the descriptions of the respondents' leadership experiences. Finally, chapter five presents a discussion of the findings in light of the research questions, presents conclusions, and offers recommendations for practical application and further research.

CHAPTER TWO

REVIEW OF LITERATURE

The purpose of this chapter is to review the research relevant to the issue of women's leadership. The review begins with a definition of leadership, and continues with a description of women and leadership. College women's leadership experiences are then discussed. Sorority influences on leadership conclude the review.

Definition of Leadership

"Leadership is one of the most observed and least understood phenomena on earth" (Burns, 1978, p. 1; Astin & Leland, 1991; Rosenbach & Taylor, 1984). Leadership's elusiveness may be one reason researchers continue to study it. Traditional views of leadership have shaped the way we understand and define leadership. Bass (1990) grouped the traditional views of leadership into twelve areas: 1) a Focus of Group Process, this allows the leader to regulate information within the group; 2) Personality and Its Effects, here leaders have traits which distinguish them from the other members; 3) the Art of Inducing Compliance, this suggests the leader's goals and ideas take precedence over those of the members and all efforts are targeted to force compliance; 4) the Exercise of Influence, here the leader does not force compliance, but rather influences the follower's activities; 5) an Act or Behavior, a leaders' behavior is identified as being a leadership act; 6) a Form of Persuasion, leaders persuade followers without coercing them; (7) a Power Relation, here a leader is perceived by group members to possess power; (8) an Instrument of Goal Achievement, a leader works with the followers to accomplish the group's goals; (9) an Emerging Effect of Interaction, a leader

emerges because a group believes he or she is best suited to lead; (10) a Differentiated Role, here a leader is a leader because he or she has been identified in that role while others in the group have taken different roles; (11) the Initiation of Structure, the leader is responsible for maintaining the structure of the organization so tasks can be accomplished; (12) a Combination of Elements, in this the leader possesses a combination of the concepts listed above.

Bennis & Nanus (1985) identified more than 350 meanings for the word leadership. While many researchers are trying to create an all-inclusive definition, "a pluralistic culture can have no single acceptable definition of leadership or measure of effectiveness" (Bensimon, Neumann, & Birnbaum, 1989, p. 70). Bass concurs, "the search for the one and only proper and true definition of leadership seems to be fruitless, since the appropriate choice of definition should depend on the methodological and substantive aspects of leadership in which one is interested (1990, p. 18). The purpose of this research, therefore, is not to develop a definition of leadership, but rather to add to our knowledge about women's leadership experience. In this study, "leadership is [defined as] a relationship between leader and followers" (Kouzes & Posner, 1987, p. 1). The specific relationship studied here is between the sorority presidents and their chapter members.

Leadership and Women

Despite the fact that history books have neglected leadership by women, women "have always been leaders" (Shrewsbury, 1989, p. 327). Women have been instrumental in community development, health reform, and educational changes. For example, "it was women's groups that furnished

schoolrooms, that started libraries, [and] that pushed for sanitation laws"
(Shrewsbury, 1989, p. 327). Also, for centuries women have led businesses,
generally small and family-owned, by inheriting them or after the death of a
spouse (Bass, 1990).

<u>Research on Women's Leadership</u>

Despite women's leadership contributions, questions remain about
whether women's leadership experiences have been adequately represented
by past leadership research (e.g. Anthony-Gonzalez, 1981; Hollander, 1987).
As recently as 1974 citations on women and sex roles were excluded from
Stogdill's <u>Handbook of Leadership Theory and Research</u> (Heller, 1982).

Discussion about women's representation in leadership research mainly
centers on the male focus that has resulted in women's exclusion from past
leadership research. As a result of male focused leadership research, few
women have been subjects for leadership research (Bunch, 1991; Hollander &
Yoder, 1984). In the past most leadership research expressed a belief that
men's experiences were the best measures for leadership (Hart, 1982) because
generally men held the prominent leadership positions such as presidents of
business and industry, heads of national and state government, and officers
in the military. As a consequence, leadership became identified as a
"masculine concept" (Heller, 1982; Hollander & Yoder, 1984, p. 234). A theory
of leadership even emerged called the "Great <u>Man</u>" theory (Burns, 1978)
which by its title alone excludes women.

The studies on leadership that have included women either "have
focused on differences in the traits and leadership styles of men and women"
(Astin & Leland, 1991, p. 3), the "most visible spokeswomen" (Bunch, 1991, p.

xi) such as women in politics or women business leaders, or the "stereotyped expectations imposed on women with respect to their leadership ability" (Astin & Leland, 1991, p. 3). In other words, much of the previous research on women has compared and contrasted women leaders with men leaders or women leaders with who they were expected to be as leaders, in the eyes of the researcher, instead of describing and exploring women's leadership experiences as a concept of leadership.

<u>Aspects of Women's Leadership</u>

Some current leadership researchers have suggested leaders should adopt the ways many women already lead (Astin & Leland, 1991; Shrewsbury, 1989). Some of the aspects associated with women's leadership by researchers of leadership and social science include: commitment (Bennett & Shayner, 1988), affiliation and relationships (Bennett & Shayner, 1988; Delworth & Seeman, 1984; Gilligan, 1982; Prosser Gelwick, 1985; Shrewsbury, 1989), cooperation and internal competition rather than external competition (Astin & Leland, 1991; Gilligan, 1982; Helgesen, 1990), interdependence (Bennett & Shayner, 1988; Gilligan, 1982; Shrewsbury, 1989), participatory leadership (Evans, Bourassa, & Woolbright, 1985; Pearson, Shavlik, & Touchton, 1989; Shrewsbury, 1989), and empowerment (Belenky, Clinchy, Goldberger, & Tarule, 1986; Sagaria, 1988). These aspects of women's leadership do not necessarily describe all--or only--women.

Women's leadership experiences also can be illustrated by two models of leadership: (a) generative leadership and (b) web of inclusion leadership.

Generative Leadership

Generative leadership is a cooperative form of leadership in which all participants take responsibility for the creation and implementation of the group's objectives (Sagaria, 1988). Goals of the group are achieved by the leader creating and supporting an environment where the members feel encouraged and confident to actively participate in the leadership of the group (Sagaria, 1988; Sagaria & Johnsrud, 1988).

There are two ways the generative leader attempts to foster the participant's leadership experience: (a) by providing situations that encourage and support a person's "grow[th] and develop[ment]" (Sagaria & Johnsrud. 1988, p. 16) and (b) by creating and implementing collaborative priorities (Sagaria & Johnsrud, 1988). For example, a leader demonstrating generative leadership would foster activities and events that would benefit all involved and would allow all members to take responsibility for the leadership of the group. Finally, generative leaders support and foster the leadership ability of the group members by empowering them to "share their experience and take collective risks for the good of others" (Sagaria & Johnsrud, 1988, p. 16). For example, the leader might encourage the members who have expertise in budgeting and finance to work together to create a plan for fund raising.

Web of Inclusion Leadership

The web of inclusion model of leadership focuses on the relationships between leaders and followers. Similar to generative leadership, the web of inclusion leadership model encourages leadership development within a group's members. The model's distinction from generative leadership, however, is the position the leader takes within an organization's structure.

The leader views herself in the center of a web rather than at the top of a hierarchy (Helgesen, 1990). The leader is joined with all members and, therefore, supports and is supported by those around her. "In the web construction, the figurehead is the *heart* rather than the *head*; and so does not need layers and ranks below to reinforce status. Authority comes from connection *to* the people around them rather than distance *from* those below; this in itself helps to foster a team approach" (Helgesen, 1990, p. 55). This also indicates a greater focus on the group than the individual (Helgesen, 1990). In a business, a web of inclusion leader may structure the staff so there are many opportunities for interaction and input from everyone including secretaries and new employees. She may also position her office in the middle of the building rather than on the top floor to surround herself with members of the company.

<div align="center">Leadership and Women College Students</div>

One way to include more female leadership experiences in leadership research is to study women in leadership positions during college. College student leadership positions include student government representative, residence hall advisor, sorority officer, or university committee representative.

Students spend approximately 70 hours each week involved in extracurricular activities (Boyer, 1987; Kuh, Schuh, Whitt & Associates, 1991). Some students spend part of that two-thirds of their week involved in leadership activities. Participation in leadership activities is important for students' learning and maturation (Schuh & Laverty, 1983).

Kuh, et al (1991) suggest colleges and universities should evaluate whether students have adequate opportunities to participate in leadership. On college campuses, student activities offer the best leadership training opportunities because student leaders experience many of the same situations as post-graduate leadership (Guido-DiBrito & Batchelor, 1988). Some of these situations may include planning large-scale events, mediating a conflict between group members, or developing a goal agenda or mission statement.

Women students, however, tend to be less involved in leadership than male students (Abrahamson, 1986; Astin, 1993; Leonard & Alpert Sigall, 1989). One reason women students do not tend to become leaders is they do not feel comfortable in leadership positions (Leonard & Alpert Sigall, 1989). There are several possible explanations for women students' uncomfortable feelings in leadership positions "including not being taken seriously and having to work harder to be better than men to be respected or get ahead [and] feeling intimidated by male competitiveness. . . along with the fear of loss of approval if and when they do assert themselves" (Leonard & Alpert Sigall, 1989, p. 232).

More chances to experience leadership should be designed for women students since they do not tend to participate in leadership roles (Anthony-Gonzalez, 1981). When women students have had opportunities to practice leadership in the past, they are more likely to attain leadership roles in the future (Sagaria & Koogle, 1988). This is true, in part, because it is important to experience leadership in order for student leaders to be aware of their successes in leadership (Shrewsbury, 1989). If they have not had a chance to practice leadership it is difficult for leaders to know they have been effective.

A respondent in Astin's & Leland's (1991) study of women leaders in educational and social change "emphasized the relationship between early opportunities and subsequent leadership skills, personal awareness, and self-confidence" (p. 57). Those early leadership opportunities during college are important to encouraging women's leadership involvement. In order for college women's leadership experiences to be encouraged and supported, "activities must be provided which encourage independence, confirm self-worth, set clear (and realistic) goals, identify leadership skills, and build confidence" (Anthony-Gonzalez, 1981, p. 115).

Astin (1977) stated "women fare somewhat better in the competition for leadership positions if they are not competing with men" (p. 117). Presumably, women's competitiveness for leadership positions is deterred when men are present (Astin, 1977). While Astin's 1977 data may seem outdated, there has been no further research to contradict them. In fact, his 1993 follow-up study suggested "men show larger increases than women do in. . . leadership" (Astin, p. 405). If one assumes that environments where men are absent are supportive for women's leadership development, then it is important for coeducational institutions to begin to consider ways they can offer environments that increase and support women students' leadership training and experiences.

"There does not appear to be a tremendous amount of leadership training per se being designed for and offered to college women" (Anthony-Gonzalez, 1981, p. 118). Women students who participated in the 1987 National Conference for College Women Student Leaders and Women of Achievement were asked to evaluate leadership training opportunities

offered on their college campuses. Overall, the conference participants identified two areas as important to developing their leadership skills: (a) connection to people--especially faculty and staff who supported their leadership development and (b) actually being the leader. Leading gave them self confidence about their ability to lead (Sagaria, 1988).

When the women were questioned about programs designed specifically for women to develop leadership skills, they mentioned activities women students participate in (Sagaria, 1988). Some of those activities were: "social organizations (such as sororities), professional organizations (such as Women in Communications and the Society of Women Engineers), and governance groups (such as Association of Women Students)" (Sagaria, 1988, p. 9).

<div align="center">Leadership and the Sorority</div>

Astin (1985) stated that success in leadership activities was greater for students who live in a campus residence than for students who commute. Women students, in particular, are more likely to have a leadership position within their residence than within a non-residential student organization (Abrahamson, 1986).

Sororities are campus residences that seem to influence women's leadership experiences (Astin 1993). Women's fraternities are one environment that offer leadership roles for women (Kuh & Lyons, 1990). Leonard and Alpert Sigall (1989) said "a woman high in leadership skill would be one who could. . . run a sorority" (p. 235). A reason women in sororities may develop leadership skills is that leadership development materials and leadership training workshops and conferences are sponsored by the sororities' national and regional offices.

A sorority is one organization at a coeducational institution that is always led by women. The missions and philosophies that sororities uphold were created years ago by some of the first women admitted to college. Sorority memberships are exclusive to women, the alumnae who set national rules and policies are women, and the chapter house--if there is one--houses women only. The student members are completely responsible for the programs and goals of the chapter and are in charge of the maintenance and upkeep of the property.

Studying sororities is also important because "there has been very little research on the impact of sororities and fraternities on students" (Winston & Saunders, 1987). Sororities and fraternities have an influence on many students on college campuses; for example, at the time of this study 16 percent of the student body at Iowa State University was Greek.

Because there is a need for research on women and because sororities provide communities for women, sororities may be useful environments for research on women's leadership. A study of sorority women's leadership experiences would provide more information about leadership experiences in an all-women's environment, thereby adding to our knowledge about women leaders.

CHAPTER THREE

RESEARCH METHODS

Qualitative research methods were used to describe the leadership experiences of sorority presidents. In qualitative research data are words and are collected and analyzed by means of a human instrument--the researcher (Lincoln & Guba, 1985).

This chapter provides justification for using qualitative research methods, provides information about data sources, describes data collection and analysis techniques, and describes means to ensure research trustworthiness.

Why Use Qualitative Methods?

There were several reasons for using qualitative methods in this study. First, my research questions sought descriptions, motivations, influences, and experiences. These issues were best addressed by giving the respondents the opportunity to tell their own stories. For the purposes of this research it was better to examine the issues from the respondents' points of view (Astin & Leland, 1991; Marshall & Rossman, 1989; Merriam, 1991).

Second, I was more concerned with "how and why" of women's leadership than "what and how many" (Merriam, 1991, p. 9). In other words looking at college women's leadership experiences offers insights into how women lead and learn to lead.

Third, I was also looking for depth of understanding rather than breadth of knowledge for generalizations (Merriam, 1991) about the subject of sorority womens' leadership experiences. This means that looking deep into the individual women's leadership experiences will uncover aspects of

leadership that can not be discovered by studying the apparent and the obvious. The respondents' perceptions and motivations regarding leadership will add to our knowledge about women's leadership experiences.

And finally, the process of qualitative research intrigued me. It intrigued me because the experience would be challenging and educational.

Data Sources

I used three sources to obtain data: people, documents, and observations. The people--respondents--were college sorority presidents. Permission to use human subjects for this research was approved by the Iowa State University Human Subjects Review Committee. The documents I used were presidents' materials from sorority national headquarters. Also, the situations I observed were the proceedings of an executive board meeting for two of the four respondents.

Respondents

In order to identify the sorority presidents who served as data sources for the study, I used what Patton (1990) calls "purposeful sampling" (p.169) which means selecting a sample from which the most knowledge about the research questions can be gained. This was achieved by determining criteria which were relevant to the research purposes and then selecting data sources that fit those criteria:

1. presidents of sororities with a charter and a house at Iowa State University.

2. third-year students. Juniors were selected because I believed it was important for the respondents to have similar opportunity for and experience with leadership in their chapters, and I did not want potential age differences

in the respondents to influence data interpretations. At Iowa State University most chapters select presidents who are third-year students, so this generated the largest pool of potential respondents.

3. installed as presidents by February 1, 1992. Thus the respondents all began their term of office within the same time frame.

4. a minimum cumulative grade point average of 3.0/4.0. This is important because grades demonstrate a "significant positive relationship to being elected to a student office" (Astin, 1993, p. 176).

5. held at least one other executive office for their chapters. Holding a previous office indicates at least some previous experience with leadership.

6. willing to devote the time necessary for data collection.

Four sorority presidents met this criteria. This number was appropriate since this study was not intended to generalize from the data sources to a larger population, but, rather to uncover motivations, influences, and experiences of sorority presidents' leadership.

The study began during the second month of classes in the spring semester of 1992. The timing of the research is significant for the participants because it was the beginning of their terms in office. The study continued throughout the semester, thereby allowing respondents opportunity to think about the topic of leadership over a long period of time. They also were able to express the various changes they experienced as they developed in their offices.

Observations

I observed two of the respondents leading one of their chapters' executive board meetings. I was unable to attend the other two because of

time constraints and confidentiality in their proceedings. Through my observations I learned more about how the two respondents lead, such as how they communicated with their officers and how they organized their meetings. I also developed further interview questions such as: Describe the structure of your executive board, and What do you believe is important for leading the officers?

Documents

Documents I used were the president's materials from the sororities' national headquarters. These documents were used because they showed what types of training materials the respondents were provided. I reviewed each document for information pertaining to leadership training and responsibilities. Examples of some of the information contained in the manuals are various national report forms, officer position descriptions, and chapter policies and procedures. Some of the information I learned about leadership from the documents referred to officer training and transition policies and suggestions for managing chapter meetings.

Data Collection and Analysis

Data collection and analysis occurred concurrently. Simultaneous collection and analysis allowed me to develop further interview questions, to clarify any ambiguous responses from the respondents, and to note emerging directions to pursue further (Lincoln & Guba, 1985).

Data Collection

Data were collected by means of interviews, document analysis, and observations.

<u>Interviews</u>

The purpose of the interviews was to obtain the participants' descriptions and perceptions of their leadership experiences. An invitational letter (see Appendix A) informed the participants there would be at least three individual interviews lasting from sixty to ninety minutes, there would be one group interview with all of the participants, and they would be asked to comment on the accuracy of my interpretations of the interviews. Each respondent signed an Informed Consent Form (see Appendix B) and was told the purposes and objectives of the research so she could make an *informed* decision about her participation in the study. I told them I would protect their anonymity by eliminating any identifying information from the final report.

The individual interviews occurred at the respondents' sorority houses. The interviews were held in their houses because I wanted to talk to them about leadership within the environment they were leading.

The group interview involved all four respondents. It occurred between the second and third individual interviews. One of the respondents volunteered to host the interview in her house, and it lasted approximately two hours. The group interview offered the respondents an opportunity to discuss questions and issues together. This was important because it allowed the respondents to react to each others' comments. Often they agreed on issues, but several times they differed in their perceptions of their experiences. The group interview also served to further explore emerging themes that developed from the previous individual interviews.

I used semi-structured interviews. This means I asked all participants the same questions, but I did not limit myself to *only* the predetermined questions (Merriam, 1991). In other words, I developed a standard list of questions for each interview, but as the respondents answered, new questions and issues to pursue would arise. At times, for each of the respondents I may have followed a slightly different line of questioning. For example, if when asked about the sacrifices she had made as a result of the leadership experience, a respondent mentioned her grades suffered then I would ask some follow-up questions about the effect of leadership on her grades. This was done to fully explore the issues about leadership the respondents raised.

The questions I asked were initially developed from the seven research questions. The remaining questions emerged from issues raised in the interviews. At the end of each interview the respondents were given an opportunity to offer suggestions for interview questions that should have been asked and to comment on anything they felt they had not had an opportunity to fully discuss. The questions I asked were:

(a) Individual interview number one questions:

1. Tell me about yourself and how you came to be a sorority president. Family, interests, etc.

2. When I say the word "leadership" what comes to mind? Of all of those images which ones apply to you? Why, why not? What is your definition of leadership?

3. Describe the first time you can remember being a leader. What do you remember thinking? How did it make you feel? How did the people around you react?

4. Who and/or what has influenced you to become involved in leadership? What have they done to influence you? What have they taught you? How has it influenced you? If no one, how have you influenced yourself?

5. What qualities do you think a leader should possess? Which of those are your strengths? Why? Which of those are your weaknesses? Why? Do you consider yourself a leader?

