

THE IMPACT OF LIVING IN A FRATERNITY HOME
ON THE LEADERSHIP IDENTITY OF ITS MEMBERS

by

JAMES ROBERT LOVE II

B.A., Mississippi State University, 2007
M.B.A., Delta State University, 2010

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Counseling, Special Education, and Student Affairs
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2015

Abstract

Social organizations known as fraternities exist on many college campuses in the United States. Many of these organizations have a residential home either on the campus or off campus for the students known as a fraternity home. One of the values that many fraternities seek to adhere to is found in the area of leadership (Long, 2012). Leadership has been studied for decades as has the social organizations known as fraternities. The outcomes of both of these areas of studies presented spirited and often complex discussion on how to define a) leadership and b) what is the role of the fraternity on the college campus.

This qualitative study of 12 students focused on fraternity members who lived in a residential setting of a fraternity home. The purpose of this study was to understand what factors of the fraternity home experience have on one's leadership identity and to explain how these factors can help guide college professionals in fostering in positive college student development. The researcher used two primary methods of data collection (a) focus groups and (b) in-depth individual semi-structured interviews. A case study research design was utilized to help understand the experiences that take place in the lives of the participants.

The analysis of the data in this study helps explain how a college student living in a fraternity home takes on a leadership identity. Furthermore, this study pointed to six themes that emerged to help inform how a residential living setting of a fraternity home shapes the leadership identity of the students. Multiple support systems allow for students to have values tested and reinforced through a fraternity home experience. Diversity of other viewpoints are present in a fraternity and allow for students to see differing perspectives. Older fraternity brothers have a positive influence on younger members in terms of self-confidence, mentoring, and other areas. Po-

sitional leadership roles of the fraternity allow students to engage with managing conflict and interacting with adult advisors and mentors. Brotherhood events provide students the opportunity to develop relationships and interpersonal skills. Formal chapter meetings allow a venue for students to engage with each other in a manner that produces improved communication skills and critical thinking.

Student affairs professionals and leadership educators working with students including but not limited to Greek organizations can take the findings of the study to assist them in their work. A leadership identity is being formed through a fraternity home setting as evidence of this study. Leadership educators can use this study to help their thoughts on how college students, especially fraternity members, view and exercise leadership. This study also presented areas for future research based on the information that was gained from the participants. Colleges continue to need contemporary studies to help them in working to enhance the academic and social experience. The information provided in this study can be a catalyst for helping the understanding of leadership and for student development.

THE IMPACT OF LIVING IN A FRATERNITY HOME
ON THE LEADERSHIP IDENTITY OF ITS MEMBERS

by

JAMES ROBERT LOVE II

B.A., Mississippi State University, 2007
M.B.A., Delta State University, 2010

A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Counseling, Special Education, and Student Affairs
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2015

Approved by:

Major Professor
Dr. Judith Hughey

Copyright

JAMES ROBERT LOVE II

2015

Abstract

Social organizations known as fraternities exist on many college campuses in the United States. Many of these organizations have a residential home either on the campus or off campus for the students known as a fraternity home. One of the values that many fraternities seek to adhere to is found in the area of leadership (Long, 2012). Leadership has been studied for decades as has the social organizations known as fraternities. The outcomes of both of these areas of studies presented spirited and often complex discussion on how to define a) leadership and b) what is the role of the fraternity on the college campus.

This qualitative study of 12 students focused on fraternity members who lived in a residential setting of a fraternity home. The purpose of this study was to understand what factors of the fraternity home experience have on one's leadership identity and to explain how these factors can help guide college professionals in fostering in positive college student development. The researcher used two primary methods of data collection (a) focus groups and (b) in-depth individual semi-structured interviews. A case study research design was utilized to help understand the experiences that take place in the lives of the participants.

The analysis of the data in this study helps explain how a college student living in a fraternity home takes on a leadership identity. Furthermore, this study pointed to six themes that emerged to help inform how a residential living setting of a fraternity home shapes the leadership identity of the students. Multiple support systems allow for students to have values tested and reinforced through a fraternity home experience. Diversity of other viewpoints are present in a fraternity and allow for students to see differing perspectives. Older fraternity brothers have a positive influence on younger members in terms of self-confidence, mentoring, and other areas. Po-

sitional leadership roles of the fraternity allow students to engage with managing conflict and interacting with adult advisors and mentors. Brotherhood events provide students the opportunity develop relationships and interpersonal skills. Formal chapter meetings allow a venue for students to engage with each other in a manner that produces improved communication skills and critical thinking.

Student affairs professionals and leadership educators working with students including but not limited to Greek organizations can take the findings of the study to assist them in their work. A leadership identity is being formed through a fraternity home setting as evidence of this study. Leadership educators can use this study to help their thoughts on how college students, especially fraternity members, view and exercise leadership. This study also presented areas for future research based on the information that was gained from the participants. Colleges continue to need contemporary studies to help them in working enhance the academic and social experience. The information provided in this study can be a catalyst for helping the understanding of leadership and for student development.