6. What motivates you to be a leader? What "de-motivates" you?

7. What/who are your sources of support as a leader? People, activities, ideals?

8. On the converse, what are your obstacles to being a leader?

9. What do you "get out" of being a leader? Satisfaction, development, reward?

10. What does it "cost" to be a leader? Sacrifices, take out of you, give up?

11. What do you want to accomplish when leading/as a leader? How do you know you have done that? How do you feel if you have not?

12. Is there anything I should know that you have not had a chance to tell me?

13. Are there any questions that I should have asked you, but I did not?

(b) Individual interview number two questions:

1. Why did you become president of you chapter? Making the decision. Experiences that led you to presidency.

2. Why do you think you were the person selected as president of your chapter?

3. What have you learned about leadership since becoming president of your chapter?

4. What are the most challenging aspects of being a sorority president? What are the easiest aspects?

5. What would you change about your position as president? What would you keep the same?

6. Tell me about your hopes/goals for your chapter.

7. Why do sororities exist? How does that role match with your present leadership experiences?

8. Have you ever been a leader in another all-women's group? Tell me how it is similar to the sorority. Tell me how it is different. If no, was there ever an opportunity?

9. Have you ever been a leader of a coed group? Similar or different from sorority?

10. Think back when you first joined the sorority, tell me about what you thought about chapter leaders. Impressed, frustrated, etc.

11. How did those early impressions affect your present leadership?

12. Who in the chapter are your role models for leadership? What have you learned from them?

13. Do you see yourself as a role model for others? What do you do?

14. Now that you are president, what is your relationship like with the other chapter members?

15. How would members of your chapter describe you as a leader?

16. Tell me about your relationship with your chapter advisor. How does she affect your leadership experience?

17. Is there anything that I should know that you have not had a chance to say?

18. Are there any questions that I should have asked, but I did not?

(c) Focus group interview questions:

1. Introduce yourself and tell what you like best about being your chapter's president.

2. What does it take to be successful as sorority president?

3. Talk about the most important leadership roles you as sorority presidents can take with your chapters. Give examples.

4. Through these interviews I have heard you talk about delegating, listening, organization, fairness, confidentiality, and encouragement as descriptions for your leadership experiences. Please react. Give examples and add anything.

5. What are some things that you have been "surprised by" or not prepared for?

6. How has being involved in the sorority and taking responsibility as president influenced your leadership experiences/style?

7. What kinds of training did you go through within your chapter to prepare you to be sorority president?

8. Talk about the first time or a time you had to confront someone. How did you handle it? How did you know what to do?

9. What are the greatest successes your chapter has had since you have been president? How do you feel?

10. What changes did you bring to your position? Why?

11. Talk about when someone criticizes you, how you feel, what you do.

12. What frustrations do you feel as president?

13. What is the hardest part of being a leader?

14. Is there anything I should know that you have not had a chance to tell me?

15. Are there any questions that I should have asked you, but I did not?

(d) Individual interview number three questions:

1. Describe a typical day as president.

2. What are the issues that you as sorority president deal with? How, why, describe.

3. When do you lead best?

4. How has being president/member of a sorority changed you?

5. Describe your exec, the positions, how your meetings are run.

6. If someone was to ask you to describe what it is like to be a leader of a sorority what would you say to them?

7. How has being a member of a sorority influenced your leadership development and style?

8. How have you learned to lead your chapter?

9. What impact does living in the environment that you are a leader have?

10. Describe your style/experiences as a leader. How do you feel about it?

11. Most of you at one time or another have mentioned "being the bad guy" to me. Describe a situation in which you were "the bad guy." How did you feel? What did you do?

12. What does your chapter look for or expect from its leaders?

13. How does your chapter educate or train its members to be leaders?

14. How does it feel to be a leader in an all-women's environment? .

15. What does membership in a sorority do for women as leaders?

16. Who in the chapter most influences the leadership and why?
President, exec, members, Greek Affairs, nationals, advisors

17. When do you know you haven't done a good job leading? Describe a situation.

18. How will this experience influence your future plans? Leader in job, society?

19. Whom do you lead? Exec, individuals, chapter? Describe your relationship and how you lead them.

20. Do you influence the leadership development in others? How?

21. Why are you president of your chapter? Why do you like it?

22. What would you like others to say about your presidency after your term is completed? What would you like to say about yourself?

23. How did you feel about your role in the group interview?

24. Were there views expressed that do not represent you?

25. Was there anything you wanted to say but did not have a chance to?

26. Are there any questions that I should have asked but I did not?

27. Is there anything in this interview that you want to say but have not had a chance to?

I tape recorded all interviews in order to provide a transcription of the interview. After the interviews, I listened to each tape again and wrote notes to summarize their responses as well as record my own thoughts and interpretations. I used these summaries to develop interview questions for the following round of interviews. For example, the issue of confronting

members was mentioned in several individual interviews, so I pursued the topic through a question in the focus group interview. I also listened to the tapes while reading the transcripts. This was done to ensure accuracy in the transcripts and to write notes and reflections about the interviews. In the end, I listened to each of the interviews at least three times.

Documents

For each document I took notes on leadership related sections as I read. This allowed me to summarize its contents, to gain insights about the information disseminated by the chapters' national headquarters on leadership, and to develop further interview questions such as the role the chapter advisor plays in the respondents' leadership experience.

Observations

I also took notes during the respondents' executive meetings. I observed the respondents' leadership characteristics and interactions with their executive committee members. Data included how the meeting was structured (i.e. who spoke first, what reports were given) and the comments the presidents made during the meetings. These observations served to develop further interview questions such as: How is your executive board structured?

Data Analysis

I used the "constant comparative method" (Lincoln & Guba, 1985, p. 339) to analyze the data. Analysis was accomplished by identifying the smallest piece of data (a "unit") whose meaning was relevant to the research and could stand on its own (Lincoln & Guba, 1985, p. 344). Units were identified by reading the interview transcripts. For example a unit of data was: "One thing

you learn about leaders in general is the ability to take risk. To do something different than what has always been done." The following is not a unit: "I guess I got off of the subject there again." The research yielded 1700 units of data.

The units were separated and placed on note cards. Units were placed in categories by comparing each unit for its similarity to, or difference from, the other units. (Lincoln & Guba, 1985; Merriam, 1988). In other words, the first unit in the pile of note cards was read and placed, then the second unit was read to determine if it was similar to or different from the previous unit. If it was similar it was placed on the same pile, and if it was different a new pile was started. This process continued until all units had been placed in a pile. The piles became categories. The first round of data analysis resulted in 157 categories (see Appendix C).

After set one was completed the procedure repeated itself. The next set yielded 82 categories (see Appendix D). The process occurred seven times. The remaining five sets are listed in Appendices E-I. Ultimately, discrete categories emerged which were then identified as the meaningful themes of the study.

Ensuring Trustworthy Research

Attention to trustworthiness is necessary in order to demonstrate that the results of the research are "worth paying attention to" (Lincoln and Guba, 1985, p. 290) and the research findings, outcomes and interpretations can be trusted. Elements of trustworthiness in qualitative research include: credibility, transferability, dependability and confirmability (Lincoln & Guba, 1985). Each is discussed in detail in the following paragraphs.

Credibility

Credibility means the findings of the study adequately represent the truth about the respondents' experiences. In other words, the themes and conclusions identified are credible to the respondents. Criteria used in this study to ensure credibility were: triangulation, peer debriefing, and respondent debriefing (Lincoln & Guba, 1985).

Triangulation

This means using "multiple and different sources, methods, investigators, and theories" (Lincoln & Guba, 1985, p. 305) to collect data. In this research four different respondents were interviewed about the same issues and topics in leadership to determine how sorority presidents lead; how they learn to lead; and what influences, if at all, the sorority had on their leadership and learning to lead experiences.

Peer Debriefing

The focus of peer debriefing was to stay true to my research purposes and to check developing constructions and themes. I worked with a peer who was familiar with qualitative research. We discussed the exciting and troublesome aspects of conducting this study. She also critiqued and confirmed my methods, analysis, and conclusions.

Respondent Debriefing

Respondent debriefing was used to ensure the accuracy of the interpretations I made from the respondents' comments. Respondent debriefing was a continual process that occurred throughout the study. At the end of each interview I asked two questions of the respondents: (a) Are there any questions that I should have asked had but I did not? This allowed the

respondent to inform me of areas she felt were important to discuss about her leadership experience that I may not have identified. And (b) Is there anything that you want to say, but have not had a chance to? This gave the respondent the opportunity to share further information about a topic that she may have felt was left incomplete. It also allowed her to comment on other leadership related issues I had not pursued. Respondent debriefing included the respondents in the research not only as pieces of data, but also as contributors to the research methods.

Transferability

Transferability refers to the ability to apply the results of the research to other settings. While it is impossible to generalize in qualitative research, I provided very detailed description about the setting and circumstances so readers can determine the applicability of my findings to their own situations (Lincoln & Guba, 1985). It is not the researcher's position to determine usefulness of the study in other contexts, only to provide the details necessary to make it an option.

Dependability and Confirmability

These terms refer to the credibility of the research process (i.e. What is the consistency of the research process?) and the credibility of the findings of the research (i.e. Can my data and interpretations be confirmed by someone else?). To meet the criteria of dependability and confirmability, I kept an audit trail for others to follow. The audit trail shows evidence for everything done and found in the data. An audit trail ensures credibility of process and findings because it allows another researcher to follow the research path to

confirm the findings of the study. This ensures the credibility of the findings and interpretations.

Reporting the Data

This study is presented in a report that describes the setting of the study, presents the descriptions of the respondents reported as themes, and discusses the interpretations and conclusions developed by the respondents' constructions. The results follow in Chapter Four.

CHAPTER FOUR

RESULTS OF THE STUDY

This chapter begins with a short discussion of the setting of the study, the sorority system at Iowa State University (ISU). Next the respondents are described as a group through general statements about their backgrounds. Although describing the respondents as a group loses some interesting details, it is necessary to ensure the individual identities of the respondents remain anonymous.

A description and discussion of the findings of the study follows. The results are reported as themes that emerged during data analysis. To illustrate the findings the respondents' own words are used. A summary of each theme closes each section, and the chapter concludes with an overall summary of the findings.

Description of Setting

A description of the setting of the study is given to provide background information about the Greek and sorority system at Iowa State University. This information is important to illuminate the environment in which the respondents experienced leadership.

Greek System

The Greek system at Iowa State University consists of 19 sororities and 36 fraternities. Fifteen-percent of the student population participates in the Greek system (3220 out of 20855 students).

The university recognizes both historically black and historically white fraternity and sorority chapters as student organizations. Iowa State University demonstrates a commitment to the Greek system by identifying it

as university housing and employing one full-time professional staff person and two half-time graduate assistants whose primary responsibilities are to administer and advise the Greek system.

Sorority System

The sorority system at ISU is composed of 15% of the female undergraduate students of the university (1349 out of 8734 students), and encompasses both National Panhellenic Conference (NPC) chapters (historically white sororities) and National Pan-Hellenic Conference (NPHC) chapters (historically black sororities). The term "historically" is used to describe these systems because currently neither excludes members based on race, but in 1908 the first NPHC sorority was established to give African-American women an opportunity to participate in a social sorority that did not exist at the time. By 1922 three others were established and in 1937 the four historically black sororities joined the four historically black fraternities to create the NPHC. For the purposes of this paper the terms "NPC" and "NPHC" will be used, when necessary, to differentiate between the two systems.

Membership in the fifteen Iowa State University NPC chapters ranges from 77 to 106; the average membership is 90 women. The NPHC sorority chapters are considerably smaller with fewer than 12 members each.

All of the sororities are members of the ISU Panhellenic Council which is the local governing body for all sororities. The Panhellenic Council is composed of an executive board and two representatives from each chapter. The Panhellenic Council takes guidance and recommendations from the

Greek affairs staff, from the chapters' national or international offices, and the NPC.

The local NPC sororities have chapter houses where members may live. For the majority of the chapters, however, members do not live in the house during their first year of membership. Most new members are first year students, so they live in the residence halls. The NPHC sororities do not have chapter houses or designated areas in the residence halls where the members live together.

All individual sorority chapters are self-governing and have elected officers to lead the chapters. Most have an alumnae chapter advisor and receive guidance from national headquarters.

Respondent Description

Four presidents from NPC chapters were chosen to participate in the study. NPC chapters were selected for two reasons: (a) because the membership totals per chapter are significantly larger than the NPHC chapters and (b) because the chapters have houses so the presidents lead and live in the same environment. These reasons suggest an environment for college women to lead that is different from other situations where they may experience leadership.

All of the respondents participated in sorority rush and joined their chapters as first-year students. Membership in each of the presidents' chapters ranged from 79 to 93 women. All four respondents had been executive officers of their chapters prior to election as president. One respondent had been scholarship chair, another the secretary, and two respondents had served as treasurer. The term for their presidency was one

calendar year (two academic semesters) and the study occurred during the first semester of their terms.

The respondents were juniors with 3.0 or higher grade point averages. Their majors were in business, education, pre-physical therapy, and psychology. All four grew up in Iowa, three from small towns and one from a large city. Three are the oldest children in their families and one is youngest; their parents are still married.

Outside-of-chapter leadership experiences varied among the respondents. Two had participated in leadership activities beyond their chapter. One respondent explained:

> In the Student Alumni Association I was just on a committee and I was just kind of there. Business Council I was on that committee, too, and voiced my suggestions. The Honors Program, I was a leader in that.

Two, however, had not participated in leadership activities much beyond their chapter responsibilities. One respondent said:

> I'm not overly involved on campus. I am in the pre-physical therapy club, but I am not an officer. . . . I know other sorority presidents are [involved]. I guess that it's different for me.

Results of the Study

Analysis of data from interviews with the respondents yielded seven broad categories which will be called themes: (a) learning to lead; (b) skills and qualities important for leadership; (c) shared leadership; (d) role modeling; (e) responsibility for the chapter; (f) sorority effects on the respondents' leadership experience; and (g) effects of presidency on respondents. Each theme is discussed as a summary of the findings within each theme and examples of respondents' statements are given. To protect

their anonymity the respondents' names will not be used. Results are summarized at the conclusion of the discussion of each theme.

<div align="center">Learning to Lead</div>

This category describes how the respondents perceived they learned to lead and includes six categories of data: (a) pre-college involvement in leadership activities; (b) family support for leadership activities; (c) involvement in the sorority before becoming president; (d) methods for learning leadership before becoming president; (e) methods for learning leadership during presidency; and (f) learning leadership through practice.

Pre-college Involvement in Leadership Activities

When asked how they learned to lead, the respondents described involvement in extracurricular activities during high school. Early leadership experiences were given as examples.

> I was always really involved in high school. I was in a lot of different groups. . . . I think that my friends respected that I was being a leader because through high school I was the head of different peer groups [like] the Fellowship of Christian Athletes and stuff like that.

> Let me think, I guess I just started in high school when I was pretty involved in things. . . . Probably doing church activities because first I was involved in the group and then I became president of our youth group.

> I was very involved in high school and involved in everything: sports, music, yearbook, FHA club and things like that. I was involved in my church youth group and taught swimming lessons and bible school and things like that in high school. . . . It was just what everybody did. It was a small school and it just worked better and everybody was involved in everything.

In addition to clubs, sports teams and youth groups, the respondents also considered other experiences as early leadership involvement. One

respondent said her relationship with teachers was an example of an early

leadership experience.

> If the teachers needed something done they would ask me.
> So I guess they kind of picked me out as [a leader].

Another respondent described a summer job teaching children to swim

as a leadership experience.

> Also through my own experiences at being kind of a leader,
> but being an authority figure or whatever to the little kids I
> have taught [swimming lessons to].

And another mentioned being the older sibling to her younger brother

taught her leadership.

> I guess when I was younger I was put in positions where I
> just watched over him and took care of him, so it was just
> natural. I didn't feel like the leader at that time by any means
> and I didn't feel like I had any qualities better than him. It
> was just kind of natural.

Family Support for Leadership Activities

In addition to learning leadership skills and experiencing leadership

responsibility during high school and younger, the respondents expressed a

belief that parent and family support was important for participating in

leadership experiences.

> You have to have support from your family, too, where
> they're willing to let you kind of find your interests.

> [My parents] were always real supportive and recognized the
> things that me and my sister and brother do, whether it be
> our grades or, because I mean I come from a background of
> leadership. They just always recognized and said, 'you're
> doing really good.'

> My family is a really important [source of support for
> leadership]. . . . One thing is that they are really supportive
> and that helped a lot. Because when I got [elected president]

who were the first people I called? I mean, I ran upstairs and
I dialed the phone and called my parents. They are always
[saying], 'That's great.' and that helps a lot.

My parents, by far, are the biggest supporters. One thing that
they really do that supports me is they try to keep involved,
you know. [They ask,] 'What did you do this week? What are
you working on?' . . . That really is the big thing. You know,
if I have a problem I can always tell them everything that is
going on. [If] there is a problem in the house or something
like that.

One respondent did not find as much support from her parents as she
did from an older brother and his wife.

They, as a married couple, are a big source of support [for my
leadership] because I can always go to them for anything.

Involvement in the Sorority Before Becoming President

Most of the respondents were not actively involved in chapter
leadership experiences during their first year of college and their first year of
membership in their sororities. They lived in the residence halls and were
hesitant to participate in leadership immediately. When they moved into
their chapter houses, however, they became more involved. After they felt
more comfortable they became more active in the leadership of their chapters.

I started on a committee and then I would be the head of a
committee and then [I] kept progressing up the ladder.

I wasn't too involved as a pledge and holding any
[leadership] positions. Then my sophomore year I was
chosen to be scholarship chair. . . . I guess that was my first
real position as an overall leader.

I grew into the house and got to know everyone better and
took on more responsibility. I got an office and it just built
up to where I became president.

One respondent, however, began leadership experiences immediately after she joined her chapter. An older member in the chapter encouraged her involvement.

> When I joined I got involved right away with my big sis, who was philanthropy chairman. She got me involved helping her and then I was selected chairman after her--that was when I got initiated. I got that first position and then I was [elected] treasurer.

Methods for Learning Leadership Before Becoming President

The respondents described several different methods to learn how to be a leader. These included speakers, workshops, and experience as committee members and chairs. One respondent listened to a speaker who talked about leadership techniques and used the tips suggested to develop her skills.

Each of the chapters' pledge classes had officers, so becoming involved in a position as a new member was described as a good way to learn leadership skills.

> [The pledge classes] have their officers. The president runs the meeting, the secretary takes the minutes, and the social chair is supposed to set up functions at a fraternity.

Involvement in chapter committees was also suggested as a way leadership could be learned before becoming an executive officer.

> A lot of people want to improve themselves. A good way to do it is running for a co-chair position like Greek Week or VEISHEA [a student-run all-university festival] or something.

Another method suggested for learning leadership was observing current leaders in action.

> Watching other people, observing, and thinking in your own mind, 'well, yeah, that seems to work.'

> I guess by observation, just watching people who are in office or in leadership positions.

Methods for Learning Leadership During Presidency

The respondents said there were several ways they learned to lead immediately before they took office and during their presidency. A couple of the respondents had lived with or near the previous president.

> I lived next door to the old president because I was treasurer. I kinda knew what was going on, and I saw some of the stuff she did and wanted to make sure it continued.

> I lived with the president for a semester and I handled some things when she wasn't in the room.

The respondents also learned about some things they wanted to continue as president and some things they did not while watching the former president lead chapter meetings.

> I suppose just sitting during the meetings before I was chapter president and watching. Watching and seeing, you know, what the girls don't like. Like I knew I didn't like sitting through really long chapter [meetings]. . . . Little things, I knew that people weren't really discussing. A lot of people thought that too.

> I really paid attention [to how the former president was leading after I was elected and] to what was going on and what I'd have to do.

> I guess, after finding out that I was going to be president, watching [the former president] even closer, things that she did.

> Everyone pays attention to how the other officers are and how they take charge and lead, but I think that once I got the office and before I actually took over, I paid careful attention to how the previous president handled things.