Table of Contents

List of Figures	xi
List of Tables	xii
Acknowledgements.....	xiii
Dedication.....	xiv
Chapter 1 - Introduction.....	1
Overview of the Issues.....	2
Statement of the Problem.....	4
Research Design	4
Research Questions.....	5
Data Collection and Analysis.....	6
Limitations of the Study	7
Definitions of Terms.....	8
Researcher Perspective	9
Summary.....	10
Chapter 2 - Review of the Literature	11
Psychosocial Identity	11
Erikson’s Theory of Psychosocial Development.....	12
Chickering’s Theory of Identity Development.....	13
Cognitive Development	15
Piaget.....	15
Baxter Magolda.....	17
Kohlberg Stages of Moral Development	18
Person Environment.....	20
Maslow Hierarchy of Needs	20
Carol Gilligan.....	21
Leadership Identity Development.....	21
Leadership.....	22
Komives and the Leadership Identity Model.....	23

History of Greek Life.....	27
Chapter 3 - Methodology.....	31
Research Design.....	31
Research Questions.....	33
Theoretical Framework of the Study.....	33
Contextual Information for the Study.....	34
Setting.....	35
Research Participants.....	36
Data Collection.....	38
Qualitative Semi-Structured Interview.....	40
Focus Groups.....	41
Data Analysis.....	41
Trustworthiness.....	43
Transferability.....	43
Credibility.....	44
Confirmability.....	45
Summary.....	45
Chapter 4 - Findings.....	46
Participants.....	46
Research Question 1.....	48
Theme: Multiple support systems.....	49
Theme: Diversity of other viewpoints.....	54
Research Question 2.....	60
Theme: Older fraternity brothers' influence.....	61
Theme: Positional leadership roles.....	66
Research Question 3.....	72
Theme: Brotherhood events.....	72
Theme: Formal chapter meetings.....	78
Summary.....	81
Chapter 5 - Discussion, Implications, and Recommendations.....	82
Research Purpose and Questions.....	83

Discussion and Implications of the Findings	83
PiagetMultiple support systems	84
Diversity of other viewpoints.....	86
Older fraternity brothers’ influence	88
Positional leadership roles	89
Brotherhood events	91
Formal chapter meetings.....	93
Overall Implications for Student Affairs Administrators	95
Overall Implications for Leadership Educators	96
Recommendations for Future Study	97
Theoretical Framework Revisited.....	98
Summary.....	99
References.....	101
Appendix A - Greek affiliation.....	107
Appendix B - Leadership Identity Development model and theory	108
Appendix C - Leadership Identity Development Model.....	110
Appendix D - Timeline of fraternities	112
Appendix E - Consent form	114
Appendix F - Letter to participants.....	117
Appendix G - Contact sheet.....	118
Appendix H - Interview questions	119
Appendix I - Field notes form.....	122
Appendix J - Focus group questions.....	124
Appendix K - Library email.....	125
Appendix L - Email to participants for review	126
Appendix M - Email to participants for review	127
Appendix N - IRB Forms.....	128
Appendix O - Representation of Themes.....	131

List of Figures

Figure 2.1 Developing a Leadership Identity: Illustrating the Cycle.....	26
Figure 4.1 Multiple support systems.....	50
Figure 4.2 Diversity of other viewpoints	55
Figure 4.3 Older fraternity brothers' influence.....	62
Figure 4.4 Positional leadership roles.....	67
Figure 4.5 Brotherhood events for relationship	73
Figure 4.6 Formal chapter meetings	79
Figure 5.1 Multiple Support Systems	85
Figure 5.2 Diversity of other viewpoints	86
Figure 5.3 Older fraternity brothers' influence.....	89
Figure 5.4 Positional leadership roles.....	90
Figure 5.5 Brotherhood events.....	92
Figure 5.6 Formal chapter meetings	93

List of Tables

Table 2.1 Erikson Identity Stages	12
Table 4.1 Representation of students	48
Table 4.2 Themes for Research Question 1	49
Table 4.3 Themes for Research Question 2	61
Table 4.4 Themes for Research Question 3	72

Acknowledgements

The journey to completing this degree would not be possible without a supportive family. I am truly grateful to the people of Glen Allan, MS who surrounded me with love and support during my elementary and secondary years. The rural Mississippi Delta is a special place that I am so happy to call home. A wonderful wife who supported me during the most challenging stage of the journey, I am so thankful that God placed us together. My committee who had the patience to work with a doctoral student who had no academic background in the College of Education, I appreciate your time.

Dr. Judy and Ken Hughey who were with me from day one of the journey, y'all took a Southerner in and welcomed me with a Midwest hospitality. The fraternity that allowed me to serve as their advisor and eventually were participants in the study, I am thankful for each of you. Camilla, Mike, and Kerry you were invaluable as my coaches. My church family at College Heights Baptist Church, I am grateful of your prayers. Ashley Arnold and Janet Balk thank you for being great workers. The Staley School of Leadership Studies guided me during the critical four years of my start at Kansas State. I am grateful to Mary Tolar and Mary Kay for allowing me to find a passion in teaching at the university level.

I have missed times to fellowship with friends and family over the past several years due to this journey. Now, this chapter is over and I look forward to the next journey that is awaiting.

Dedication

The person I am thankful to know and have had the opportunity to walk with each day of this journey was born in a stable. He was the son of a carpenter. His name is Jesus Christ. It is by Him and through Him that all things are possible. If you read no further in this document, I wish that you get to know Him. I dedicate my dissertation to the glory of His name.

Chapter 1 - Introduction

Colleges and universities open their doors to students every year for the beginning of a new academic term. Some of these students are returning for their senior year of academic preparation, however, other students are walking into classrooms and residence halls for the first time. These new faces foster relationships that allow for opportunities of development for the new students and for the returning students. One area that has been studied in higher education includes the influence of extracurricular activities for students and the impact of involvement outside the classroom setting. Involvement in campus activities provides for student development and learning, including the development of leadership skills and abilities (Astin, 1993). Greek homes provide spirited debate in the current scholarship as to whether this change is positive or negative in the life of the students and the college (Long, 2012). Relationships begin to form and continue year after year for many of these students as they are active and engaged alumni. While it is well documented the areas of strengths and weaknesses that are provided by a new member joining a fraternity or sorority on the college campus, there is still reason for curiosity into why students choose Greek life (Asel, Pascarella, & Seifert, 2009).

Fraternity homes are filled with individuals who experience significant events that shape their identity and development. These events come in the form of social functions, in-house meals, chapter meetings, recruiting functions, and many other events. The type of interactions that take place in their residential living setting are an opportunity to have their identity shaped and formed. Fraternity and sorority students are cited to be more involved and this involvement is positively related to cognitive development (Pike, 2000). The literature provides examples of how these events can often provide opportunities for students to make decisions that result in

negative consequences such as alcohol abuse, lower GPA, and other negative factors (Wechsler, Kuh, & Davenport, 1996) On the other side, research supports that students in fraternities have a significant interpersonal skill set and higher graduation rate than do their peers who are not in a fraternity (Astin, 1993; Pike & Askew, 1990).

The investigator of this study sought to understand how the residential living of a fraternity home experience impacts the leadership identity development of its members. This chapter includes (a) an overview of the issues established in the literature; (b) the statement of the problem; (c) a synopsis of the research design, research questions, data collection, and analysis; (d) significance of the study; (e) limitations and delimitations of the study; (f) definitions of terms; and (g) a summary.

Overview of the Issues

Fraternities and sororities are located on more than 800 campuses in the United States and an abundance of media attention is given to what is meant to be a part of Greek life in college (North American Interfraternity Conference, n.d.). Recently, national attention was given to fraternities as a result an incident that occurred in a fraternity setting with members using negative and derogatory language toward other races. This inappropriate behavior presents a negative impression on the entire Greek community. Over one hundred years ago, Greek life started on college campuses in the United States (Horowitz, 1987). The tradition of leadership, scholarship, relationships, and service were and still are a part of the espoused values of these organizations.

The question of what exactly takes place developmentally for the students inside the walls of a Greek residential living environment is still somewhat ambiguous (Dungy, 1999). Advisors and advocates of the Greek life experience shared positive stories of the experience in

joining a fraternity or sorority (Asel, Hevel, Martin, & Pascarella, 2011). During this study, the researcher investigated what is involved in the leadership identity development of these students who share a residential living experience. Asking students to reflect on the decisions and choices that were made during the residential living experience can bring insight into questions set forth by a grounded theory of Leadership Identity development. The goal of examining how college students live their life differently now than before the fraternity experience may help student affairs professionals to better understand the breadth and depth of the work in the fields of student affairs and leadership development.

Business, political, community, and other leaders around the United States often are found to have Greek affiliation (Appendix A). Every U.S. President and Vice President, except two in each office, born since the first social fraternity was founded in 1825 have been members of a fraternity (Center for the Study of the College Fraternity, n.d.). Half of the top ten Fortune 500 companies have a CEO that has a fraternity affiliation (Center for the Study of the College Fraternity, n.d.). A connection can be made to better understand what has shaped their life in relation to their undergraduate living experience to the present role in which they are serving. Even with the complexities of the fraternity organization, relationship-building opportunities are present that contribute to leadership development (Kelly, 2008). A question within the context of student affairs professionals involves how college staff can help to foster an environment where leadership development skills can be acquired and implemented following graduation (Astin & Astin, 2000).

Statement of the Problem

Although there is rich body of research promoting the benefits of Greek life (Cory, 2011; Kelly, 2008; Pascarella & Terenzini, 2005; Pike, 2003), the unfortunate negative incidences involving a few Greek members impact the public perception of all Greek life. The challenge is to determine the impact of the Greek experience on one's development and the factors that help to nurture and support the relational development resulting in personal leadership skills. There is little research about how leadership develops or how one's identity as a leader develops over time. The scholarship to help explain the process of development among fraternity members in relation to leadership identity is lacking in the field (Cory, 2012). This study helps to give voice to these students to inform how leadership identity development takes form by means of a residential living experience in a fraternity home. Previous studies inform this is an area of concern in trying to determine of the Leadership Identity Model is truly distinct in the later stages of the model (Wagner, 2011). Student affairs professionals need current information on how to best serve the population of students they are working with on the college campus. This study adds to the limited research by attempting to understand what effects fraternity involvement has on leadership development and student development (Vetter, 2011).