Officer transition programs were also described as a method for learning how to lead.

> We have officer transition. That's probably the biggest role
> [for learning how to lead your position]. The old and new
> officers all meet together as a group and just talk a little bit
> about things that have been done, or that are still in the
> process of being worked on. And then they break up into
> officers, one on one, and are supposed to go through their
> notebooks and after, they're supposed to discuss things that
> went well and things that didn't go well. The new officers
> are expected to look through their notebooks again on their
> own.

> We do officer training and transition. Just give them their
> responsibilities, go over that and what's expected of them.

> Well, we have an officer training workshop where we talk
> about our responsibilities and the old officers meet with the
> new officers and discuss their notebooks and their duties.
> Also we have an officer retreat about a month into the
> semester. We discuss things that we want to change and
> ideas for the coming year.

In addition to officer transition meetings, talking to other leaders and
reading their notebooks was an important aspect of learning to lead.

> I could read [the president's notebook], but then talking about
> it with [the former president] helped it make more sense. I
> looked to her to help me. Especially the first few weeks when
> I had questions about something or I didn't know exactly
> what to do or where to look. I just make notes in my head as
> I learn and then on paper, too, for the next president.

While the chapters offered transition programs and opportunities to talk
with former officers, some of the respondents expressed a desire for more
leadership training.

> I'd like a little bit more training and stuff like that. Really
> getting to sit down and know what the guidelines mean
> about exactly what my role is. I mean they have a little
> paragraph, but that really doesn't tell you any things that are
> really important to know. Just point out those things.

> I was kind of thrown into the office. The past president
> didn't sit down with me and tell me all of my duties. . . . It

would just help me to be a little more confident in what I can do.

One respondent said her experience was different from the other respondents because the previous president had trained her well.

> I didn't feel thrown into it at all. I talked to our past president about it before I was elected and then I got all of the binders and books and boxes and folders over Christmas break. And then I looked through them and then we met together for an afternoon and went through everything.

Learning Leadership Through Practice

Despite the transition programs, the respondents said that the best way to describe their learning to lead experience was "learning by doing."

> Gosh, I don't know. I wasn't really ever taught this is what you do and this is what you don't do. I wish I had been taught, this is the way you need to do this.

> I really don't think we have a formal or informal program that trains us to be actual leaders. We just kind of develop on our own.

> It's not something that you can decide, 'Well, I'm going to take it slow in terms of learning,' because you're the person that everybody else is in a new position, too, and they need somebody to help them get going.

Experience and opportunity, according to the respondents, was key to learning leadership.

> Being a leader helps me practice it.

> Experience. Just the little things that you do.

> I'm sure [it is important to have] more opportunities like [being president] where people can actually learn to be an effective leader. [You can learn things] like you need to have communication skills, responsibility and organization. That would really help a lot.

A trial and error method of learning leadership occurred through practice.

> You just kind of learn as you go.

> Just build on what you learn.

> If when you start out on a lower level you learn, 'oh, I like how this person did this,' and 'I can't believe that that person does things like this,' or 'I wish this could have been handled this way,' I think you turn that into your own leadership style.

Summary of Theme

This theme addressed how the respondents perceived leadership was learned. The respondents learned to lead through practice and experience. Early leadership experiences and support from families to participate in leadership opportunities encouraged them to pursue it. They were, however, generally hesitant to participate in leadership until they had observed other leaders and felt comfortable in the leadership environment.

Skills and Qualities Important for Leadership

The respondents described qualities and skills they believed were important for leaders to possess, and at the same time described themselves as leaders. All respondents made comments similar to the following: "I guess when I said leadership, or when I described it, [it] kind of sounds like what I do." This theme includes eight categories of data: (a) problem solving, (b) decision making, (c) goal setting, (d) confrontation skills, (e) coordination skills, (f) communication skills, (g) personality qualities, and (h) being approachable.

Problem Solving

The respondents felt an important role they played as leader was as a problem solver. Problems they might have been involved with included helping an officer plan an all-chapter event; assisting a member who had an eating disorder; or creating a program that encouraged scholarship among the members and rewarded those who achieved high grades. They described problem solving in a variety of ways. The respondents made comments like:

> [I] deal with problems in the most effective way I know how [to].

> [When dealing with problems I] take each situation as it comes.

> [When I solve problems I'm] trying to make the right decision for the whole.

> [I] think things out rationally and go to different sources to try to answer a problem or question.

Being a resource for solving chapter problems was a satisfying aspect of their leadership role. They liked being the one to deal with problems.

> If [the chapter] wants to see a problem solved, I can solve the problem.

> I love it when people come to me, even if it's with a problem, because I know that they trust me to take care of it.

> It's nice to have people ask you questions and expect you to know the answers.

> I like it when they feel comfortable coming to you to ask questions even though I may have no clue. They feel that you are the one with all the answers.

While they liked being the person that chapter members expected to solve problems, at times they did not like the feeling of pressure from those chapter expectations.

> [The chapter] expects me to have the solutions all of the time.
> They really do. I'm instantly supposed to have a solution,
> and it's hard because I don't.

One respondent commented about chapter expectations for problem solving.

> Don't feel bad if you don't know everything, but know that
> it's your responsibility to find out.

The respondents mentioned several ways to develop solutions to problems, including reading manuals and materials available to them; asking experts such as past-presidents, other chapters' presidents, and Greek affairs staff; and calling chapter national headquarters. It was most important to know how to obtain the resources available to create solutions. A former president told one respondent:

> Don't feel like you have to know all the answers. What you
> do is just find out where to look for them.

When one respondent called her national office she told them:

> You don't need to tell me the answer, I just need to know
> where to look.

The respondents said they did not always have choices about when to deal with a problem or an issue.

> Sometimes being a leader seems to come out 'boom' and you
> have to take care of [the problem] right then.

Some also expressed concern over how effectively they were able to handle spontaneous situations.

> I think in chapter and in cabinet I'm a better leader
> than, say, when someone comes up to me with [an
> immediate] problem. Because I can think things out
> before hand and be organized and be ready to discuss
> and respond to questions. . . . I'm always saying, 'let me
> think about it and I'll get back to you.'

In order to deal with immediate situations, they took time to assess the

problem.

> I just sit back and let it go through my mind before I say
> anything.

> I guess what goes through my mind is I try to think about
> what I'm going to say and make sure that's really what I
> mean. That I'm not saying it in a way that they aren't going
> to understand what I mean.

Decision Making

The respondents commented leadership involved gathering input from

individual members and the executive council before making decisions.

> Not every decision I make is right and I have to be able to
> listen to what they are saying.

> Take time to listen to suggestions or concerns that people
> have.

> You learn that there are a lot of different people out there and
> a lot of different personalities and you learn that everybody
> has an idea about how it should be handled.

> There's so much that you can learn and different ways that it
> can be taken, the approach can be taken, by using all of the
> talents everybody else has.

The respondents gathered suggestions for decision making in many

different ways.

> When I'm with someone I'll say, 'How do you feel about
> this? or What do you think can be done? or What should we
> do about it?' and then the problem can get solved if they
> think about it.

Another respondent said she received feedback at informal social events more than during meetings. In a situation that called for an immediate decision one respondent informally polled members about their opinions.

> Last night we didn't have phone duty because it was dead week. We usually don't intercom after 10 p.m., but no one was answering phones, so I said, 'okay guys, we're going to intercom, and about 20 people came to my room and said, 'No we're not!' I didn't know what to do, so I went around the house and took a random poll of what people thought.

Executive council was another place where input was sought. The respondents said they discussed situations that were happening in the chapter and talked about possible solutions with their officers.

> If someone comes to me, I bring it up during cabinet, too, so that we can get more feedback and so people know what's going on.

> [I'll ask], 'are there any problems?' or '[has] anybody heard anything going on? A lot of times we'll stay down there for an hour and a half and discuss things and seek solutions and things that could be implemented.

One respondent said her executive meetings were a good place to get an idea of how the chapter might have been thinking because of the different points of view people held.

> People feel free to throw around ideas even though it might be something people don't agree on.

Another respondent summarized how she used her executive council to assist with decision making.

> They're there to help me. If I know, I'm very free with my information to them. I tell them everything. That's the only way I can make a really sound decision; they help me make those decisions.

When discussing an issue and gathering information to make a decision, the respondents also felt it was important for them to hold back their opinions until others had a chance to speak.

> I usually don't try to say, 'this is my opinion,' before I hear everyone else's discussion. I don't say, 'this is what I think,' 'cause I always notice that whatever the president says that's [the decision] everybody [makes].

A respondent did comment, though, that presidents needed to remember their opinions were valuable as well.

> You need to listen to other people's opinions, but not just to take theirs; remember your own and what you've learned because of being elected to a position of responsibility.

They said the role of the president was to understand the chapter's opinion and to consider it when representing them.

> [Presidents who] take it upon themselves to make every decision for the chapter are not doing what their job is. . . . It's not my decision to make, or my position to make every decision for the chapter. And it's important for them to figure things out for themselves.

> If you're going to be the representative of your house, it forces you to be in tune to what your chapter wants . . . you have to decide what the chapter would want or what they would vote on to do.

In addition to the importance of gathering input, the respondents commented it was important to value the individual differences people represented when making decisions.

> There's a lot to learn from people who are different from yourself.

> It is just a lot of acceptance of their differences and realizing where it comes from.

Also when the respondents needed to make a decision about a solution to a problem, they spent much time ensuring fairness. They wanted to ensure they had heard all aspects of a situation before making a decision. Many of them commented they measured how good they were at leading by considering how effective they were at being fair and open-minded.

> If I'm fair then I know I've done a good job being a leader. If I'm not objective then I know I haven't.

The importance of consistency in decision making also was considered very important.

> If you're consistent then, that eases the burden off of me being labeled that I'm biased toward one group.

While they felt it was important to be consistent they conceded it was difficult to do at times.

> It is hard to be consistent, but that is one thing you have to do.

> Once you start making one decision you should stick with that, so if anything else like that comes up that has to be your final decision and you can't [say], 'oh let's do it this way this time and this way this time'.

The respondents also expressed frustration about "know[ing] what you are doing" when attempting to make decisions. They became anxious when they did not have all of the information necessary to suggest solutions and make decisions.

> I don't always have the knowledge of the things that I need to get things done [to make decisions] and that really bothers me.

Goal Setting

The respondents said goal setting was an important component of leading and a necessary way to assist the chapter in improving itself and for making the changes it desires. One respondent summarized goal setting as:

> Knowing what you need to accomplish and whatever group you are leading needs to accomplish.

They described engaging in personal goal setting as a way to manage their responsibilities.

> If I can set goals, you know, I need to get this done and this done and this done, that is what usually helps [me to manage everything].

One respondent, when specifically asked to describe the ideal qualities a leader should possess, said:

> If they are smart, very knowledgeable of what the goals that they are trying to set and how to achieve them.

The respondents' goals reached beyond their personal leadership expectations by also addressing the goals they felt they should help the chapter accomplish. They assisted chapter goal setting by using some sort of goal setting exercise with their officers. Some used a weekly goal setting system while others created goal statements once each year. Regardless of the system used, they all agreed goal setting helped them support and encourage their officers and chapter members.

> I've learned in my psych[ology] of sport class that goals keep people motivated. If they have to write it down and give it to me and I ask them about it, they have heard it and they have written it down, so hopefully they're doing it.

One respondent pointed out, however, that goal setting as a leader can be somewhat ambiguous.

> I think one of the hardest parts about being a leader is that a lot of times, especially if you are president, there is no ultimate goal and you are just on a level and you really never see anything at the end.

Confrontation Skills

The respondents also described the importance of confronting others when rules were broken or actions were inappropriate as an important aspect of leadership. One respondent said a former president had told her:

> Not [to be] afraid to know that [she was] in a position where [she] may have to say some things that everybody doesn't want to hear, or [she] may have to put [her] foot down.

When explaining how to confront their members, the respondents said:

> I always want to do it with the least amount of people around; just because I don't want people talking about them or I don't want them talking about me [saying,] 'I can't believe she just--.' . . . I definitely believe in being truthful with someone, because if I have to tell them something I am going to tell them something straight out and I am not going to beat around the bush.

> If something comes up, I go straight to that person. I don't go through another channel or anything like that, I just go talk to them. . . . And sometimes you do need to have a little chat and say, 'now this is not acceptable behavior.'

The respondents also mentioned it was difficult to confront their peers.

> It is really hard to say 'no' and 'we can't do this because it is against our ideas.' It is hard when you try to please everyone. . . . It is tough because you want to be everyone's friend.

> It is hard because we are all the same age and you have to put your foot down and you have to remember that what they have done isn't acceptable. Whatever the consequences [that] have to happen.

They also commented it was especially hard to enforce rules with older members.

> Like some seniors thought that they should get to drive to
> formal. They tried their best to make me let them do that,
> but I knew that I shouldn't. That was kind of hard to do, to
> stand up to them.

While it was challenging at times to confront chapter members, the respondents were clear that the members could differentiate between them in the position of president and them as a person.

> I think [the members] let me take care of the responsibilities
> that I have, but still I have a close relationship with them in
> that as the leader.

> I have to be able to present myself as president and as a friend
> and make a distinction. The way I say things to them, they'll
> know when I'm talking as president and when that's done
> I'm still their friend.

> I mean it is hard to [confront] your friends, but I think that
> they respect me in that it is something that I have to do, so it
> really doesn't present a problem. . . . It strains your
> relationship with the person that you have to deal with
> when you see them the next day. They're not going to forget,
> but I think people generally take the attitude, 'well she's the
> president, she has to do it.' They get over it, it takes a while,
> but I don't think it strains any relationship to where you're
> not friends anymore or they don't respect you anymore.

Coordination Skills

The respondents discussed the ability to coordinate as an important leadership skill. They defined coordination skills as being organized, being assertive, being in control, and being efficient.

> Well for any group you're going to have to have a leader
> who knows how to coordinate things. 'Cause obviously
> without a leader things would get doubled up, so duties that
> have to be done would be done twice or they won't be done at
> all.

The respondents said organization was an important part of being able to manage their responsibilities as leaders.

Organization is really important to me. That way I know
everything that needs to be done and I know what I need to
think about.

Just when I have time to prepare and be organized, I'm much
better than when it's impromptu.

I don't really have a problem with being organized because it
is just something that I feel is necessary to help me be on top
of things, [and] probably not to get stressed out.

They used various methods for staying organized. They also mentioned

using date books, file cabinets, and having a specific time set aside each week

to organize. Each of them mentioned writing notes and lists for themselves.

[Writing] helps you get your mind off things otherwise it
keeps going over and over and over [in your head]. If you
write it down it's gone.

Then I cross through the stuff and I can throw away the list.

Many of them also found writing notes to officers and members was a

good way to stay organized as well.

A lot of times I'll leave a note in the morning because I'm on
campus all day, so they can be thinking about it and find me
when I get back.

The respondents viewed assertiveness as an important leadership skill.

They said accomplishing tasks took assertiveness.

They [leaders] have to take the initiative to get things done.

I think that I like my style because I'm not afraid to stand up
and do what I need to do. . . . I know when things need to be
done. I may not hesitate to do them.

I think because I'm kind of a doer, hopefully it will help me
someday wherever I am to get things done rather than just
wait around.

They also mentioned a need to be "on top of things" by knowing things were under control. One way they accomplished this was to be aware of the activities the officers and members were involved with.

> Knowing everything. Not knowing everything, but at least being aware of all the different things that are going on in your house because people are going to come to you and ask, 'what are we supposed to do with this?' So you at least have to know who's in charge of it even if you can't know all the details about it. You need to have a general idea of all the activities and things going on with your house.

> Also, just being on top of everything that is going on, even though I might not be directly responsible for it I need to have knowledge about it in case something does come up or a question.

It was important to be knowledgeable of chapter activities because they needed "to make sure that everyone is doing their job." One respondent saw her role as "keep[ing] things tied together." They were able to coordinate the chapter by expressing clear expectations about responsibilities and due dates.

> [I] just keep saying we really need this done and we really want this finished and we need this. I have learned to set due dates [because] if you say, 'we need this done by so and so,' a lot of times even if they hurry up and get it done by that date, you know, even if it is a rough copy, that is better than having nothing by then. It kind of lets them set a pace too, so that can help too. That way I can see what they are doing or have done. That way I can allow myself a little bit of time if we need to change it or something like that.

Finally, coordinating efficiently was identified as important. The respondents also measured leadership success by the level of efficiency in performing their duties they maintained.

> I guess an overall goal is just to keep things running smoothly and efficiently, and have our house be successful in the things that we do--social and academics. I just want to

make sure that, you know, I can't prevent problems, but I can
help out by doing things efficiently.

They also connected the concept of being efficient to managing chapter
meetings.

> Being efficient in the [chapter] meetings. If you have things
> organized and know what order you're going to do things in,
> know what things need to be taken care of, and handle things
> in a business-like manner it's a lot easier to get things done
> in an hour. . . . Make the most of the time that we have and
> not use it unwisely because everybody has busy schedules. I
> try not to cut people short or not take the time to discuss
> what we need to discuss, but make sure that it stays on track.

One respondent explained how she encouraged efficiency with her
chapter members.

> I'll say, 'do you think you can phrase it in a yes/no question
> and give a short discussion and make it so it can go to a
> vote?' That way it shortens everything.

Communication Skills

Another significant aspect of leadership skills was the ability to
communicate effectively with the various constituents they led.
Communication was seen as an important aspect of leadership because the
ability to express ideas and suggestions clearly and concisely to members
assisted with working together.

> I feel like as president I really need to have communication
> with every single person.

Communication with every person included everyone from first-year
members to officers, house directors to chapter advisors, and corporation
boards to national/international offices. One respondent was surprised by the
importance of communication.

> I didn't realize the communication that needed to be between
> myself and the things that were going on.

Another had identified that communication among the president and members had not been effective in the past.

> I think this is a problem we've had in the past. If the communication isn't open, then [the member asks] 'well, why didn't I find out about that? [or] 'how come we are voting on this and we've never discussed it?' I just try to keep the communication as open as possible.

The ability to actively listen to members' ideas and complaints also was important to effective communication skills.

> I will listen to them. If they come in and I am in the middle of studying for a test, I will sit and talk to them even if it takes an hour.

> Being able to really listen and hear what they are saying, if what they are saying is right or wrong. You can't tell them, 'hey, that's wrong, you can't do that.'

The respondents stated one aspect of listening was just giving people a chance to talk.

> I think people just get frustrated and aggravated and just want to talk to you. A lot of times you don't need to do anything about it.

Personality Qualities

The respondents also mentioned certain personality traits as important qualities of leadership. These traits included being enthusiastic; maintaining a positive and optimistic attitude; having fun; possessing the ability to handle criticism and feedback; and being rational and calm.

One respondent said leaders were expected to be enthusiastic about the chapter's activities.

> [The chapter] kind of looks to you to fire them up.

She continued by remarking the chapter looked to her for reinforcement for what they had done or achieved.

> You get to hear a lot of the 'oh, we're excited, can you believe we did that?' And they want to know if you're excited and if you're happy with it.

When discussing maintaining a positive and optimistic attitude, they stated their role was important because of their influence on the chapters' attitude.

> I also try to remain really optimistic because if I'm not, then [the chapter] probably won't be.

> When I am not the leader, when I am part of the group, I always look at [the leader] and if [she] reacts negatively then that becomes my opinion.

They kept their chapters' attitudes positive by "more than condemning [the members when things go wrong], giv[ing] them more suggestions of what could be improved." Similarly, they mentioned being negative was a deterrent to being a good leader. One respondent simply said: "negative things are a downer." Being positive all of the time, however, was a challenge.

> Everything we do we must be Miss Cheerful. So I guess, and it's hard because you know that I can't be in a good mood all of the time.

> If I'm crabby [its important to] not to let people know that I'm crabby, especially people that don't know me.

> [You] never really let people see you when you're down.

The respondents also felt it was important to have fun with their positions. One respondent wanted to be known as a leader that "could take

care of things in a fun way." Another aspect that was important for having

fun was the ability to laugh and smile often.

> I think [having fun] is probably the easiest part of [being a
> leader]; just kind of being the person that's around and
> joking with everyone else, [and] being laid back.

The ability to handle criticism also was considered important for

leadership.

> I guess the ability to take criticism, if anything else. So they
> get personal, but you have to blow some of that off. You
> have to be able to work and hear what they say about you too.

Another personality trait expressed was to remain rational and calm.

They felt a rational and calm approach was definitely a benefit in many

leadership situations. One respondent shared a story about another officer

who was not always rational and calm:

> [She] is very high-strung, and when something bad happens,
> then whoa, major crisis, and she affects other people. People
> are afraid to go to her if they have a problem, because of how
> she'll react.

Staying rational and calm was paired with the respondents' ability to

keep their reactions under control. This was best explained as controlling

reactions to things that happened. One respondent was told by the previous

president she should never "show her temper." Other respondents said:

> You have to be really careful how you react to something and
> you need to think about it first.

> If it is something that makes me mad, like [another
> respondent] said, I just listen and say 'okay' and then go in
> my room and make the face I want to make or whatever.

Being Approachable

The respondents wanted their chapters to consider them approachable. Being approachable to members was described as showing a willingness to interact with them. Their relationships with members had to be open and caring. Demonstrating approachability included maintaining confidentiality, caring about the members, and being friends.

> I don't want them to ever think that they can't talk to me.

> You can't say 'go away' or 'I don't really care right now' because this may be the only time that they have to talk to you.

> Respect for people that you are leading will make the people feel like they can go to you or you can go to them and ask them to do the things that you want them to.

> The style that you say something has a lot to do with how people will take it. And you can do it in good ways and bad ways.

Another important aspect of being approachable was confidentiality.

> It's important, if people are going to see you as approachable they have to know that what they tell you won't be told to everybody else.

> I take care of things as quietly [confidentially] as possible if somebody's in trouble because I don't want the whole house to know.

But maintaining confidentiality was challenging.

> Sometimes it's really hard because me and the group of friends I hang around with are all on exec except for one, and we all knew this one thing and we just couldn't tell the other person. It was really hard even though we knew it was going to come out later.

> I mean when a couple of my close friends kept asking me this one thing and I kept telling them no, and they would say, 'come on.'

Being friends with the people they were leading also was mentioned as an aspect of being approachable.

> I just try to be a good friend to everyone in the house; to know that they can come and talk to me and come and just hang out with me even though it's nothing that has to do with my office. I just try to be there for everyone.

Having close relationships with the members they led had its negative side also.

> As a leader this is kind of an obligation; you have to get involved in everybody's problems.

Willingness to be available to members also was stressed as important to being approachable. Being available meant being present at the chapter house on a regular basis.

> I think it's important to be around, I mean, if I'm gone a couple of nights out of the week it's no big deal as long as [they] know when I'll be home, but I think it's important to be around for people.

The respondents remarked, however, the need to be present at the chapter house was an inconvenience at times.

> If I have a lot to get done, this sounds bad, but if I have anything I have to get done that night, I'll leave the house because I know if I stay around I won't get anything done, [the members] will continually ask me questions.

Summary of Theme

The skills and qualities focused on areas they believed were important for leaders to exhibit and at the same time they believed they possessed. The leadership skills enabled the respondents to manage a variety of situations such as coordinating chapter projects and interacting with members. The qualities gave them the means to best lead and relate with the members.

Shared Leadership

Shared leadership means all members share a role in leading the chapter. This theme includes four categories of data: (a) group leadership, (b) guiding the officers, (c) delegating responsibilities, and (d) encouraging involvement.

Group Leadership

Group leadership was described as the president, officers, and members being partners in leading the chapter.

> It's not like you're in charge by yourself. You have other people for support. It's a group leadership role.

> Sometimes you don't need a leader and you have to be partners. . . . being friends with [the members], they know it's not like you're up on a pedestal, . . . nobody's any different from anybody else.

> We each have a [leadership] role, but together we're a group.

The respondents mentioned group leadership benefits everyone involved. One respondent said:

> It helps people to learn to work in a group to get things done.

Another respondent had learned about group leadership in a class.

> Things like being positive and in a win-win situation where you're not just harsh and lay down the law, but you were a friend.

Group leadership also was viewed as important because of the support for leadership that occurred among the membership.

> [The members] all know that we depend on each other. I depend on them as much as they depend on me.

> There would be a missing link if somebody was gone. . . . It takes everybody and it takes people that aren't in office, too, to do things.

Another respondent said if group leadership were not present, "people that are working with you might not be as apt to help you out or to give ideas." In addition to involving all members in leadership, the respondents commented it was important to know when to be a leader.

> I know that you can't be a leader in all situations. . . . If I know that there is somebody more capable of leading, then I am happy to be a follower. . . . If I would come into a group and know something had to be done and nobody was taking charge, I most likely would take charge, but not necessarily.

> Well, when I figure someone is very comfortable and knows what they are doing in situations, then by all means I will step back.

> I mean I realized late that [the former president] just kind of oversaw instead of getting actively involved in every single thing.

> I don't really get involved real deep with each thing. Sometimes I'll kind of sit back and look at the way things are instead of being in it. [I think] I can see a little bit more, or a [different] perspective.

The presidents relied on their vice-presidents and officers to assist with group leadership. The respondents felt it was important to involve the officers in important situations.

> Exec has to all work together. I mean they have to be a leadership role in itself. If you don't have that all working together then it is not really going to jibe.

The respondents commented particularly on their relationship with the vice-presidents.

> I usually always tell my vice-president what I'm doing and if I'm having a meeting she's there. . . . I usually discuss everything with her, so she knows as much as I do usually.

One respondent even recommended the president and vice-president should share a room.

> It's so much easier to have somebody who knows what's going on. . . . Because if, you know, when you need to talk to them, they're right here. They know what the phone calls are about and that sort of thing. It's a source of support.

Guiding Officers

Serving as a guide to officers was another aspect of shared leadership. Guiding officers meant offering suggestions and facilitating the officers' leadership.

> [The president's] job is to guide [the officers], not make the decisions for them. . . . I know people look to me for guidance sometimes, so I just try to be responsible and have a good outlook on things.

The respondents said their guidance role meant facilitating discussions.

> I actually try to guide [discussions] in a direction. . . . As a leader, I try to say, 'okay, stop talking about problems, let's talk about solutions.'

> I work with the [officers], not telling them or directing them.

One respondent viewed her role for guiding the officers as teaching them leadership.

> I help [the officers] have a focus [for leading their office].
> Then that helps them to develop their position.

Another discussed she could help the officers if they were "struggling" with something.

> I kind of point them in a little different direction. And [I] say, 'this is the way we need to do it,' or 'if you need some help, I can help you out.'

Another respondent saw her role as helping the officers put structure into their position.

I'm the person who gives them their structure, and if they don't do something according to what we think how it should be done, then it's up to me to get them back into what they're supposed to be doing and working together as a group.

[It's] kind of helping the whole group [of officers] come together and work together.

The respondents saw guidance as a way of helping their officers with their positions.

You're basically helping all of your officers.

I guess the [situations] that make me feel the best or whatever are if one of the officers comes to me with a question. It might not be that big of a deal to me to answer it, but you know they are like, 'oh thanks, that really helped.' Being able to help them out with things that they're not sure about. . . . It's a lot of letting them bounce ideas or helping them understand different things that they have to do.

Delegating Responsibilities

In addition to offering guidance to officers, delegation of responsibilities to all members is another aspect of shared leadership. The respondents said, of all the things they had learned about leadership, delegating was probably the most important.

Delegating responsibility is a big thing.

Another thing about leadership, I don't really think of it as that much hands-on, actually doing things, but it is delegating. I think that it is a lot of delegating and telling [people] this your duty and this is what you need to get done. I think that it is a lot of work doing that, but it is not work that you actually have to go out and do. . . . It helps to have someone say, 'you do that and you do this,' otherwise you always sit there and that is all the further it gets.

If you depend on people to help get things done. . . you expect it to get done.

The respondents said when delegating it was important to ensure the members follow through.

> I think a lot of people come to me. The first thing that sticks in their minds is that she's the president, but I just have to instantly put it to that person [who is responsible for it].

> I think I try to let the officers do what they need to do because if I tried to take on everything, I would never get anything done for myself.

> My officers do a really good job, too. I let them just take care of the duties that they are responsible for. I think I've learned that there are so many other people and resources that you can use, [that] you don't have to do it all yourself.

Delegating is, however, one of the most challenging aspects of leadership.

> I know I have a problem with [delegating]. I want to make sure that things get done, so I take it upon myself to do it.

The respondents also learned from failing to delegate.

> There's been a couple of times where I think, 'I should have delegated some of this' because it would have helped me out, but I didn't, so I had to finish it myself. By the time I realized that I should have had somebody help me with some of the applications for convention awards, it was too late.

> I know one thing I handled myself and I thought, 'I really should have so-and-so do this.'

Encouraging Involvement

The final category of shared leadership is encouraging members' involvement. This category includes encouraging and keeping members' involvement, giving credit and recognition for participation, and dealing with members who are not involved.

All of the respondents discussed the importance of keeping their members involved in all aspects of chapter activities.

> I think the biggest thing is trying to get everyone more involved, because if they're involved in things, they're not going to sit there and talk about it and cut it down.

> If people are more excited about [chapter activities], they will participate more.

Several strategies for encouraging involvement were mentioned. One respondent commented it was important for her executive council to be supportive of activities and ideas.

> Just being sure that my executive council is all really hip on doing something and excited to do it. That reflects a lot of the chapter's attitude.

Another stressed the important role each individual plays in the success of the chapter. At a chapter meeting she made a presentation that demonstrated how an individual's involvement, or lack of involvement, affected the chapter.

> We were having a really hard time getting people involved and actually doing different things. I took a jar and filled it with candy, and I [described] twenty different scenarios where I would actually pick people's names out. [I would] say, 'Heidi decides she doesn't want to go to philanthropy because everybody else is going to be there and what difference does one person make?' Then [Heidi] took a piece of candy out of the jar. So I went around to twenty different people and did different scenarios and at the end the jar was empty. I was just trying to show the difference that one person makes. Instead of turning it into a bitch session, it turned it into a positive thing.

Giving people ownership over the activities through leadership was another way the respondents kept their members involved.

> I think that one of the most important things is to let people get involved and have a role in whatever is going on because it means more to them, and takes a lot of pressure off of one person.

> Keep people involved in what is going on and really know that they are a part of what is going on.

Supporting individual leadership responsibility was another way to keep people involved.

> Most people are really excited about the positions that they're in and that makes them an even better leader.

> You have to encourage them to run for offices.

> People just come out of the woodwork sort of. Then they'll become leaders of the house. Because you really can't tell when you rush a person if they're going to be a leader.

In addition to encouraging members to be involved, giving credit and recognition for efforts also was a way to encourage members to participate in chapter activities.

> I do a lot of positive reinforcement 'cause I really like that [myself] and I think that's important.

> I think you can encourage them by giving them a pat on the back.

> If someone does something I always, even if it is a small thing, I really really try and tell them 'thank you, this is really appreciated.' Hopefully they will do it again.

> As president, to help them develop as leaders [by] telling them, 'you did a good job planning that formal, and it was a really good time.'

Another way to recognize members' leadership involvement was awards.

> Every week we have five awards that we give out. It means so much, but it is no effort. It's such an upper to get that.

> One thing I do at each meeting is pick out one or two officers who are recognized in front of the group.
>
> Our scholarship chair gives out a wizard award [for good academic performance] and our chapter relations chair gives out this t-shirt that says, 'Super Sister' on it.

All of the respondents agreed it was challenging to keep everyone involved. When asked about the obstacles to encouraging members' involvement the respondents said:

> I would say working with the people who are sort of apathetic and getting them to do stuff. . . . I think that the hardest part, too, is when people fail to pull their weight in grades or in activities.
>
> You can't please everyone all of the time, but I think if the majority of the people are happy, you've done the best you can.

Summary of Theme

The shared leadership theme explains the respondents' view of leadership as more than one person leading many followers. The respondents expressed a need to involve all members in the leadership of the chapter activities. They supported participation in leadership by encouraging officers and members to take responsibility for chapter activities.

Role Modeling

Role modeling was viewed as important to the respondents' leadership experience in two ways. First, the respondents stated having role models offered knowledge and support for their own leadership experience. Second, being a role model to others was expected of leaders. This theme includes three categories of data: (a) role models for respondents, (b) being a role model to chapter members, and (c) role modeling when representing the chapter.

Role Models for Respondents

Respondents identified role models as peers, family members and advisors. The respondents learned many things from their role models including leadership styles, ways to manage situations, and how to organize their time. They talked most about what they learned from their peer role models.

> After you see [the other leader's] role, you kind of know where to step in and how far you can go, and what is effective.

> A lot of time I think, 'okay, I could do this or I really just feel like watching TV. Oh no, what would she do? She would never do it. She would go study.'

> Sometimes I think, 'How did she handle this? How did she take care of this? What kind of example did she set here?'

> [When] you look up to someone, you really want to be like [her].

The respondents each described several peers who had served as role models. While a few peers from outside of their chapters such as a freshman honors co-leader and a friend from high school also were noted as role models, most of their role models tended to be women from their chapters. They all mentioned at least one of the former presidents as role models. Other officers and a pledge mom were also identified.

Seeing other women in their sororities performing leadership enabled the respondents to envision themselves in similar positions.

> This way you get into a setting and all of a sudden you can see that women really can do those things. . . . I just saw other girls in the house [leading], and I didn't know any different. I thought that's what we were supposed to do.

> Coming to college and seeing the other people in the house, and the people who were not only the president of the chapter, but being really active on campus. I have not really been exposed to something like that before. . . . I guess mostly what [the chapter leaders] taught is that I have the ability to do all of the things that they did.

Role models were selected mainly because the respondents "had a lot of respect for them," "they did a good job in their positions," and they were "the people that are really active and most involved." One respondent mentioned her pledge mom as a role model.

> I think of my pledge mom because instantly you have this little mentor. . . . This mentor is going to help you out. . . . Just getting you oriented to what's going on in the house or on campus. Always, [if] I have a problem, or anything like that, like school work, I call her, and instantly she can help me.

After seeing what their role models had done, the respondents also learned they could handle more than they thought.

> And so I guess I learned that they can balance their responsibilities as leaders in the house or in other organizations that they might be involved in and still do real well in their class work, and still be fun girls you enjoy being with. [It is] kind of an inspiration to know that it can be done.

> If I would have never saw all the things that they did, I would have never considered it possible to do several different things while still in college. I probably would have just concentrated on my classes if I had never known all of the things that they did.

Parent and advisor role models were described as the source of guidance and values. The respondents' opinions about their chapter advisors as role models was varied. Some of the respondents had positive relationships with their chapter advisors and learned a lot from them.

> They're really good to work with. You know, they've got their stuff together. They really try.

> So I think there's a mutual respect for each other; confidence
> in each other's ability to do their job, yet one of friendship.

Others, however, did not feel quite as connected to their advisors and they even served as role models for what not to do.

> Sometimes they try and take over a little bit, you know and
> don't let the chapter itself have as much power as it's
> supposed to be.

Being a Role Model to Chapter Members

The respondents described being a role model in several ways including setting an example, influencing the chapter, and following the rules. When they were asked to describe what came to mind when they thought of leadership, they responded by saying "being a role model."

> [A leader is] someone that you look up to that you can follow
> their actions.

> I think I'm kind of a role model for, and kind of a leader for
> the whole house.

One respondent found it hard to believe she was a role model.

> And it kind of scares me, oh my gosh, I could, maybe, be
> somebody's role model . . . isn't that weird? That's kind of a
> scary thought.

Setting an example was a point respondents mentioned when describing being a role model. Setting examples through their leadership was important.

> I want to be known as a 'good example.' . . . I always keep in
> the back of your mind that I'm setting an example. Just
> remember what's right and what's wrong.

> Do the things you say you're gonna do. Don't be just talk, but
> action, too.

> If you say something you better do it. [Let's] say you're going
> to be somewhere, you better be there because if you say it and
> you're not there, then they are going to say, 'Well, if she
> didn't show up, why should I?' And [the members] are going
> to know whether you're there or not.

The respondents stated they had influenced their chapters by setting examples.

> The president has a lot of influence. If I would be really laid
> back and really wouldn't care what people would do, then the
> officers would be more laid back in their offices.

> If I'm a role model, I'm sure that I will affect other people in
> the house.

> I mean, hopefully I'm bettering every single one of those
> girls.

> I hope people say that I helped make their time here . . . I was
> an influence, even if just in meetings, that I did things for
> them or for the house that were good.

Several of the respondents commented that setting an example for others was a burden at times.

> [There is] a commitment [to] being a good example. [Chapter
> members should] not expect [presidents] to be perfect.

In addition to setting examples through their actions as presidents, the respondents expressed the importance of role modeling through their academics by going to class, striving for good grades, and studying.

> If you set [scholarship] as a high priority, then you are
> modeling that without preaching it to them. . . . That I'm
> going to my classes and that I'm studying and working for
> good grades in those.

They also stressed being responsible in social situations by following chapter rules, university policies and state laws about alcohol. In social situations such as parties, a respondent said:

> I just try to be really responsible about the things that I do, so that [the members] see that, then hopefully they'll try to act in the same way.

Part of being the leader and role model to their members also meant being able to follow the rules the chapter had set for itself.

> I think [leaders] should be knowledgeable of the rules that they are going to be enforcing and follow them because if you don't set a good example, then nobody is going to follow them.

> [Chapter members] look for your judgment [when you are faced with situations] and see how you handle it.

> The standards chair and I have to make sure the rules are followed and stuff, so there is no way I can get around [following the rules myself].

> Being not really the discipliner, but the person who needs to be the one to step in and say, 'well, that's not a good idea. It doesn't fit in with our rules. You know that would be breaking our rules.'

The respondent above illustrated her comment with an example.

> Like with going to formal when I had to tell them that they couldn't take coolers on the bus. [The members] didn't think that I was picking on them, they just saw that I was going along with what the rules are.

Role Modeling When Representing the Chapters

In addition to being a role model to their chapter members, the respondents mentioned they were role models when they represented their chapters to campus and city communities.

> Sometimes it's an honor and sometimes it's a burden because you can't choose whether you want to be the representative because you are. You can't really get away from it.

> A lot of places you go [people] know you are in your chapter, so you're representing the entire [sorority name] chapter.

> Especially if they see the president acting a [certain] way. They
> are going to think everyone is that way.

Summary of Theme

The respondents stated role modeling was an important aspect of being a

leader. Role models influenced their leadership experience by demonstrating

personal and leadership skills. They, as role models, affected others'

leadership experience by doing the same.

Responsibility for the Chapter

The respondents stressed being in the presidential leadership position

was an important responsibility because they were expected to take the

position seriously, and as a result, they were ultimately responsible for their

chapters' activities and actions. Being responsible meant many things to the

respondents.

> To just have people know that I am responsible and will
> follow through on whatever policies or whatever programs
> that national or whoever wants us to follow. . . . I would
> never blow this off because who would take care of it? It's
> my responsibility and there's not going to be somebody there
> to pick up if I slack off and I shouldn't expect people to do
> that.

> I know that I have a responsibility and there is no way I'd let
> the house down, or the members down. . . . Basically if
> something goes wrong, it's my responsibility to make it right
> even though maybe it's not under my specific duties as
> president.