Research Design

The purpose of this study was to explore the impact of living in a fraternity home has on the leadership identity of the members. A purposeful sample of 12 students was chosen from students who had lived in the fraternity house for minimum of six semesters. A case study method was used to help explore and understand the topic by using qualitative research methods. The investigator sought to give meaning to the students by serving as an instrument of what was seen,

heard, or experienced by members of the fraternity. A case study method of research is “an exploration of a bounded system or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information in rich context” (Creswell, 1998, p. 61).

The researcher looked to replicate dimensions of the research from Komives, Lucas, and McMahon (1998); Komives, Owen, Longerbeam, Mainella, and Osteen (2005); and Komives, Longerbeam, Owen, Mainella, and Osteen (2006) through the lens of a fraternity home setting. A case study research method can include but is not restricted to individual and group interviews, observations, and written artifacts. This data can be drawn from a bounded system or case that is situated with a defined physical, social, and historical context and may involve a range of features such as individual persons, distinct events, or specific activities (Creswell, 2013). For this study, the investigator used the methods set forth by Creswell and the case study to help understand the dynamics that are taking place by individual and group identities within the setting of one fraternity home.

Research Questions

The purpose of this study was to explore the impact of living in a fraternity home has on the leadership identity of the members. The researcher used a variety of qualitative methods for the collection (focus groups and interviews) and analysis (categorical, aggregation, open coding) of data within the study to answer the following research questions:

- 1. How does the experience of living in a fraternity home shape the Leadership Identity development of its undergraduate members?*
- 2. What are the key influences in this development?*
- 3. What processes impact this development?*

The researcher allowed these research questions to guide the study through focus groups and semi-structured interviews. A theoretical framework from a grounded theory of leadership identity helped guide the research questions to provide an understanding of the culture of the fraternity setting, the leadership development process, and college student development. Furthermore, the literature provided guidance to the data collection and analysis.

Data Collection and Analysis

To answer the identified questions, the researcher used two primary sources of data, (a) focus groups and (b) individual in-depth, semi-structured, face-to-face interviews. An interview guide (protocol) was used during the individual meetings and the focus groups. As the number of interviews increased, saturation was met with the type of information that was being gained from the participants. This is important for qualitative researchers to collect data to the point of saturation but not to collect data past that point for the mere facts of increasing the numbers (Merriam, 1998). The focus group questions were based on previous studies, review of the literature, and comments from the participants that deemed further investigation. Furthermore, the focus groups allowed participants who did not share as much detail in the one-on-one interview to open up further. This was noted in interviews and observations having occurred by several of the participants.

Significance of Study

Despite the prevalence of fraternity and sorority members in leadership roles on many college campuses, systematic examination of the educational experience of fraternity and sorority members is lacking in the literature (Dungy, 1999; Molasso, 2005). Much of the student development literature points to the influence of meaningful involvement in campus organizations

as contributing to student development, growth, and success (Astin, 1993; Kegan, 1982). Fraternity homes foster this environment where members can have this meaningful involvement and development. Political, business, community, and other leaders often have a Greek affiliation. Understanding the experiences that shaped them can better help to make sense of the way in which people operate in daily lives.

Additional research is needed to help understand if the grounded theory of leadership identity is Leadership Identity Model in certain populations such as Greek life and specifically if the later stages of the Leadership Identity Development (LID) Model are accurate (Wagner, 2011). This study was used to help in addressing the concerns and questions through the lens of a Greek life setting with a specific focus on understanding how a leadership identity is developed. Given recent events related to fraternities, this study was intended to help understand leadership development in a fraternity environment. The results of this study are intended to inform to campuses in improving their decision making with Greek organizations.

Limitations of the Study

The researcher acknowledges that this study is limited to a specific bounded system and its participants; therefore, the research findings cannot be generalized to all fraternity settings or residential settings. The study used a homogenous group of students who are Caucasian and from similar geographic backgrounds. Furthermore, the sample size of this study may be viewed as limited in terms of the number of participants. The original research completed by Komives et al. (2005) had the same number of participants that were associated with the grounded theory of leadership identity. Stage based model of development can be viewed as a limitation to the study. Social desirability could be viewed as a limitation due to the relationship the researcher had with the fraternity of study (as mentioned in the researcher's perspective). This relationship

also provided the opportunity for the researcher to engage in a more meaningful conversation with the participants.

Definitions of Terms

Fraternity: male student organization more commonly known by Greek letters and that is social in nature.

Sorority: female student organization more commonly known by Greek letters that is social in nature.

Chapter: a specific campus group of a national or international fraternity or sorority.

Greek life: office on college campus that helps administer the day-to-day operations of the fraternities and sororities associated with the campus.

Influences: as indicated by research question 2, this could influence individual and group influences such as family, peers, mentors, advisors, alumni, and others.

Leadership: an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes (Rost, 1993).

Identity: consists of defining and seeing oneself but not permanently fixed (Erikson, 1950).

Leadership Identity: a way in which individuals define leadership and see themselves as leaders in increasingly complex ways (Komives et al., 2005).

Leadership Development: focuses on increasing the individual's capacity to be an effective participant in group processes in a variety of roles (Day, Harrison, & Halpin, 2009).

Magnolia University: this is the name used in place of the actual university where the study occurred (pseudonym)

MS Delta Fraternity: this is the name used in place of the actual fraternity where the study occurred (pseudonym)

Processes: as indicated from research question 3, the cultural norms and traditions that are embed in the fraternity social organization such as recruitment events, chapter meetings, executive council meetings, date parties, and other structured functions that are a part of the organization.

Slab ball: this refers to a basketball court that is located adjacent to the fraternity home on a concrete slab. This is known as a frequent place of basketball for active members and for recruitment events.

Researcher Perspective

As an honorary member of the Greek community but having no affiliation with the Greek community through an undergraduate experience, the researcher acknowledges this study is viewed from both an insider and outsider perspective. The professional work of the investigator includes work with a single fraternity that has a history of being recognized as high performing. Recognizing the present work of the researcher is involved in advising a fraternity provides a personal nature to this study. The information that is gained during the research process of data collection and examination will reflect certain lenses of thought of the researcher. The researcher's background of being from the Southern region of the U.S. may result in using a different sociocultural lens to studying a Midwest fraternal experience. Racial demographics that are composed of majority African American and low socioeconomic status population are part in the researcher's lens and viewpoint.

The researcher assumed a connection to one's leadership identity development by living in a residential experience of a fraternity home. The researcher acknowledges he brought to the

analysis of interviews an awareness of leadership identity development outside of a residential experience of a fraternity home.

Summary

In this qualitative case study, the researcher sought to understand the role a fraternity home setting has on the leadership identity of the students who live in this setting. More specifically, the researcher looked at this development through the lens of the grounded theory of Leadership Identity (Komives et al., 2005). The literature includes research on both positive and negative impacts of a fraternity home setting on students. However, the purpose of this study was to understand better how members of a fraternity residential living experience take on a leadership identity and leadership development.

Chapter 1 provided a brief overview of the major factors of the study to be conducted with 12 fraternity men at Magnolia University. Chapter 2 reviewed the literature related to this study, including the following: a brief summary of cognitive development theory, leadership identity development theory, and psychosocial development theory. In Chapter 3, the investigator presented the research methodology, which includes the research design, theoretical framework for the study, context for the study, and the setting as well as description of the research population, data collection, development and use of instrumentation, and data analysis. In addition, the researcher addresses the issues of trustworthiness. In Chapter 4, the researcher provided the findings related to the data collection and analysis of the data. Finally, in Chapter 5, the researcher provided the conclusions of this study and provided recommendations for practice and future research.

Chapter 2 - Review of the Literature

Chapter 2 includes a discussion of a theoretical approach to understanding leadership identity and development applying theories of identity and social development for students who live in a residential living environment of a fraternity. Minimal research exists regarding how leadership identity develops over time (Lawhead, 2013). An examination of student development theory and Leadership Identity Development theory is used to help ground the research focus of this study. The history of Greek life, specifically in the context of a fraternity home, provides a context to understand the study. The intersection of student development theory and leadership development, including psychosocial identity, cognitive development, and social identity are discussed in this chapter. Results from previous studies involving extracurricular activities and leadership development and aspects of relational leadership serve as a foundation for work in the field for student affairs professionals (Komives et al., 2005). Komives et al. (2005) and the team of researchers utilized developmental theorist to help connect the Leadership Identity Model (Appendix B).

Psychosocial Identity

The two most widely known theories in psychosocial identity are the work of Erikson (1950, 1968), Chickering (1969), and Chickering and Reisser (1993). These theories focus primarily on personal growth and development. Identity is helpful to ground individuals in an understanding of who they are and aligning goals and aspirations towards their strengths and challenges (Day, Harrison, & Halpin, 2009).

Erikson's Theory of Psychosocial Development

Erik Erikson (1950) highlights the human life span through developmental stages. These stages occur from infancy through late adulthood. The first stage is labeled as trust versus mistrust and takes place in infancy, typically defined from birth to 18 months. The ability of the infant to receive care is the most important task during this phase. Once they reach this point, the infant will then be able to trust the people and the environment from which they obtained care.

Erikson's (1968) theory helps explain identity development for the students in a number of phases. The stage of individual identity versus role confusion is where the vast majority of college students are found in their development. Autonomy from parents is the key concept in allowing the students transition to the new environment and connection with others. The moral identity of the students involves preparing themselves for their interaction with their peers. Furthermore, the earlier stages of Erikson's theory help guide the research questions of this study. The ability to understand what occurs during elementary and adolescent years will provide greater insight into the current stage of development.