When asked why they felt such a sense of responsibility, one respondent

said, "I follow through [responsibly] because of my respect for whoever asked

that of me." They also talked about the need to lead responsibly because

"sororities are pretty much self-governing, besides the rules that their

national puts on them." Self-governing meant that with the exception of

national rules (e.g. alcohol policies, membership selection guidelines), sororities are able to make their own policies and create structures that allow them to work and live together as an organization.

They did, however, mention being responsible for all aspects of chapter operations and leadership was an adjustment.

> I mean you have advisors for the fraternities and sororities, but they don't run the chapter by any means. I guess I didn't realize that, well you're still a kid kind of, [you] could have that much responsibility. . . . I mean just knowing that you are responsible for the group really puts that pressure on you.

> I wish I didn't have to be directly responsible for everything the girls did.

Responsibility for their position and for the chapter was demonstrated in four ways including: (a) being committed to their leadership position and the chapter, (b) being constantly concerned for the well-being of the chapter, (c) "doing it right" as leader for the chapter, and (d) "doing something good" for the chapter.

<u>Being Committed to Their Leadership Position and the Chapter</u>

The respondents talked about their dedication to their chapters. One respondent said:

> [I] take my position seriously and my responsibilities seriously.

They stressed several times "a sorority is a lifetime commitment" and they took that commitment very seriously. They believed as president it was their responsibility to keep the chapter leadership strong.

> [For] most chapters when you join, you're [a member] for a lifetime. And I think that's the biggest thing. [The older members] stress that when you come to college, or when you become part of their chapter, that it's going to help you in

> your life, and [as a leader] you're in turn going to help them help the chapter become stronger.

They viewed their commitment to the chapter as a reason they were selected to lead it. They believed the members elected leaders who were committed to leading the chapter.

> [When choosing a leader the members want to know] that you're going to be committed to what you start. If you see something going on that you know isn't right that you're going to make sure that if you can't take care of it that you're going to find someone else to take care of it.

At times the respondents became frustrated they had chosen to be as committed as they had. One respondent told a story of a sacrifice she had made.

> Sometimes a lot of my friends [from high school] will go home and they will meet at home on one weekend and I feel like, 'oh I can't do it.' I think that probably the hardest part [of being president] is when I have to give my equal [part] as much as I do, plus [I give more].

Being Concerned for the Well-Being of the Chapter

Coupled with commitment is a constant concern for the chapter. The respondents believed that as part of their leadership responsibility they were to "look out" for the chapter.

> I guess as a leader you have to look out for the house.

> There are a lot of things that a leader [has to do], not only to be concerned with their own activities and their own life schedule, but the schedules of other people that they meet with or the different groups [they lead].

> Sometimes you can't even think about each individual, you have to think about the entire group. Yet you want to think about each individual. It is a special fine line that is really hard.

> Then I start worrying about the sorority as a whole; the future of it. What two people do now might affect a year down the road.

They carried their concern for the chapter with them always.

> I think if you're in a big leadership position that it's always with you, or I think it should be. . . . Usually president things or house things are always on my mind and for other offices it wasn't like that. I lay in bed and I'm like 'quit thinking about it, go to sleep.'

> You just can't get away from it. . . . Being a president or being an officer, [representing your chapter] is in the back of your mind all of the time.

Constantly thinking about their chapters interfered in their studies, however.

> Just sitting there watching a film this morning in class, my mind goes to the house all of the time. And a lot of the time I think of things in the most bizarre places. In class is probably not the best place, but that's where I come up with things. . . .I don't know if I should do it, but I sometimes put [my chapter] before everything else.

> I'm always thinking about [this position] whether I'm consciously thinking about something or it's going through my head, what I need to do or checking my lists of what I need to do.

"Doing It Right" as Leader for the Chapter

The respondents talked at length about the importance of demonstrating responsibility for their chapters by "doing it right" for the chapter. When completing a task, making a decision, or working with members, the respondents discussed the importance of doing it correctly.

> I guess a leader is trying to do the right thing. . . . [It is] a lot about how to handle things. The right way to go about things and the procedure to follow in getting things done.

> As a leader you need to get things done and done right.

People put their trust in me, and I do it right.

You don't want to do anything wrong. It's scary to do something wrong.

"Doing it right" was used as a measure for how successful they were at leading.

> That I wouldn't look back and say, 'Well, I knew at the time I should have done this, but I didn't do it.' I don't want to say that. You know, I did what I could at the time, and I did what I thought was right, and that I took care of everything that needed to be taken care of, and that I wasn't a slacker or anything.

> I guess if problems don't arise then I know I have accomplished it. [Being president] is a position where you know you haven't accomplished things if something goes wrong, but you don't always know you've [done something] right; accomplished something.

"Doing Something Good" for the Chapter

The respondents also expressed a feeling of responsibility for their chapters by "doing something good" for them.

> [It is] just like to me the epitome of doing something for [chapter name], and I really wanted to do it so that I could leave my mark on the house. Give all I could towards it.

> It was because I wanted to do it for the group.

> I just wanted to do something for my house.

The respondents also wanted to be known by their chapter members as having done a good job as president.

> I don't know if it's too boring to say that 'she was a good president,' but that's [how I hope they remember me.]

> I don't want to be known as the best president or anything, just that I was a good leader.

> I mean, you don't want someone to say, 'Well, [her name] isn't doing as good a job as the last president.'. . . [I want

people to say] that I worked to the best of my abilities toward
the goals that the chapter had set for itself this year, and that I
set for myself in this office. As long as I did the best I could,
I'll be happy, too.

You try to excel at everything, which is impossible, but you
try. It makes you feel good. The end result, everything has
an end result, knowing you did something good.

In "doing something good" for the chapter, the respondents discussed

their responsibility for making changes that would improve the chapter.

I didn't leave it the same way that it was when I came in [to
the position]. That I did something, that I changed it in some
way for the better.

And making changes for what things that weren't going
right. Trying to get those things back on track.

Part of their responsibility for doing something good was giving their

best effort as a leader.

I think that there's always room for improvement. Not
necessarily with style, but with maybe things that you do. I
think I could always do more or do it better.

The act of organizing and leading, to use the word, a group to
the best of its interest.

[I hope people say she] tried to help the chapter the best that
she could.

Also, when tasks and projects needed to be completed, the respondents

said it was their responsibility as president and leader to ensure the "job got

done." The respondents said a president's responsibility was:

To get their job done so that the house runs smoothly and
that the chapter runs smoothly.

I think it comes from the president, the attitude that is in the
house and the leadership, because if they're doing a good job
things will run smoothly in the house. . . . Well, my duty
sheet says this and this and this. I think that the big thing is
just keeping things running effectively, being available for

the officers and or everyone and help[ing] them with their problems or concerns and the things that are going on.

Performing the things that need to be done [comes to mind when I think of leadership.] . . . I get called anal-retentive by my roommate, and that is how I am. That helps because, I mean, if you don't get things done you are not going to be a good leader.

I'm easy-going, but I know when to be serious and get things done.

Being responsive to the requests of members is part of getting the job done.

If [the members] give me a note I always get right back to them.

Because I know that if [the members] are coming in to talk to me, then I need to go and get whatever they want done done. So I usually take the time for them and balance things around it.

Summary of Theme

The responsibility of being president for their chapters was taken seriously and viewed as an important aspect of their leadership experience. The respondents believed they demonstrated responsibility by being dedicated to their positions, by being concerned about the chapter and its activities, by "doing it right" as a leader for their chapters, and by "doing something good" for the chapter.

Sorority Effects on the Respondents' Leadership Experience

This theme refers to the impact that the sorority experience had on the respondents' leadership. It includes four categories of data: (a) the sorority offers leadership opportunities; (b) the sorority supports the respondents' leadership development; (c) the sorority provides a comfortable environment

in which to lead; and (d) living together in the sorority affects the respondents' leadership experience.

Sorority Offers Leadership Opportunities

The respondents said being involved in the sorority affected their leadership experience because it offered many different leadership opportunities.

> There are a lot of leadership roles within a sorority.

> There are positions that people can start out in that are small that don't take as much time [and] that aren't as stressful as other ones. . . . So, whatever people think they would be comfortable in, basically, there is something for them.

The respondents described many different opportunities each of their chapters offered for leadership experience. Although each chapter structured executive committees differently, the committees all shared basically the same types of responsibilities. The chapters also had one or more levels of officers and committee chairs that reported to the executive officers.

The respondents also shared a broad view of what they considered leadership positions. They mentioned positions such as: copy [machine] chair, beverage [soda machine] coordinator, and assistant to a specific officer such as treasurer or membership educator.

> And even being in Varieties [student-acted and -directed musical variety show] or something, I think, is a leadership position without an office, because you make the commitment to go to practices and give your time and efforts to the cause. And that's basically what a leader does on a really simple scale.

The respondents stressed membership in the sorority offered them the opportunity to be an officer in an organization and to be responsible for

significant leadership responsibility that they may not have had in other
organizations.

> I think it's the chance to actually hold office. I think just
> being in a sorority gives people [the opportunity to gain]
> leadership skills.

> And [the sorority] provides the opportunity to be leaders in so
> many different ways. . . . There's so much that needs to be
> taken care of that there's just tons of opportunities for people
> to be the chair of this or in charge of that. If you can do that
> with your own [sorority] sisters, then it's going to be a great
> experience to build confidence in yourself for working with
> whatever groups you might work with when you graduate.

> It just offers the opportunity, I think, to know more of what's
> going on and become more involved. If you're more
> involved, you have more opportunities to become a leader.

> It's given me the opportunity to learn how to lead. . . . All in
> all, the more women you get through the sorority, the more
> women leaders you're going to have.

Because of the large membership and the wide scope of responsibilities,

the respondents viewed leading a sorority as a significant and important

leadership opportunity.

> I was thinking about running for a VEISHEA position, too,
> but being president of a sorority won't be like being president
> of anything else and other committees or groups that you
> might be involved in. . . . I definitely have opportunities here
> that wouldn't have been the same [as leading another
> organization].

> I think that [it is] really something to be the president of over
> eighty-some girls and part of the larger Greek system.

The respondents attributed membership in their chapter, the

opportunity to participate in leadership positions, and seeing other women as

leaders with their advancement to the presidency. They said they might not

have been a leader if not for their sorority experience.

When I came here to school, never did I ever expect to do any of this. . . . I don't think I would have done anything like a big leadership thing. . . . I think if I wasn't in a sorority, I wouldn't try to excel up to a leadership position. I would have just stayed a member of some group or some committee. I think I never would have gone to actually leading a group.

If I wasn't in a sorority. . . I don't know if I would be a leader leader in much of anything.

I probably wouldn't be in any leadership positions of this significance.

I think that I probably wouldn't have had such a big leadership position. [I] maybe would have been involved in some different clubs, but probably wouldn't have been an officer in them.

The respondents also credit their sorority leadership experience as providing other leadership experiences outside of the chapter.

If I wasn't in a position like this, I wouldn't have had other opportunities like President's Council and [being] on the search committee [for the greek affairs coordinator].

I probably would have never taken the initiative to be in any of the campus organizations that I have been in.

The sorority encouraged and supported members involvement in campus organizations.

We're big on if someone is on a committee or they're involved in something, they make sure that if applications come up they make sure that they announce it and get someone else on there.

One person might already be on VEISHEA and then you get other people out of your house on your subcommittee, so then those people that are on subcommittees one year are on Central [committee] the next year. It just kind of snowballs that way. It's kind of who you know and not what you know.

There's probably someone in the house that has been in the
position similar to something that you might be interested
in. You can get their point of view on how and what they
had to do and what it was all about.

Sorority Supports the Respondents' Leadership Development

The sororities affected their leadership development because they

realized they could actually be leaders.

I guess in any situation I had the potential to be a leader, but
because I'm so comfortable here I make the effort and take
the initiative. . . . When you become part of a chapter, it pulls
you in. They encourage you to get involved. They help you
in academic endeavors and help you become more social. I
think when you feel the chapter pulling you in to do all of
these things you want to become more involved.

[Chapter membership] definitely gives a sense of support in
helping build up people to what their [leadership] potential
is.

[The sorority] kind of pulls you together and makes you say,
'Oh, Sally, why don't you come be on this? Why don't you
come be on that?' And it gets them involved in different
things. . . . [It's] more like women helping women [become
leaders].

The respondents said when chapter members identified leadership

potential in women they encouraged them to run for chapter offices. This, in

turn, gave women the extra nudge to pursue a leadership opportunity. Even

though they each had considered running for president, a comment or a

conversation with another member encouraging them to run for the position

was what it took to make the decision to run.

When people started coming to me saying, 'You know, we
think you should run.' Then I started genuinely considering
it. And so I had other people's support, and if they thought I
could do it then I thought I could.

Over the last spring, someone was just joking around with me and said something about being president. I had kind of thought about it before, but hadn't really a whole lot.

When I ran for vice president and didn't get it. [A former officer] said, 'Well we don't want you to be vice president. We think you should go on to other things. Hint, hint.' So I thought that was president. . . . When I thought I could [be president] and people said I should run for it, I really thought I could do it.

Sorority Provides a Comfortable Environment in Which to Lead

The sorority also affected the respondents' leadership experience because

it provides a comfortable environment in which to lead.

It provides a pretty comfortable setting to be a leader in. You can start with whatever you feel comfortable with. . . . It makes me feel more comfortable, maybe, because it is an all-women's group.

If I feel comfortable with [the setting], I have no problem [being a leader], but if I am a little uncomfortable . . . I just sit there and don't say a word.

[In my sorority] I just really feel comfortable [leading], but I don't always feel that way in other instances. . . . Knowing that I'm in a relaxed and a comfortable atmosphere has helped a lot [with my leadership development].

The respondents felt comfortable in their leadership experience because

of the all-women's environment the sorority offered.

You don't have to just be in a woman's role. You don't have to just do those things.

[The all-female setting] helped make the environment more relaxed and comfortable; more warm and open for trying new things. The support helps build confidence and helps people feel good about themselves.

[Without the presence of men] we can be more open in our discussions.

> I think [the all-female setting] just takes a little bit of pressure off. . . . I would say that it's probably a little bit easier for me to talk in front of all of them. Just from experience in speech class; I think if it would have been all girls it would have been a lot better. It's easier to stand up in a meeting and express how I feel.

The respondents also stressed the absence of men was important because they felt more confident and not inferior like they had experienced in mixed-gender classrooms and organizations.

> I don't like that feeling of inferiority with a man at all. Personally, that's one thing I'm very strong on. I think that's maybe why it's easier for me to lead all women.

> Maybe some people would feel intimidated working with a male. There's not that pressure here because there aren't any men.

> It's hard, too, especially if you're in competition with guys wherever you go. [The sorority] is your turf. This is women. I think it's easier to be a leader in an all-women's group because I think it's easier just to actually get the position.

> And it gives [women] the boost that they wouldn't get if they were in a group where it was mixed [gender]. It's always a guy that's president. It still happens where guys are chosen because they are guys. [The sorority] breaks that down. Where they don't have to deal with that. It gives them a chance to be leaders and not have to worry about any pressure from the guys or feeling that you have to do things you don't want to do.

> I think a lot of time the women just get left out. Then [women] help each other out. [The sorority] helps to accelerate women, too, to a point. . . . I think we all know it's a little bit tougher for women and it seems like men have it a little bit easier.

The sorority was also a comfortable environment to lead because the respondents felt accepted. One reason the respondents felt accepted was because the women were sharing the same experiences.

When I'm around just women I'm a lot more comfortable because we share the same experiences a lot of times. . . . It makes it a lot easier because there is a lot more to share there; a lot more in common.

I think it's the support and commonalty . . . just going through the same things, may be not exactly, but within the basics. Women understand women because that's who we are.

I think it's nice because women understand women, and you know whatever you're going through, someone else is too.

I mean I guess being all women, we share the same views on certain issues.

Most groups do whatever their activity, whatever their responsibility is to do, but they don't have the close friendships. They don't live together and don't have the strong unity.

With the sorority there's a lot of different things you're working for, but you all have your sorority in common.

The respondents also felt comfortable leading in the sorority because it offered a sense of belonging.

At Iowa State it is so big, and then if you're in a sorority it just narrows it down so that the women don't feel like it's such a large university.

And you feel like you belong to this group forever and ever and ever.

I really liked this house, so I went ahead and pledged. It felt like I really belonged here and it seemed like home. . . . And I think if you have something to hold onto; I mean, to be involved with and active in, you're going to feel like it's more of a home. . . . I don't tend to be a leader in atmospheres where I don't feel that sense of belonging.

Living Together in the Sorority Affects the Respondents' Leadership
Experience

Living in the environment in which they lead affected the respondents'
leadership experience.

> It's a different environment, too, because you're living with
> the people you lead. . . . You're constantly reminded that you
> are [the leader].

> In a sorority you're living with them and it's just part of your
> everyday responsibilities and duties and it's not just planning
> a meeting. . . . It's where I live and it's part of my life. . . . If I
> only met twice a month [with the people I lead], I might not
> feel comfortable or feel confident in myself as a leader for
> them.

Living with the members also assisted with some of the details of
leadership, such as communication and being aware of the memberships'
needs.

> [Living together] helps in the communication. . . . Also, I'm
> living here, so if people have a problem they can come to me.

> You know everything that is going on. I think it would be
> different not to have a house, to all live in different places
> because you wouldn't know some of the concerns that people
> have as much as you do here. . . . It's easy to get feedback
> outside of meeting times at dinner, in the t.v. room or
> walking to class. It's good to be around to learn about views
> in an informal way. . . . It's easier to get things done. I don't
> have to worry about waiting until Monday night to give
> information to somebody. I can go up to their room.

Through living together, members and the leaders could connect as
friends as well as colleagues.

> You feel like you really have always someone there you can
> depend on.

> Living together and working toward the same goals . . .
> definitely builds that sisterhood and friendship that is going
> to be there forever.

Roommates were a source of support and friendship for their leadership

experience. Three of the four respondents had at least one roommate.

> My roommate is the vice president and it is really good
> because we both know what is going on, so we can talk about
> it. . . . She is definitely a support for me.

> My roommates probably know most of what's going on just
> because we are roommates. One of them especially, I talk to
> [about chapter situations] because I know it's not going to go
> any further. That way it's not all bottled up inside me.

> It's kind of funny with my roommate at night. We have this
> time-out where for fifteen minutes we are not allowed to do
> anything except watch t.v. and eat candy. . . . She is the best.
> She makes these little notes for me that say, 'You're doing a
> good job,' or 'Have a nice day.'

Summary of Theme

This theme discussed the effects the sorority experience had on the

respondents' leadership experience. The sorority environment had a

beneficial impact because it was a place the respondents believed offered

many opportunities to experience leadership. In addition, the sorority was a

place that encouraged the respondents to become involved in leadership.

And it was a place the respondents felt supported to practice leadership.

Effects of Presidency on Respondents

This theme discusses the effect the presidential role had on the

respondents. The effect of being president on the respondents is illustrated by

three categories of data: (a) benefits from leadership experience, (b) sacrifices

for leadership experience, and (c) perspectives on leadership experience.

Benefits from Presidential Experience

This category discusses how the respondents believed they had changed and developed as a result of their presidential experience. They believed they gained leadership skills and increased self-confidence.

The skills they developed, according to the respondents, would benefit their future leadership endeavors.

> I think [the leadership experience] has helped me to develop skills that I can use later in life. . . . It helped me realize that I can do things that I didn't think that I could. I guess an example is my summer employment. I thought: 'I can't get it,' but I went for it. I'm not just a nobody. I have responsibilities and I have potential.

> I think [the leadership experience] helps me grow as a person. Whatever I do as a leader is going to help me in anything else that I do. I am getting personal growth.

Public speaking was one of the skills the respondents mentioned gaining experience in.