Table 2.1 Erikson Identity Stages

Age	Issue	Virtue
Infancy	Trust vs. Basic Mistrust	Hope
Early Childhood	Autonomy vs. Shame/Doubt	Will
Play Age	Initiative vs. Guilt	Purpose
School Age	Industry vs. Inferiority	Competence
Adolescence	Identity vs. Role Confusion	Fidelity
Young Adulthood	Relationships vs. Isolation	Love
Middle Adulthood	Generativity vs. Stagnation	Care
Late Adulthood	Integrity vs. Despair	Faith

College students are generally experiencing the identity versus role confusion stage of development highlighted by Erikson. The identity stage starts in adolescence and continues through adulthood. This stage highlights the self-image of one's beliefs and values. Kegan (1982, 1994) found that an individual's overall identity is made up of sub-identities that expand, define, and integrate through experience, self-reflection, and discourse. Kegan (1994) noted that stages of development occur in orders of consciousness, by which an individual's self moves from one subject to object, gaining greater freedom from prescribed beliefs and principles. Longerbeam (2004) noted that Kegan's model corresponds with the leadership identity development theorized by Komives et al. (2005).

Chickering's Theory of Identity Development

The theory set forth by Chickering (1969) is the foundational work for student development theory. Chickering and Reisser's (1993) seven vectors help explain the tasks of development that students experience. The seven vectors are: developing competence, managing emotions, moving through autonomy to interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity. Student affairs programs and practitioners have been impacted by Chickering's theory of student development for generations. According to Chickering (1969), students evolve first in a broad manner then later in a specific role in their development. Each area of growth that the student goes through can be captured in one of the seven stages and involves thinking, feeling, believing, and relating to others.

Chickering and Reisser (1993) developed the seven vectors from a study that was conducted by Chickering (1969). Students move from one vector to another while gaining skills,

confidence, complexity, and integration (Evans et al., 2009). The vectors build on each other but are not rigidly sequential. Students may find themselves vacillating from previous vectors as they are re-examining issues in their lives. Chickering and Reisser's (1993) theory of identity development contends that establishing an identity is the core developmental issue for college students. Fraternity membership provides students an opportunity to be impacted in ways they had not previously encountered prior to joining a Greek home. The fraternity setting provides a setting for intellectual, physical, and interpersonal attributes to be enhanced.

The second vector of Chickering and Reisser's theory (1993) is managing emotions. Knowing and becoming aware of these emotions at their minimum and maximum levels and finding ways to cope with them are essential to moving through this vector (Chickering & Reisser, 1993).

The third vector of the developmental theory is referred to as moving through autonomy towards interdependence. This development can occur with separation from support groups such as family takes place and one must thrive of one's own goals and express opinions.

The fourth vector is developing mature interpersonal relationships. There are two aspects of this vector including tolerance and appreciation of differences and capacity for intimacy (Chickering & Reisser, 1993).

The fifth vector is establishing an identity. The previous vectors that take place before encompass this vector (Chickering & Reisser, 1993). The development of identity includes the following:

1. comfort with body and appearance,
2. comfort with gender and sexuality
3. sense of self in a social, historical, and cultural context,
4. clarification of self-concept through roles and life-style,

5. sense of self in response to feedback from valued others,
6. self-acceptance and self-esteem,
7. personality stability and integration. (Chickering & Reisser, 1993).

Developing purpose is the sixth vector. This varies for individuals and may involve careers, vocations, aspirations, and other facets of one's life. Decisions must be made to learn and balance career goals, personal aspirations, and commitments to family and self (Chickering & Reisser, 1993).

The seventh vector is developing integrity. This includes the establishment of one's beliefs, values, and purposes. Successfully resolving Erikson (1968) and Chickering & Reisser (1993) stages of development are central to growth and change. For college students, opportunities to experience this growth and change are found in their co-curricular programs such as a fraternity home experience.

Cognitive Development

Cognitive theories focus on a person's thoughts and how one makes meaning out of situations and events. Theories that help ground this study are based on the work of Piaget (1972), Kohlberg (1986), Baxter Magolda (2004), and Kegan (1982).

Piaget

Jean Piaget (1972), child psychologist, created a model for describing how individuals make sense and meaning of their environment and experiences. Piaget believed thinking and reasoning processes change as individuals grow and mature. He identified the factors of biological maturation, activity, social experiences, and equilibration that interact and influence changes in cognition (Piaget, 1972). According to Piaget (Woolfolk, 2016), individuals cognitive development is greatly influenced by social transmission described the interactions with others and

learning from the people with whom we are exposed. Piaget's Stages of Cognitive Development describe differences in cognitive reasoning categorized in approximate ages and characteristics consistent with individuals in each stage (Woolfolk, 2016). He identified four linear and hierarchical developmental stages of cognitive development that reflect the way in which the mind processes new information: Sensorimotor: 0-2; Preoperational: 2-7; Concrete Operations: 7-11; Formal Operations: Adolescence to adulthood. The stage most relevant to this study is the formal operations. An individual in Concrete Operations, the stage prior to formal, demonstrates the ability to logically about concrete problems, but is not able to engage in hypothetical problem solving. Although not all, most individuals transition to formal operations by engaging in new and different experiences (Piaget, 1972; Woolfolk, 2016). The formal operations stage involves using meta-cognition or thinking about thinking. An individual in the cognitive development stage demonstrates hypothtico-deductive (from the general assumption to specific implications) reasoning. The ability to think and reason in the abstract includes the ability to consider the "what if's" and generate multiple solutions for a given issue. These are valuable traits in leadership development.

Piaget's research also addressed the strategies individuals use to organize their cognitive processes into personal mental systems for understanding and making meaning of our environment (Woolfolk, 2016). All individuals have their own view of the world and new information that the person encounters is interlaced into the established worldview. Conflict occurs when the information does not coincide with the worldview. Piaget (1972) described development as a continual cycle of differentiation and integration. Differentiation highlights the ability to see several different aspects within a signal perspective or issue. Piaget's model for development of thinking described how individuals make meaning of their world in their patterns of gathering

and organizing information (Piaget, 1972). Integration assimilates new knowledge and makes for a more complete, complex, and meaningful whole (Wagner, 2011). This is particularly relevant for college students transiting to a new residential situation and engaging with individuals with varying perspectives. The ability to think in a scientific manner, solve abstract problems logically and consider multiple perspectives is valued in leadership identity.

The four stages in Piaget's research on cognitive development help inform on how college students use critical thinking in abstract ways, evaluate decisions, and make judgments. The phenomena that occurs during formal operations involves abstract logic and the potential for moral reasoning (Myers, 2011). College students experience cognitive development through problem solving and reasoning which is valued and taught in college.

Baxter Magolda

Baxter Magolda (2004) described self-authorship as the "capacity to author, or invent one's own beliefs, values, sense of self, and relationship with others" (p. 3). This theory is based on previous literature of Kegan in learning how a community impacts one's experiences (Baxter Magolda, 1998). A fraternity home setting can be a place where the community has a significant impact on development. Baxter Magolda (2001) identified four phases that highlight self-authorship: (a) following formulas, (b) the crossroads, (c) becoming the author of one's life, and (d) internal foundations. Each of these phases is used in this study to help better understand the field of student development and leadership development. Chickering and Reisser (1993) are in agreement with the foundation set forth by Baxter Magolda (2001) in which the out-of-class experience has significant impact to student development.

Kegan

The process of making meaning is vital to a developmental theory. Kegan (1982) stated the following:

Meaning-making is fundamental to being human: the activity of being a person is the activity of meaning-making. There is therefore no feeling, experience, thought, or perception independent of meaning-making context in which it becomes a feeling, an experience, a thought, a perception, because we are the meaning-making context. Human being is the composing of meaning. (p. 11)

Kegan (1982) focuses on the processes of making meaning developed in five different forms of meaning-making, called orders of consciousness. Stage three of this development occurs in late adolescence or early adulthood with fully socialized adults. This highlights how young adults look to organizations in which they are members and family as places to find value and self worth. However, it is the movement from stage three to stage four, according to Kegan (1982) in which self-authorship occurs. During this transition, students develop into their own values.

The residential setting of the fraternity homes provides this type of development for students identified by Baxter Magolda (2001) and Kegan (1982). Students are trying to determine the values that are esteemed by the fraternity and reconcile them with their own values. Colleges and universities should be mindful of allowing students an opportunity to find self-authorship.

Kohlberg Stages of Moral Development

Lawrence Kohlberg (1986), a noted developmental psychologist seeks to discover the sequences of changes in individuals' cognitive structures, rules for processing information to make moral judgments, and the impact of social interactions on physical cognition. Moral Development Theory (Kohlberg, 1986) originally based on moral reasoning also asserts that social activi-

ties should be considered a developmental process of social interaction. Kohlberg (1986) believed in the skill of listening and demonstrating empathy. He promoted progressivism that encouraged the nourishment of interactions in living environments. The environment as described by Kohlberg is consistent with residential fraternity homes used in this study.

Within Kohlberg's (1986) theory, the moral stages are categorized universal, sequential, and hierarchal; yet, not everyone moves through the stages at the same rate. The theory has three levels, each with two stages. In relation to the current study, the information presented by Kohlberg (1986) is relevant to understanding how students have been conditioned from a moral perspective prior to coming to college. The events that shape the students' lives will have a significant impact to the way in which they process moral issues. Tripp (1997) questioned whether Greek organizations actually enhance moral development. Fraternal organizations have supporting documents regarding character and justice. In addition, a study at a major university provides evidence that a fraternity home environment enhances moral development (Mathiasen, 2000).