> I think it's given me confidence in speaking in front of people. In meetings I'm not nervous anymore. . . . Knowing that I have the skills to stand in front of people and lead the meetings.

> I get nervous in front of a group. I finally decided: 'you get in front of a group every week,' and I started thinking: 'this is silly.' It really calmed me down a lot just thinking about that. Knowing that I can get up in front of a group and talk.

> I can get up and talk in front of bigger groups now. . . . I used to always think: 'well, if I can get up and talk in front of all of my friends, I should be able to get up and talk in front of a group of strangers.' You know, because I'm going to see my sisters again.

> [Being a leader] has also helped my communication skills.

The respondents also said they learned how to work with people more effectively.

It's taught me a lot about people.

I think it just teaches you, so much, how to get along with people.

It has helped me, I guess, improve my leadership skills [with people.]

The leadership experience gave the respondents self-confidence to do things they previously may not have considered.

[Being president showed me] that I have the confidence [to be a leader]. I can say, 'well, I think they all respect me.'

[Being a leader] helps you feel better about yourself and give you confidence in what you're working towards. . . . It's definitely given me confidence. I was kind of nervous to do a lot of the things that I've done this year. I've felt like I succeeded in doing them. It's made me excited about being in positions like this.

[Being president] has really boosted my self-confidence and helped me to realize my potential. There are things that I could do even later in life.

Sacrifices for Presidential Experience

Although the presidential experience, overall, was positive and beneficial for the respondents, they felt stressed and overwhelmed by the position, made personal sacrifices, and found the position time-consuming.

Some respondents believed there were times that were more stressful than others to manage.

[The chapter] expects me to be able to be everything all at once. And I have to excel at everything; no matter what I do. . . . It gives me a lot of pressure. . . . I'm supposed to be the president. I'm supposed to act in a president way every single

minute of my life, especially since I live with them. I can't
and it's tough and it's hard, but I like it.

Sometimes it is hard for me to remember that things
probably aren't as bad as they seem like they are. Like [for
example] different notes on my desk that say, 'What about
this?' and 'What about that?' and 'Can we take care of this?' .
. . . Because of being a leader there are probably some stresses
that are on top of you that might intensify whatever problem
that you are having.

On the other hand, some felt they controlled their feelings of stress.

I can take on a lot and follow through without losing it. I
mean I can carry kind of a big load without getting really
stressed out.

Our house mom reads palms. The first two weeks of the
semester, right after I got the position, she said, 'you have no
stress.' Everyone [in the chapter] said, 'Our president doesn't
have stress,' and I said, 'then you guys shouldn't either.' So
I think that I'm pretty laid back.

The respondents also mentioned feeling overwhelmed at times by the

responsibilities of the position.

I can get really overwhelmed when my studies bog me down
so much and I can't spend the time on things that I know I
need to do for the house. And then I think, 'I'm not doing
this. I'm not doing my job as president.' So I think
everybody is going to think that I'm doing an awful job.

You usually have to spread yourself out so that you have
time set aside to do the other things. All of the sudden
something comes up that requires your time.

I think that I have cried on the phone to my mom more this
semester than I ever had in my life [because of pressures
associated with this position].

At times [I think], 'stay away from me. I don't want to be
president.'

Also because the respondents spent a lot of time with the leadership

position, the amount of time available for other activities such as studying,

working, spending time with friends, and participating in other activities was affected.

> All of those little things that you have to take care of like getting back to people and making phone calls. Not big things, but they can take a lot of time. I mean, you can spend an hour a day on just that stuff.

> You have to be able to make a big commitment to it because it will take a lot of time and energy.

> It's been really busy and it's tough. I probably will never take on this much again. But for right now, I'm trying to just have fun with it.

> I think also being a leader you are not only involved in your house, but you're involved in campus activities.

The respondents also had to make many personal sacrifices.

> I've really had to give up some of my free time, study time, and social time. It is by far worth it. . . . If I had to rate the important stuff: social, presidency and school, it would be the presidency for sure, then school and social. It is not really hard for me to give up a night at the bar, but when it comes to academics I just get a little stressful.

> It costs privacy sometimes. [For example,] having people knock on your door when you are trying to finish reading or in the middle of a phone call.

> Sometimes it costs me a lot of my personal time. Just that I know I want to be doing this at this time and I can't.

> [I sacrifice my] social [life]. I usually spend Friday or Saturday night, one of those two nights, I sit at home and do something for the house.

> It is a lot harder to be spontaneous and say: 'Okay, yeah let's go to the bars tonight. Yeah, let's go out tonight.' or 'I'm going to go home this weekend.' It's a lot tougher because there are a lot more things that you have to get done.

> It also costs some of my own study time.

It costs having a boyfriend. I have guys ask me out and [I say],
'I don't want to get serious because I don't have time.'

Perspectives on Leadership Experience

Overall, the respondents perceived the experience of being president as positive. This is illustrated best by, once again, using the respondents' own words.

I like [being president, but] it's not always fun.

[Being president] is a great experience and I'd recommend it
to anyone. I think I'm going to miss it when my office is
over.

[Being president] is not too bad. I would encourage anybody
to do it. It's fun.

The respondents also expressed a sense of satisfaction about how they led.

I guess it makes me feel like I'm getting something done
inside. A lot of times [in] school work I can get an A on a test
and I feel great, but it is not self-satisfaction. Sometimes
when I'm really bummed out and down I can say, 'Oh, gosh,
nothing's going great.' and then you start thinking back on
the A's that you got and the things that you have done and
gotten accomplished. You remember, 'Oh when we did this.
And that was great fun. Remember how much everybody
liked that?' Those are the type of things that you can think
back on.

Because when I am done with a job--even though I didn't get
the grade point that I wanted for that semester--I guess I am
going to have that sense of accomplishment. That I did it and
it's something I can be proud of.

I get a feeling of self-accomplishment out of being a leader. . . .
I do enjoy being a leader. That is something that I am proud
of and it makes me happy most of the time.

They also commented as a result of their experience they were likely to pursue involvement in future leadership opportunities.

> I think I'll want to be in other positions in a school that I'm in or in the community that I live [in].

> Now that I know that I can be an effective leader, I'll probably take more initiative in things like this in the future. I just feel more comfortable about it.

> It goes right into wherever [sorority leaders] go in the world. They're instantly going to want, hopefully, to become involved there. . . . I think I've learned that it [leadership] continues. You don't just graduate and you're done.

Ironically, despite their positive views on the leadership experience they had, most of the respondents, when asked, were reluctant to consider themselves leaders.

> Sometimes I do and sometimes I don't [myself]. It depends on the situation. If I feel I know a lot about it and I feel comfortable in the a position, then I do, but if it is something that I am not really familiar with [I don't].

> I guess now I do. If you would have asked me that a year ago, I would have said not really. I guess now I do. I have just been put in this office and I don't see how I can not consider myself a leader. I would say a leader in this role, in this setting, but not in other settings. I guess if I'm put into a role, but I don't come across as a leader.

> I guess I am not a leader in all situations.

> [I do consider myself a leader] because if I wasn't president and a leader in that way, I can't let stupid things happen and not think about them.

Summary of Theme

This theme addressed the effect sorority leadership had on the respondents. In their words, some of it was beneficial and some of it was sacrificial. They gained self-confidence and public speaking skills, but sacrificed by spending a lot of time with the position which also made the respondents feel overwhelmed. Although they did not consider themselves

as leaders in all situations, they had a positive view of their leadership experience in this specific situation.

Summary of Chapter

The leadership experiences of sorority presidents are comprised of several aspects that illustrate how they learned leadership, how they viewed leadership, and how the leadership environment influenced the way they lead.

They learned to lead by observing other leaders and by practicing themselves. Even though the chapters sponsored officer transition programs the respondents desired more training.

For leaders generally and for themselves as leaders specifically, the respondents viewed leadership in some common ways. They viewed skills such as problem solving, decision making, goal setting, confrontation, and coordination as important. They also believed leaders should have personalities that exhibited a rational, enthusiastic, and positive attitude among other things which created a comfortable interpersonal relationship with the people they led. Also they viewed leadership as an activity that is not limited to an individual, but is shared among all members of the group. In addition, the concept of role modeling played an important role in the respondents' leadership experience, in having role models for themselves and in being role models for others. And the sorority presidents viewed leadership as an important responsibility that involved commitment to the position and giving their best effort toward the experience.

Finally, the sorority environment in which the presidents lived influenced how they lead by providing a comfortable place to experience and

practice leadership. All in all it was a good experience for the sorority presidents. Their words can summarize best:

It feels good to be a leader of a group.

There's a poem that says, 'I feel sorry for the next fool who's lucky enough to have this job.'

Chapter Five will interpret the results as they are related to the research questions for the study and the relevant research literature. And it will offer recommendations for practice and further research. Also conclusions regarding sorority presidents' leadership experiences will be suggested.

CHAPTER FIVE

INTERPRETATIONS, RECOMMENDATIONS AND CONCLUSIONS

This chapter discusses the implications of the research results described in Chapter Four. It examines the results in relation to the prior research literature, research purposes and research questions presented in Chapter One. Recommendations for practice and further research also are discussed. The chapter closes with conclusions about sorority presidents' leadership experiences.

The purposes of this study were two-fold: (a) to describe and examine ways sorority presidents lead and how they learn to lead and (b) to identify how involvement in a sorority influences, if at all, the leadership and learning-to-lead experiences of sorority presidents.

The seven research questions that guided the study were:

(a)   how do the women describe and view their leadership?

(b)   what motivates them to participate in leadership positions?

(c)   who and what has influenced their leadership development?

(d)   what have they learned about leadership as a result of their involvement in a sorority?

(e)   what aspects, if any, of membership in sororities influenced how they lead?

(f)   what implications does having this leadership position have for their future goals and plans?

(g)   how are the leadership experiences in the sorority different from or similar to leadership experiences in coed organizations or other all-women's groups?

The research purposes and the research questions are discussed here in four ways: (a) a discussion of how sorority presidents learn to lead; (b) a description of the way sorority presidents lead; (c) an examination of the sororities' influence on the presidents' leadership experience; and (d) a commentary on the effects of the sorority presidents having this leadership position.

A Discussion Of How Sorority Presidents Learn To Lead:

Who And What Have Influenced Their Leadership Development?

This section discusses how the sorority presidents learned to lead. It focuses on their perceptions and beliefs about leadership in light of their leadership development.

Parental Influence on Leadership Development

The respondents mentioned that early in their lives they needed support and, therefore, approval from their parents to participate in activities that offered leadership experience. While some considered their parents leaders and others did not, they all believed support from their parents was important for influencing their interest in leadership involvement. Support was offered by encouraging participation in clubs and sports as a child and through giving words of praise for successful endeavors in activities.

"Learning By Doing"

Learning to lead was an evolving process. The sorority presidents did not consider themselves taught to lead; instead they believed they learned to lead through observation and practice. This may be true because they had no other choices. Rather than mentioning classes, workshops, and books on leadership, the respondents gave examples of leadership experiences in which

they had participated. The respondents mentioned having roles such as participating in committees, holding other offices, and volunteering for special projects that developed their leadership.

The respondents stressed they "learned [leadership] by doing." They said experience and opportunity were most important for learning leadership. The current literature concurs, saying participation in leadership provides the opportunity to practice leadership (Bennett & Shayner, 1988; Guido-DiBrito & Batchelor, 1988).

In some respects the respondents viewed their learning-to-lead experience as a school of hard knocks. They experienced the bumps and bruises associated with being a leader by taking a trial and error approach which resulted in both success and failure. For example, the respondents described situations they had encountered where they were not sure what response or approach should have been taken to handle the situation. They indicated success sometimes and failure others, but agreed they had learned another aspect of being a leader as a result of the experience.

The concept of "learning by doing" suggests the respondents learned leadership through practice, not because they chose this as the best method, but because they viewed it as their only option. Because the respondents viewed practice as their only option for learning leadership, they might limit their leadership learning experiences in the future if other opportunities to practice do not appear to exist. Also, because the respondents believed they learned best by practicing, they might be reluctant to attempt to learn leadership through other methods such as workshops, training classes and

literature. As a result, the presidents could miss many leadership learning opportunities.

Learning Through Observation

While the respondents noted practice as the most important tool for learning leadership, they also highlighted observing other leaders as a valuable learning experience. Through observation they could evaluate and analyze other leaders, particularly former presidents, in order to learn useful leadership approaches, how the members responded to various leadership styles, and what the other leaders did that was unsuccessful.

The respondents' use of observation is significant because it illustrates the role others played in shaping their learning-to-lead experiences. Individuals who probably did not even know their leadership styles were being analyzed, evaluated, and in many cases imitated played a role in creating the presidents' leadership experience.

The role of observation in the respondents' leadership education implies a need to see leadership in action. Observing other leaders allows the presidents the chance to learn other leaders' styles and techniques which could be adapted for themselves. Through observation they can also see situations they may need to be prepared for in the future. Also, witnessing other leaders' success might have given the presidents confidence to pursue leadership themselves.

On the other hand, observation of other leaders might be a detriment as well. The respondents might learn skills that may not be appropriate for their specific leadership situation. Also, observing leaders, particularly women, who are not successful may deter them from participating in leadership. In

addition, the respondents might believe they need to see another leader handle a situation before they feel they have the knowledge and skills to attempt to handle it themselves.

A Desire For More Structured Leadership Training

Although the respondents described their learning-to-lead experiences as self-taught through practice and observation, they expressed a desire for more structured leadership training. The respondents expressed a need to learn, among other things, meeting management techniques. They noted their chapters had officer training and transition programs, but felt they were inadequate for preparing for leadership. These leadership training programs were considered deficient because they did not cover material or offer resources the respondents believed were valuable to leadership. For leadership training the respondents wanted to know information such as how to access available resources, what types of situations they could encounter, and how they should motivate apathetic members.

In 1981 Anthony-Gonzalez noted that leadership training available specifically for college women is rare; today this still may be true. The respondents' desire for structured leadership education, despite the many leadership training opportunities available on their own college campus, suggests that although the programs may exist they do not meet the needs of this population--sorority presidents. Training programs targeted specifically for sorority presidents need to be developed, so the presidents can gain additional sources of leadership information.

Hesitation to Participate in Leadership Experiences

An interesting contradiction was present in the respondents' learning-to-lead experience. Although the respondents agreed the best way to learn how to be a leader was by being one, they were hesitant to jump into leadership positions. This contradiction concurs with Leonard's and Alpert Sigall's (1989) research which demonstrates that women need to feel comfortable in the leadership environment and confident in their leadership abilities before taking the risk to be a leader. The respondents talked about low self-esteem and feelings of inadequacy for performing leadership.

The respondents also expressed a need to feel success as a leader in order to move on to leadership opportunities with greater responsibility. They mentioned opportunities the sorority offered for leadership where a member could gain confidence and success as a leader. Some of those opportunities were pledge class (first-year members) officers, assistant to executive officer positions and co-chair positions. Often the assistant treasurer became the treasurer the next year or the assistant new member educator became vice-president of membership. Co-chairing a committee or an event also was mentioned as a good way to gain success as leader by sharing responsibilities with a partner.

This suggests a "catch-22" for women student leaders. Circumstances exist where women college students are participating in leadership in smaller numbers than their male counterparts (Anthony-Gonzalez, 1981; Leonard & Alpert Sigall, 1989). And college women need to practice leadership to learn because women are more likely to attain leadership roles if they have had the opportunity to practice (Sagaria & Koogle, 1988), yet they are hesitant to

participate because of the need to feel successful and comfortable in leadership. Therefore, this contradiction composed of a lack of opportunity and a lack of experience may deter the women from learning leadership in the way they know how: by doing it.

If the women are discouraged from learning leadership because situations do not exist where they can practice, then they may discontinue pursuing leadership positions. This may continue the imbalanced ratio of men and women as leaders in, among other things, politics and business. If women are not participating in these positions of leadership, then the unique contributions women bring to leadership situations and attention to issues important to women in these areas may be overlooked.

<div align="center">

Recommendations
</div>

For practice:

(a) In addition to providing women with opportunities to experience leadership, specific training and transition programs should be developed by sorority national headquarters, Greek Affairs staff, and leadership development professionals that focus on the practical aspects of being president such as conflict resolution, meeting management, and interpersonal communication. Ongoing programs should be offered, but are particularly important when new officers are installed. These programs should be designed to address the individual situations of each chapter. The programs could be presented at the chapter houses or at a central location on campus.

(b) Leadership development practitioners, student organization advisors, and sorority national/international offices should note the

important role observing and mimicking other leaders plays in the respondents' leadership education. Leadership education programs should be created that use mentoring and peer education, for example mentoring programs that pair emerging leaders with more experienced leaders--either within a sorority or between sororities.

(c) For women student leaders, opportunity and experience was the way to learn leadership. As student affairs professionals evaluate current leadership programs and create new ones, consideration should be given to providing opportunities to experience and practice leadership. These opportunities could be internships or role play exercises.

For research:

(d) Further research, both qualitative and quantitative, should be conducted to assess the ways women learn leadership. The research could focus on different age groups, ethnic groups, and living environments.

(e) Also needed is a comprehensive analysis of leadership education methods (i.e. workshops, classes for credit, literature, etc.) and their effectiveness at teaching targeted populations such as women, men, ethnic minorities, or gay, lesbian, and bisexual students.

Describe And Examine The Ways Sorority Presidents Lead:

How Do They View Leadership And How Do They Lead?

This section discusses two aspects of the sorority presidents' leadership experience: (a) their views on leadership and what is important to leadership and (b) the ways they lead. While the two aspects were initially discussed as separate research questions, it is important to note that in the minds of the respondents the issues are inseparable. Although they talked about

leadership skills and interpersonal qualities in general for leaders, they did not view themselves differently as leaders. When asked questions regarding leadership in general they answered by discussing themselves and giving examples from their own experiences. The respondents saw little difference between their views of effective leadership and how they led.

How the Sorority Presidents Led

The sorority presidents led in four ways: (a) through internal measures for leadership success; (b) through shared leadership with members; (c) by role modeling for others; and (d) with a responsibility for their positions and chapters.

Internal Measures for Leadership Success

The respondents held high expectations and opinions about what leaders should be and do which they applied to themselves. They determined their leadership success by evaluating their effectiveness at leadership skills. This resulted in mixed feelings about their abilities and at times anger and frustration toward their responsibilities as leaders. For example, they often wondered whether they were leading effectively because they had not been told how to handle situations such as roommate conflicts, a member's poor academic performance or the chapter's lack of motivation to participate in an activity.

These expectations and evaluations about their leadership suggest the sorority presidents' leadership experiences were influenced more by internal measures of success from themselves than by external requirements from others such as advisors or members. This is similar to the concept of internal leadership competition which is a self-imposed measure for success as a

leader suggested by Astin and Leland (1991); Gilligan (1982); and Shrewsbury (1989).

Internal measures for leadership success suggest that since the respondents determine their own set of criteria for leadership success they may be placing expectations on themselves which are too high to achieve. An example is their sense of responsibility for the actions and success of the chapter. Also, internal measures for success imply that their motivations for leading and succeeding as leaders may not be generalized among them because each leader may have different criteria for what constitutes success.

Shared Leadership With Members

The respondents combined their views of leadership into a style of shared leadership. Leading through shared leadership is similar to participatory leadership, where all members are involved in the organization's leadership, (Evans & Associates, 1985; Pearson & Associates, 1989; Shrewsbury, 1989) and cooperation, where working together toward the same outcome guides the members' relationships (Astin & Leland, 1991; Gilligan, 1982; and Helgesen, 1990). Shared leadership in this study was conceived as a partnership among the presidents, the officers, and the members. It was not one person in the lead with many followers, but rather all members leading at times when their talents and skills seemed most appropriate to the situation.

Similar to Helgesen's (1990) model called web of inclusion leadership, shared leadership fostered relationships between leaders and followers. The respondents discussed demonstrating the importance of everyone's role in the chapter. They also stressed that even though the presidents may have the

title of leader, they did not always act as leader, especially if someone else in the organization was in a better position to lead. Leadership moved from person to person depending on the project or activity. An example is the membership selection process called rush. Generally, the Rush Chair and her committee were completely responsible for chapter activities during that time. The presidents led by supporting the officer and assisting with guidance of the chapter, but were not in charge of the membership selection process per se.

The respondents also viewed leadership as a collaborative effort, especially when making decisions. It was important to gain feedback from members about decisions. Since they did not want to influence the members, the presidents hid their feelings and opinions about decisions or situations until everyone had an opportunity to share their ideas. This suggests the leaders placed value in empowering (Belenky & Associates, 1986; Sagaria, 1988) leadership in their members. They believed empowering all members of the chapter to lead occurred through sharing ideas, participating in problem solving, and offering suggestions for improving the chapter.

Empowering the members to lead implies the respondents placed value in the leadership abilities of the chapter members. This suggests the respondents may conceive leadership of the chapter broadly by including the contributions of all members. This may be important for national headquarters, Greek affairs staffs, and leadership development specialists to note when creating leadership programs and materials. If the information focuses on leadership by an individual as opposed to the group's

participation, it may be viewed as irrelevant or unimportant by the respondents.

This also presents implications if the presidents perceive the members' leadership contributions as important as their own, but the members do not share the view. Frustration and conflict may arise. The presidents may question their construction of the leadership relationship which may result in questioning and evaluating their own leadership effectiveness.

The presidents also said leaders should gather resources and information in order for the chapter to discover answers and create solutions for itself. They did not want to be told by outsiders such as advisors and national headquarters, how to handle a situation; instead they wanted to be pointed in the right direction. They wanted to collect relevant information about the problem or situation so it could be presented to the chapter for discussion and decisions. The implications of this suggest the respondents valued the process of group decision making. They may not, however, have learned procedures for consensus building as a result of their self-learned leadership.

The respondents also viewed leaders as facilitators. As facilitators they used their leadership to create interdependent (Bennett & Shayner, 1988; Gilligan, 1982; and Shrewsbury, 1989) relationships among the members, which fostered commitment to the organization. They had specific responsibilities as facilitator which included gathering information, identifying leadership potential in others, and coordinating meetings and discussions.

Shared leadership is also similar to generative leadership (Sagaria, 1988; Sagaria & Johnsrud, 1988). In generative leadership, situations emerge that

encourage a person's leadership experience. Similarly in shared leadership, the respondents discussed the importance of teaching leadership to others and encouraging them to become involved. For example, the respondents mentioned encouraging involvement of members by asking individuals to participate in projects or chair committees. They also mentioned involving members who were not as experienced as others.

This suggests the presidents may have been encouraging situations which create leaders while they were experiencing and learning leadership themselves. Also circumstances may exist where these respondents' sororities were developing their own leaders.

Shared leadership suggests the presidents believed the leadership contributions all members of the organization made were as important as what they could offer themselves.

Role Modeling for Others

Role modeling was another way the sorority presidents led. They believed as leaders they were setting examples for others through actions in the leadership role and in their personal lives. As mentioned above, they learned leadership from observing role models, so they recognized that their position as president placed them in front of the members. They also realized other members were observing their leadership and learning from it which both excited them and made them anxious. The respondents mentioned feeling pressure to be positive role models. In addition, they felt disbelief that others might model leadership after them, even though they had mentioned modeling others as a way to learn leadership.

Another way they modeled leadership was by following chapter rules. They were committed to the policies the chapter had set for itself and led by following them. Also, they were cognizant that the presidential position made them chapter representative to other fraternities and sororities, the university community, and the city community. They believed as chapter representative it was important to model leadership.

The issue of role modeling as raised in this study suggests several implications. One implication is the sorority presidents saw role modeling as an expectation of leadership. By viewing role modeling as an expectation the leaders were aware of the impact their actions made on others. They understood the leadership situation they had placed themselves in. On the other hand, as potential leaders realize the impact of role modeling, they may be uneasy about pursuing leadership positions.

Another implication is role modeling is an aspect of leadership the presidents were not taught. The presidents identified role modeling as an aspect of leadership, but could not recall learning how to model. They believed they just "did it."

Responsibility for Their Positions and Chapters

Responsibility is another way the sorority presidents led. The respondents were serious about the responsibility of their position. They saw themselves as a guardian for the chapter through their dedication and concern for it. Being a guardian for the chapter meant taking responsibility for the successes and failures of the chapter. It also meant putting their best leadership effort forward at all times. This suggests the sorority presidents became so committed to the responsibilities of their positions that it

influenced their actions as leaders, it affected all aspects of their personal lives--it even interfered with their studies, and it became their chief motivation for leading.

Recommendations

For practice:

(a) National/International Sorority headquarters need to be intentional about the leadership education they give their members. They should determine specific skills and outcomes for leadership development and create programs and materials to reach the outcomes.

(b) Current leadership manuals such as officer handbooks and leadership training workshops should be evaluated.

Sorority Influences On The Presidents' Leadership Experience:

What Was Learned And How The Respondents Led Because Of Sorority

This section discusses the sorority's influence on the respondents' leadership experience. Leading in the sorority environment affected the respondents' leadership experience in four ways: (a) the structure of the organization offered many leadership positions; (b) sorority membership encouraged leadership; (c) leading an all-women's organization was a comfortable environment to experience leadership; and (d) living with the members affected the leadership experience.

Organizational Structure Offered Many Leadership Positions

One of the sororities' influences the respondents discussed was that the sorority offered many leadership positions. Kuh and Lyons (1990) stated women's fraternities are one environment that offers women leadership roles. The respondents identified other non-residential organizations as

having traditional leadership opportunities such as president, secretary or committee chair, but the sorority offered many more positions. The presidents identified leadership positions in diverse terms such as soda machine chair or Varieties (musical/theatrical production) chair. They believed all leadership positions were valuable and important to leadership experiences. These experiences, the respondents said, provided a variety of leadership opportunities that could suit anyone's needs or preferences.

In addition, the respondents stated the sorority offered leadership experiences outside of the chapter structure as well. They commented that as president they had the opportunity to participate in a variety of other leadership opportunities as a result of their position. One respondent noted in particular the opportunity to serve on the Greek Affairs Coordinator search committee.

By offering many opportunities to participate in leadership experiences, the sorority can be a good environment for women to learn and practice leadership. This suggests national sororities should continue to identify and create leadership opportunities for members.

Sorority Membership Encouraged Becoming a Leader

Another influence of sorority membership on the respondents was encouraging them to become a leader. First, the respondents saw other women as leaders. Seeing women leaders helped them believe they could be leaders themselves. This may have been the first time they saw women in a leadership role and then pictured themselves in a similar situation.

Second, the respondents mentioned several times they might not have been a leader if not for sorority membership. They believed membership in

the sorority offered them the chance to be a leader. This opportunity was not something they had perceived before joining the sorority.

And third, in addition to seeing other women as leaders and having the opportunity to experience leadership, the presidents felt supported for experimenting with leadership. This support was mainly a result of being encouraged by other members to become a leader.

The implications of being encouraged to experience leadership because of support and opportunity demonstrate a need to ensure those dynamics exist for future leadership to occur. Since the respondents identified their chapters as a source of support for experiencing leadership and providing an opportunity to practice, the combination also may be important for others to participate in leadership.

All-Women's Organization as a Comfortable Environment
to Experience Leadership

The fact that the sorority is an all-women's environment influenced the respondents' leadership experience because they felt confident, accepted and not inferior. The lack of a male presence made it a comfortable environment to explore leadership, experiment with skills and styles, and discuss issues without being intimidated by men. Since women generally do not become leaders in situations if they do not feel comfortable (Leonard & Alpert Sigall, 1989), the sorority environment offering a comfortable leadership experience would suggest it is a place where women are likely to learn leadership. This suggests women may flourish better in leadership situations when men are absent.

The implication that men may inhibit the leadership experience and development of women suggests a need may exist for all-women's organizations and environments where women can experience leadership. Sororities and other all-women's organizations may provide the most comfortable environment for women to experience and practice leadership. This implies colleges and universities may need to continue to support or begin to create all-women's environments and organizations for leadership development.

Living With Members Offered an Interesting Leadership Experience

Living in the same environment they were leading affected the leadership experience. The respondents had mixed feelings about the effect of living with the members on their leadership.

One reaction to the situation was they did not feel they were ever able to "get away" from being the leader. They commented about working with members and dealing with situations at all hours of the day and night. At times it was difficult to separate their class obligations from their leadership responsibilities. And there were times when they wanted to leave their president role behind, but were unable to because the sorority also is where their close friends were and where they lived.

On the other hand, they believed living in the same environment in which they led offered opportunities to develop relationships with members that non-residential organizations did not provide. The respondents said living together through the stress of exams, late night pizza parties, and the joys of college life created a different dynamic for the leadership relationship than with an organization that met only weekly or less often. They

concluded they probably knew more about the members personally, which aided in strengthening the organization.

Leading and living together suggests the women who participate in this type of organization may have a very different leadership experience than their peers who do not live with the group they are leading. The leadership experiences seem to reach beyond traditional responsibilities such as planning events, sponsoring fund-raisers, and presiding over meetings. Because the respondents live with the members, their leadership may be more likely to extend into personal crisis, conflict resolution and discipline. The implication of having this type of leadership experience may be significant for the participants because there are few opportunities to lead and live in the same environment once they have left the college setting.

Recommendations

For practice:

(a)   Leadership educators should continue to support all-women's organizations such as sororities and women's residence hall governments, and clubs such as the Society of Women Engineers.

(b)   Greek Affairs and National/International Headquarters should create wellness programs for sorority officers, so they can learn skills to manage both their class requirements and their leadership responsibilities.

For research:

(c)   If an all-women's environment is important for women's leadership experiences, what differences and similarities can be found between the sorority and women's residence hall leadership experiences?

(d)   What are the differences in perspectives of leadership experience between men and women in coeducational student organizations?

(e)   In what ways is the sorority presidency similar to being a residence assistant?

Effect Of Respondent's Leadership Experience:

What Implications Does Having This Leadership Position Have For Their

Future Goals And Plans?

This section discusses the overall effect this leadership experience had on the respondents. At this point, it must be noted the study only occurred during the first half of the respondents' terms of office, so overall effects must be considered with that in mind.

The leadership experience affected the presidents in mostly beneficial ways. The respondents said the presidential experience developed their leadership skills. They believed the skills they gained such as public speaking, interpersonal relations, and increased self-confidence would benefit them in the future. These skills would benefit their careers and other leadership positions.

They did say, however, the position was at times stressful and time-consuming. But the sacrifices they made were considered small because overall they liked leading and felt satisfied with their experience. They even commented they were likely to pursue leadership experiences again in the future through their careers or their community. The most interesting comment, however, was that even through three months of participating in this research on leadership, they still did not consider themselves leaders.

These effects suggest the respondents believe they gained both personally and professionally. They also imply the leadership experience had an overall positive effect on the presidents. The implication is the respondents may have gained leadership experience and enhanced their leadership confidence which may result in their pursuing leadership positions in the future.

Recommendations

For research:

(a)   What effect does the stress and amount of time spent on the position have on the respondents?

(b)   Why do the respondents not describe themselves as leaders?

(c)   What are the most satisfying aspects of leading for women?

(d)   What leadership activities do sorority presidents pursue once they have begun their careers?

(e)   What are the respondents perceived effects from the leadership experience after they complete their term in office?

Conclusions

The results of this research suggest the following conclusions about the sorority presidents' leadership experiences.

1.   Sororities are one of few places on college campuses where women can experience and learn leadership.

2.   Either because leadership education methods are not available to them or because they do not relate or respond to current methods available, sorority presidents are learning leadership on their own. Although they mentioned a desire for more structured leadership training, practice and observation seem to be the learning methods of choice.

3.   Sorority presidents have a strong sense of responsibility for their leadership position.

4.   Sorority presidents lead by sharing the leadership with others not hoarding it to themselves.

5.   Role modeling is important to sorority presidents' leadership in three ways: (a) as a learning tool, (b) as a way of leading, and (c) as a way of teaching others leadership.

6.   For sorority presidents, their chapter membership encouraged them to practice and become leaders something they probably would not have done otherwise.

7.   Sorority presidents feel confident in their leadership partly because men are absent.

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ACKNOWLEDGMENTS

APPENDIX A

PARTICIPANT INVITATION LETTER

February 25, 1992

Respondent Name
Address
City, State, Zip Code

Dear Respondent:

I am a graduate student doing research for my master's thesis. The purpose of my research is 1) to describe and examine ways sorority presidents lead and how they learn to lead, and 2) to identify how involvement in a sorority influences, if at all, the leadership and learning to lead experiences of sorority presidents.

Since you are a sorority president and meet my selection criteria, I am writing you to ask for your participation in my study. Throughout this semester I would like to interview you. Each interview should last between 1-1 1/2 hours. You would participate in at least three individual interviews and one group discussion interview with the other three respondents. In addition, I would ask you to check the accuracy of my final interpretations and data from your responses. If possible, I would like to interview you at your chapter house.

All interviews will be tape recorded, but I can guarantee your strictest confidentiality. I will be the only person to see the raw data and I will not discuss any of the information you give me. All personal identifying characteristics will be removed before inclusion in my thesis.

Your participation is completely voluntary. At any time you may remove yourself from the project.

I anticipate that this project will be very beneficial for understanding the leadership experiences of sorority presidents. I hope that you will consider participating in this project. I will contact you the week of February 24, 1992, to answer any questions you might have and to schedule our first interview.

If you have any questions in the meantime please do not hesitate to contact me at 294-1023 (work) or 233-6778 (home). My major professor, Dr. Elizabeth Whitt, would also be happy to answer any questions. Her phone number is 294-9550.
Thank you for considering this opportunity.

Sincerely,

Robin Shaffer

APPENDIX B

INFORMED CONSENT FORM

The purpose of this research is 1) to describe and examine ways sorority presidents lead and how they learn to lead, and 2) to identify how, if at all, involvement in a sorority influences the leadership and learning to lead experiences of sorority presidents.

RESEARCHER RESPONSIBILITIES

The researcher will keep all responses confidential. All identifying information will be removed in the final written report. Should, at any time, the respondent choose to discontinue her participation in the study, all raw data and notes about her case will be given to her. Also, her information will not be used in the written report. No respondent will be quoted unless she has given her written permission to do so. In return for their participation, the researcher will give each respondent a copy of the final written analysis and conclusions of the study. Most importantly, the researcher will be committed to performing rigorous and ethical research

RESPONDENT RESPONSIBILITIES

Respondents will be involved in at least three individual interviews and one group discussion interview with the other three respondents. Each interview will last one to one-and-a-half hours. In addition, the respondents will be asked to give feedback on the data collected and to check the accuracy of final interpretations from their responses. Participation is voluntary and a respondent may choose to remove herself at any time from the research without affecting evaluation of the respondent.

CONSENT

By signing this form, I _____ understand and agree to the responsibilities as researcher described here.

_____ _____
Robin K. Shaffer (Signature)   Date
225 South 5th #1
Ames, Iowa 50010
233-6778

By signing this form, I _____ understand and agree to the responsibilities as respondent described here.

_____ _____
Respondent Signature   Date

APPENDIX C

CATEGORIES (SET 1)

1. Self-satisfaction
2. Roommates
3. Commitment
4. Represent Chapter
5. Beliefs
6. Sorority Gives Community
7. Team Building
8. Stereotypes
9. Opinions
10. Women Helping and Supporting Women
11. Past President
12. Decisions
13. Confidentiality
14. Positive Reinforcement
15. Not Take Personally
16. Fair
17. Involved in Other People's Lives
18. Practicing/Opportunity
19. Spirituality
20. Aware
21. Rational Thinking
22. Structure
23. Teaching/Educating
24. Open Minded/No prejudices
25. Bad Moods
26. Self-Motivation
27. Personal Life
28. Crisis Management
29. Problem Solving
30. Knowledge
31. Getting/Keeping People Involved
32. Role of President
33. Developing Skills
34. Confronting/Person vs. Position
35. Hard to Confront
36. Jobs
37. Oldest Child
38. Goals
39. Respect
40. Calm
41. Organization
42. Deciding to Run

43. Definition of Leadership
44. Belonging/Home
45. Road to Presidency
46. High School
47. Initiative/Assertion
48. Self-Confidence
49. Join Sorority
50. Motivating
51. First Leadership Experience
52. Leadership Roles in Sorority
53. Being Involved/Do Everything
54. Calming Officers
55. Work With Officers
56. Know/Follow Rules
57. Feeling Overwhelmed
58. Stressed/Laid Back
59. Listening and Talking
60. Delegating
61. Involved--Chapter
62. Responsibility
63. Tallest
64. Power/Take Charge
65. Seeing Potential
66. Friendly
67. Inspiration Week
68. Outgoing
69. Do It For Group/Others
70. Criticism
71. Not Close Family
72. Family
73. Influence--Parents
74. Support--Parents
75. Hometown
76. Friends--Home
77. Relationship--Family
78. Support--Exec.
79. Work Together--Exec.
80. Praise
81. Not as Bad as Think
82. Support--Friends
83. Influence--Friends
84. Respect--Friends
85. Chapter Excited
86. Chapter Attentive
87. Mistakes/Forgiving
88. Constantly Thinking About Chapter
89. Intelligent

90. Other Sororities
91. Dictator
92. Done On Time
93. Chapter Advisor
94. Communication--Outside Chapter
95. Teachers/Faculty
96. Truth/Honesty
97. Positive/Negative
98. Students as Leaders
99. Consistency
100. Comfortable as Leader
101. Shy as a Child
102. Doing What Group Wants
103. Only/Youngest Child
104. Youngest Child & Leadership
105. Care for Sisters (Sorority) and Group
106. Tomboy
107. Learning to Lead
108. Conforming
109. Influence--Sibling
110. Exhibiting Leadership
111. Work with Members Who Don't Care
112. Accomplishment
113. Role Modeling
114. Grades/Studying
115. Support--Men
116. Staying In Touch
117. Laughter/Sense of Humor
118. Easy Being a Leader
119. Characteristics/Images Apply to Her
120. Available
121. Change
122. Involvement--Campus
123. Life After Presidency
124. Talking About Self
125. Leadership Qualities
126. Other Presidents
127. Leading Chapter
128. Relationship--Chapter
129. Progress
130. Efficiency
131. Feeling Needed
132. Being a Leader
133. Shared Leadership
134. Not Leader in All Situations
135. Consider Self a Leader
136. Showing Emotions

137. Time Consuming/Busy
138. Growth
139. Men Affect Leadership
140. Competition
141. Challenges
142. Mentors
143. Coordinate/Facilitate
144. Guide
145. All-Female Groups
146. Women's Roles
147. Acceptance
148. Male/Female Groups
149. Living Together
150. Helping Others/Community Service
151. Work With Different People
152. Great Experience
153. Role Models
154. Effective
155. Do It Right
156. Risk
157. Follow Through

APPENDIX D

CATEGORIES (SET 2)

1.   Self-satisfaction
2.   Roommates
3.   Commitment/Dedication
4.   Represent Chapter
       94.   Communication--Outside Chapter
6.   Sorority Builds Community
       5.   Beliefs
       44.   Belonging/Home
       67.   Inspiration Week
       150.   Helping Others/Community Service
9.   Opinions
11.   Past President
12.   Decisions
       102.   Doing What Group Wants
13.   Confidentiality
14.   Positive Reinforcement
       80.   Praise
16.   Fair/Unbiased
18.   Practicing/Opportunity
       33.   Developing Skills
       110.   Exhibiting Leadership
20.   Aware
       30.   Knowledge
29.   Problem Solving
       28.   Crisis Management
31.   Getting/Keeping People Involved
       7.   Team Building
34 A. Confronting/Bad Guy
       35.   Hard to Confront
34 B. Person vs. Position
36.   Jobs
38.   Goals
39.   Respect
       147.   Acceptance
40.   Rational/Calm
       21.   Rational Thinking
       136.   Showing Emotions
41.   Organization
       22.   Structure
       154.   Effective
42.   Deciding to Run
       45.   Road to Presidency
46.   High School

157. Follow Through
93. Chapter Advisor
96. Truth/Honesty
97. Positive/Negative
    25. Bad Moods
98. Students as Leaders
100. Feeling Comfortable as Leader
    118. Easy Being a Leader
    125. Leadership Qualities
107. Learning to Lead Chapter
111. Work with Members Who Don't Care
112. Accomplishment
    47. Initiative/Assertion
    129. Progress
    130. Efficiency
113. Role Modeling
114. Scholarship/Grades/Studying
    89. Intelligent
115. Support--Men
117. Laughter/Sense of Humor
    19. Spirituality
120. Available To Members
    17. Involved in Other People's Lives
    131. Feeling Needed
121. Change
    108. Conforming
122. Involvement--Campus
123. Life After Presidency
126. Other Presidents Support & Influence
    90. Other Sororities
128. Relationship--Chapter
    105. Care for Sisters (Sorority) and Group
133. Shared Leadership
    91. Dictator
135. Consider Self a Leader
    119. Characteristics/Images Apply to Her
    132. Being a Leader
    134. Not Leader in All Situations
137. Time Consuming/Busy
    57. Feeling Overwhelmed
139. Men Affect Leadership
    139. Men Affect Leadership
    148. Male/Female Groups
140. Competition
141. Challenges
    27. Personal Life
144. Guide

143. Coordinate/Facilitate
145. All-Female Groups
    10. Women Helping and Supporting Women
149. Living Together
151. Work With Different People
152. Great Experience
    81. Not as Bad as Think
    138. Growth
153. Role Models
    142. Mentors
155. Do It Right
    53. Being Involved/Do Everything
    69. Do It For Group/Others
156. Risk
158. President's Influence on Chapter
    32. Role of President
    86. Chapter Attentive
    127. Leading Chapter
159. Opportunities Because of Presidency
160. Would Not Be Leader Without Sorority
    52. Leadership Roles in Sorority
161. Meetings & Mail

APPENDIX E

CATEGORIES (SET 3)

6. Sorority Builds Community
    5.   Beliefs
    44.   Belonging/Home
    67.   Inspiration Week
    150. Helping Others/Community Service
          49.   Join Sorority
          65.   Encouraging/Identifying Potential Leaders
12. Decisions
    102. Doing What Group Wants
          9.   Opinions

13. Confidentiality

29. Problem Solving
    28.   Crisis Management
          20.   Aware

34. Confronting
    35.   Hard to Confront
    34 B. Person vs. Position

41. Organization
    22.   Structure
    154. Effective

42. Deciding to Run
    45.   Road to Presidency

50. Motivation
    26.   Self-Motivation
    85.   Chapter Excited
          14.   Positive Reinforcement

51. First Leadership Experience
    43.   Definition of Leadership

55. <u>Work With Officers</u>
    54.   Calming Officers
    78.   Support--Exec.
    79.   Work Together--Exec.'
    38.   Goals

58. <u>Stress</u>

59. <u>Communication</u>

60. <u>Delegating</u>
       36.   Jobs

61. <u>Stages of Involvement in Chapter</u>

73. <u>Influences</u>
    83.   Influence--Friends & Parents
    63.   Tallest
       72.   Family
       74.   Support--Parents

88. <u>Constantly Thinking About Chapter</u>
       3.   Commitment/Dedication

97. <u>Positive/Negative</u>
    25.   Bad Moods
    117.   Laughter/Sense of Humor

100. <u>Comfortable Environment to Lead</u>
    118.   Easy Being a Leader
    125.   Leadership Qualities
       2.   Roommates
       18.   Practicing/Opportunity
       48.   Self-Confidence
       115.   Support--Men
       126.   Other Presidents Support & Influence
       139.   Men Affect Leadership
       145.   All-Female Groups
       149.   Living Together
       160.   Would Not Be Leader Without Sorority

107.   <u>Learning to Lead Chapter</u>
           46.   High School
           98.   Students as Leaders

113.   <u>Role Modeling</u>
           16.   Fair/Unbiased
           40.   Rational/Calm
           56.   Know/Follow Rules
           62.   Responsibility
           70.   Criticism
           93.   Chapter Advisor
           96.   Truth/Honesty
           114.   Scholarship/Grades/Studying
           153.   Role Models

120.   <u>Available To Members</u>
      17.   Involved in Other People's Lives
      131.   Feeling Needed

123.   <u>Life After Presidency</u>

128.   <u>Chapter Relationship</u>
      105.   Care for Sisters (Sorority) and Group
           11.   Past President
           82.   Support--Friends
           111.   Work with Members Who Don't Care
           151.   Work With Different People

133.   <u>Shared Leadership</u>
      91.   Dictator
           31.   Getting/Keeping People Involved
           64.   Power/Take Charge
           135.   Consider Self a Leader

137.   <u>Busy</u>
      57.   Feeling Overwhelmed
      122.   Involvement--Campus

144.   <u>Guide</u>
      143.   Coordinate/Facilitate

138

152. <u>Great Experience</u>
    81.   Not as Bad as Think
    138.   Growth
        1.   Self-satisfaction
        39.   Respect
        141.   Challenges
        159.   Opportunities Because of Presidency

155. <u>Do It Right</u>
    53.   Being Involved/Do Everything
    69.   Do It For Group/Others
        92.   Done On Time
        156.   Risk

158. <u>President's Influence on Chapter</u>
    32.   Role of President
    86.   Chapter Attentive
    127.   Leading Chapter
        121.   Change

161. <u>Meetings & Mail</u>

APPENDIX F

CATEGORIES (SET 4)

1. Shared Leadership (133)
   - Valuing individual differences
   - Gathering input (12)
   - Giving credit and recognition (50)
   - Knowing when to be a leader
   - Group leadership
   - Keeping people involved, motivated, and encouraged (50)
   - People who do not "pull their weight" (50)
   - Guide officers, chapter, and executive meetings (144)
   - Working with vice-presidents (55)
   - Being friends and getting along with each other (128)
   - Supporting and challenging each other (50, 140)
   - Delegating (60)

2. "Do It Right" (155)
   - Influence and do something good for chapter (158)
   - Do a good job as leader, but not necessarily the best (42)
   - Do it right
   - Not do it wrong
   - Being responsible for personal and chapter actions
   - Get job done/accomplished
   - Aware of personal and chapter goals
   - Being organized (41)
   - On top of things and in control
   - Knowledge to get things done
   - Efficiently running meetings, handling mail, and doing paperwork (162B)
   - Solving problems (29)
   - Keeping confidentiality (13)
   - Constantly thinking about the chapter (88)
   - Member/chapter expectations of president
   - Commitment
   - Depending on the president
   - President "looks out" for chapter
   - Being a communication link (59)
   - Listening (59)
   - Being available to members (120)

3. <u>Role Modeling</u> (113)
   - Peer role models (to respondents): past officers, friends, non-role models (83)
   - Non-peer role models: parents, faculty, chapter advisors (73)
   - Respondents learned from role models
   - Chapter advisors: relationship with, support from, ideas from
   - Being a role model (to others)
   - Setting an example: actions, involvement, scholastics, socially
   - Being rational and calm
   - Being consistent, fair, and unbiased
   - Being open-minded
   - Being respected (by others)
   - Following rules, confronting others, difficult to be "bad guy" (34A)
   - Being nice, laughing, having fun, smiling
   - Representing chapter
   - Being approachable
   - Differentiating between person and position
   - Being enthusiastic
   - Positive and optimistic attitude vs. negative attitude (97)

4. <u>Learning To Lead</u> (107)
   - Learn as you go by practicing
   - Before presidency--methods: observation, past officers talk about position, chapter training and transition, leadership speakers and workshops
   - Before presidency--stages of involvement: pledge, progressing up the leadership ladder, previous officer positions (61)
   - During presidency: observing, discussing, reading notebooks, would have liked more training, past president's presence (11)
   - Pre-college involvement in leadership activities (51)
   - Sources of support for learning: family (74), other sorority presidents (126), men (115)

5. Sorority Influences
   - Comfortable environment to lead (100)
   - Women share same experiences and understand each other
   - Living together (149)
   - Feel like belong, have a "home", sense of community (6)
   - All-female group: takes pressure off, less intimidated, more confident (145)
   - Friendships based in a common belief
   - Compared with co-ed groups
   - Sorority offers leadership opportunities
   - May not have been a leader if not for sorority experience (161B)
   - Respondents see their potential become reality, encouraged by others
   - No competition with men (139)
   - Observe other women as leaders
   - Consider self a leader, sometimes (135)

6. Effects Of Presidency
   - Gain self-confidence (48)
   - Improve communication skills
   - Self-satisfaction/accomplishment
   - Feel stress and pressure from position (58)
   - Time and energy consuming
   - Keep busy (137)
   - Feel overwhelmed at times
   - Sacrifices: personal, social, privacy, academics
   - Grow as a person: skills, leadership, experiences, interpersonal, for the future (123)
   - Great experience that will be missed (152)

APPENDIX G

CATEGORIES (SET 5)

1. <u>Shared Leadership</u> (133)
   - Valuing individual differences
   - Gathering input (12)
   - Giving credit and recognition (50)
   - Knowing when to be a leader
   - Group leadership
   - Keeping people involved, motivated, and encouraged (50)
   - People who do not "pull their weight" (50)
   - Guide officers, chapter, and executive meetings (144)
   - Working with vice-presidents (55)
   - Being friends and getting along with each other (128)
   - Supporting and challenging each other (50, 140)
   - Delegating (60)

2. <u>"Do It Right"</u> (155)
   - Do something good for chapter (158)
   - Do a good job as leader, but not necessarily the best (42)
   - Do it right
   - Not do it wrong
   - Get job done/accomplished

3. <u>Role Modeling</u> (113)
   - Peer role models (to respondents): past officers, friends, non-role models (83)
   - Non-peer role models: parents, faculty, chapter advisors (73)
   - Respondents learned from role models
   - Chapter advisors: relationship with, support from, ideas from
   - Being a role model (to others) (added depend on president from do it right)
   - Setting an example: actions, involvement, scholastics, socially
   - Following rules, confronting others, difficult to be "bad guy" (34A)
   - Representing chapter
   - Influence president has on chapter (from do something good for chapter)

4. <u>Learning To Lead</u> (107)
    - Learn as you go by practicing
    - Before presidency--methods: observation, past officers talk about position, chapter training and transition, leadership speakers and workshops
    - Before presidency--stages of involvement: pledge, progressing up the leadership ladder, previous officer positions (61)
    - During presidency: observing, discussing, reading notebooks, would have liked more training, past president's presence (11)
    - Pre-college involvement in leadership activities (51)
    - Sources of support for learning: family (74), other sorority presidents (126), men (115)

5. <u>Sorority Influences</u>
    - Comfortable environment to lead (100)
    - Women share same experiences and understand each other
    - Living together (149)
    - Feel like belong, have a "home", sense of community (6)
    - All-female group: takes pressure off, less intimidated, more confident (145)
    - Friendships based in a common belief
    - Compared with co-ed groups
    - Sorority offers leadership opportunities
    - May not have been a leader if not for sorority experience (161B)
    - Respondents see their potential become reality, encouraged by others
    - No competition with men (139)
    - Observe other women as leaders
    - Consider self a leader, sometimes (135)

6. <u>Effects Of Presidency</u>
    - Gain self-confidence (48)
    - Improve communication skills
    - Self-satisfaction/accomplishment
    - Feel stress and pressure from position (58)
    - Time and energy consuming
    - Keep busy (137)
    - Feel overwhelmed at times
    - Sacrifices: personal, social, privacy, academics
    - Grow as a person: skills, leadership, experiences, interpersonal, for the future (123)
    - Great experience that will be missed (152)

7. <u>Qualities respondents view as important for leadership and view as they possess</u>
(unable to separate views of leadership from what they thought they possessed)
* Being rational and calm
* Being consistent, fair, and unbiased
* Being open-minded
* Being respected (by others)
* Being nice, laughing, having fun, smiling
* Being approachable--members talk to president
* Differentiating between person and position
* Being enthusiastic
* Have a positive and optimistic attitude (Positive and optimistic attitude vs. negative attitude (97))
* Being responsible for personal and chapter actions
* Be aware of goals and goal setting (Aware of personal and chapter goals)
* Help chapter make changes and accomplish goals (split from above)
* Being organized (41)
* On top of things and in control
* Knowledge to get things done
* Be efficient (Efficiently running meetings, handling mail, and doing paperwork (162B))
* Be able to solve problems (Solving problems (29))
* Keeping confidentiality (13)
* Handle criticism and feed back (Member/chapter expectations of president)
* Commitment
* President "looks out" for chapter/Constantly thinking about the chapter (88)
* Being a communication link (59)
* Be able to listen (Listening (59))
* Being available to members (120)

APPENDIX H

CATEGORIES (SET 6)

1. Shared Leadership (133)
   - Valuing individual differences
   - Gathering input (12)
   - Giving credit and recognition (50)
   - Knowing when to be a leader
   - Group leadership
   - Keeping people involved, motivated, and encouraged (50)
   - People who do not "pull their weight" (50)
   - Guide officers, chapter, and executive meetings (144)
   - Working with vice-presidents (55)
   - Being friends and getting along with each other (128)
   - Supporting and challenging each other (50, 140)
   - Delegating (60)

2. "Do It Right" (155)
   - Do something good for chapter (158)
   - Do a good job as leader, but not necessarily the best (42)
   - Do it right
   - Not do it wrong
   - Get job done/accomplished

3. Role Modeling (113)
   - Peer role models (to respondents): past officers, friends, non-role models (83)
   - Non-peer role models: parents, faculty, chapter advisors (73)
   - Respondents learned from role models
   - Chapter advisors: relationship with, support from, ideas from
   - Being a role model (to others) (added depend on president from do it right), respected by peers
   - Setting an example: actions, involvement, scholastics, socially
   - Following rules, confronting others, difficult to be "bad guy" (34A), differentiating between person & position
   - Representing chapter
   - Influence president has on chapter (from do something good for chapter)

4. <u>Learning To Lead</u> (107)
   - Learn as you go by practicing
   - Before presidency--methods: observation, past officers talk about position, chapter training and transition, leadership speakers and workshops
   - Before presidency--stages of involvement: pledge, progressing up the leadership ladder, previous officer positions (61)
   - During presidency: observing, discussing, reading notebooks, would have liked more training, past president's presence (11)
   - Pre-college involvement in leadership activities (51)
   - Sources of support for learning: family (74), other sorority presidents (126), men (115)

5. <u>Sorority Influences</u>
   - Comfortable environment to lead (100)
   - Women share same experiences and understand each other
   - Living together (149)
   - Feel like belong, have a "home", sense of community (6)
   - All-female group: takes pressure off, less intimidated, more confident (145)
   - Friendships based in a common belief
   - Compared with co-ed groups
   - Sorority offers leadership opportunities
   - May not have been a leader if not for sorority experience (161B)
   - Respondents see their potential become reality, encouraged by others
   - No competition with men (139)
   - Observe other women as leaders
   - Consider self a leader, sometimes (135)

6. <u>Effects Of Presidency</u>
   - Gain self-confidence (48)
   - Improve communication skills
   - Self-satisfaction/accomplishment
   - Feel stress and pressure from position (58)
   - Time and energy consuming
   - Keep busy (137)
   - Feel overwhelmed at times
   - Sacrifices: personal, social, privacy, academics
   - Grow as a person: skills, leadership, experiences, interpersonal, for the future (123)
   - Great experience that will be missed (152)

7. <u>Qualities respondents view as important for leadership and view as they possess</u>
    (unable to separate views of leadership from what they thought they possessed)

    - Problem solving (29): open-minded; consistent & fair; rational & calm; knowledge to get things done
    - Goal setting: personal; assist chapter in reaching goals & making changes
    - Personality traits: enthusiasm; positive attitude; nice; laughter, smiles & fun; handle criticism
    - Coordination skills: organized, on-top-of-things, & in control; communication; efficiency
    - Available and Approachable to members: confidentiality (13); listening
    - Dedication to leadership position and chapter: commitment; "look out" for chapter; always thinking about chapter (88); feeling of responsibility (62)

APPENDIX I

CATEGORIES (SET 7)

1. <u>Learning To Lead</u> (107)
    - Pre-college involvement in leadership activities (51)
    - Sources of support for learning: family (74), other sorority presidents (126), men (115)
    - Before presidency--stages of involvement: pledge, progressing up the leadership ladder, previous officer positions (61)
    - Before presidency--methods: observation, past officers talk about position, chapter training and transition, leadership speakers and workshops
    - Learn as you go by practicing
    - During presidency: observing, discussing, reading notebooks, would have liked more training, past president's presence (11)

2. <u>Qualities respondents view as important for leadership and view as they possess</u>
    (unable to separate views of leadership from what they thought they possessed)
    - Problem solving (29): open-minded; consistent & fair; rational & calm; knowledge to get things done
    - Goal setting: personal; assist chapter in reaching goals & making changes
    - Personality traits: enthusiasm; positive attitude; nice; laughter, smiles & fun; handle criticism
    - Coordination skills: organized, on-top-of-things, & in control; communication; efficiency
    - Available and Approachable to members: confidentiality (13); listening, care about members, be friends (128)

3. <u>Shared Leadership</u> (133)
    - Group leadership: working as a team, knowing when to lead, vice-presidents as partners (55)
    - Gathering input (12) & Valuing individual differences
    - Guiding: officers, chapter, and executive meetings (144)
    - Delegating (60)
    - Keeping people motivated (50): involved, encouraged, Giving credit and recognition, People who do not "pull their weight"

4. Role Modeling (113)
    - Role models to respondents: peer role models: past officers, friends, non-role models (83); non-peer role models: parents, faculty, chapter advisors (73); learned from role models; chapter advisors: relationship with, support from, ideas from
    - Being a role model to others: respected by peers; setting an example: actions, involvement, scholastics, socially; influence president has on chapter; following rules: confronting others, difficult to be "bad guy" (34A), differentiating between person & position
    - Representing chapter

5. Responsibility
    - Dedication to leadership position and chapter: commitment; "look out" for chapter; always thinking about chapter (88); feeling of responsibility (62)
    - "Do It Right" (155)
    - Do a good job as leader (42)
    - Do something good for chapter (158)
    - Get job done/accomplished
    - Do it right & not do it wrong

6. Sorority Influences
    - Sorority offers leadership opportunities: Observe other women as leaders; May not have been a leader if not for sorority experience (161B); Respondents see their potential become reality, encouraged by others; Consider self a leader, sometimes (135)
    - Comfortable environment to lead (100): Compared with co-ed groups; All-female group: takes pressure off, less intimidated, more confident (145); Competition: not with men (139), with each other (140)
    - Feel accepted: Women share same experiences and understand each other; Friendships based in a common belief; Feel like belong, have a "home", sense of community (6)
    - Effect of living together (149), room mates (2)

7. Effects Of Presidency
    - Grow as a person: skills, leadership, experiences, interpersonal, for the future (123); gain self-confidence (48); self-satisfaction/accomplishment; improve communication skills
    - Feel stress, pressure and overwhelmed from position (58)
    - Keep busy (137); time and energy consuming
    - Sacrifices: personal, social, privacy, academics
    - Great experience that will be missed (152)