A guiding developmental theory of moral development and the concept of progressivism fits well within the context of this study to help understand the reasoning and decision-making processes. It is during late adolescence and early adulthood that children move from a parent(s) home to a college or new living environment. It is during this time that college students experience their first independence from parent(s) and transition from parental influence of right and wrong to a new definition of right and wrong. According to Kohlberg's (1986) Theory it is during this time that individuals have the opportunity to grow cognitively and in further depth with their own moral reasoning as a result of their life experiences such as living in the fraternity home.

Person Environment

The two theorists that provide a deeper understanding of the basic needs of the individual are Maslow (1968) and Schlossberg (1981). Maslow's Theory of Human Motivation is considered a humanistic interpretation of motivation with a focus on intrinsic sources of motivation. Maslow created a Hierarchy of Needs that presented a range of human needs from deficiency needs (survival, safety, belonging, self-esteem) to being needs (intellectual achievement, aesthetic appreciation, self-actualization) (Woolfolk, 2016). Schlossberg's (1981) transition theory addresses the degree of impact of the transition for the individual and the transition that takes place. According to Schlossberg, Waters, and Goodman (1995), a transition is described as any event, or nonevent, that results in changes (e.g., roles, relationships).

Maslow Hierarchy of Needs

Abraham Maslow's (1943, 1968) Theory of Human Motivation has been a key theory since its conception reflecting the person-environment interaction. The theory is illustrated by a model designed as a pyramid with the being needs at the base of pyramid. Maslow's theory reflected the belief that the deficiency needs must be met before the being needs, the upper level needs, of the pyramid are addressed (Woolfolk, 2016). Maslow's theory on motivation helps inform about the residential living experience of a fraternity home. The daily and weekly (formal) chapter meals in a fraternity home provide an environment where members have their basic physical needs met and feel physically and emotionally safe. It is an environment that nurtures a sense of belonging and discovery of strengths enhancing self-esteem. Following the fulfillment of the deficiency needs, the being needs are able to be developed enhancing the intellectual achievement leading to self-actualization. Weekly chapter meetings of the fraternity home provide an opportunity for social and esteem needs to be positively impacted. Through chapter

meeting engagements, friendships are strengthened, knowledge is built, and understanding is improved. These interactions and experiences result in greater leadership identity.

Carol Gilligan

The foundation set forth by Carol Gilligan (1977) has helped provide a more comprehensive view of moral issues initiated by Lawrence Kohlberg (1986). Gilligan provided a voice for women that was lacking in the previous studies. The moral domain of how women think in terms of the constructing thoughts has been highlighted to help share a better understanding of development for both genders. Previous studies completed by Erickson, Piaget, and Kohlberg all impacted the way in which Gilligan shared her thoughts on development theory.

Gilligan's (1977) work helped inform this study about the moral issues that are impacted based on gender. Although the present study does not have female participants, the implications of this study may apply to a study of female participants. Cory (2011) noted the need to consider interpersonal approaches to development among peers. Gilligan's work helped to illustrate the moral challenges that occur in a Greek setting. The research questions and more specifically the interview questions that will be used are guided by the work of Gilligan to help understand the development of empathy and creation of a community within the brotherhood.

Leadership Identity Development

Much of the literature examines leadership as a pursuit accomplished when people act with attention to a moral or ethical foundation (Burns, 1978; Covey, 1992). Rost (1993) describes leadership as not what leaders do but what leaders and collaborators do together (Uhl-Bien, 2006). Leadership development has long been identified as the hallmark of fraternal organizations and their reason to exist on the college campus. However, this is an area of focus

where student affairs professionals need more information to help understand how leadership development is impacted by joining a fraternity or sorority (Long, 2012). There is a lack of research about leadership development and how leadership identity occurs over time in a fraternity environment (Bureau, 2007). Just as defining leadership is complex and multi-faceted, the nature of trying to determine how leadership identity develops can be equally challenging (Komives et al., 2009).

The way in which leadership is defined presents a complicated view and therefore many definitions currently exist on leadership. Leadership is about the relationships that are built and not about the position one holds (Uhl-Bien, 2006). An important consideration when thinking about the foundational work of the grounded theory is the lack of research of how leadership identity was formed at the time of the study. This study sought to take theory of leadership identity which has been in existence for the past ten years and apply its finding to a residential living setting. This study sought to explain how college students create their leadership identity but was not singularly focused on addressing the later stages of the Leadership Identity Development Model.

Leadership

The relationship leadership model was the key model that helped form the Leadership Development Model (Komives et al., 2006). Leadership within the relationship model is viewed as a “relational and ethical process of people together attempting to accomplish positive change” (Komives et al., p. 74). The word relational in this context is highlighting the importance of relationships among people. Leadership is understood as the processes of people who work together, not the behaviors of people in authority. Another key aspect of this model involves the balancing

of individual and collective values on collaboration among individual factors rather than the influence of leaders of followers (Wagner, 2013).

Komives and the Leadership Identity Model

Komives et. al. (2005) created a six-stage model of leadership identity development based on a grounded theory investigation. The purpose of this project was to explore the process an individual experiences in developing awareness that one can make a difference and can work effectively with others to accomplish change. The different stages that of the Leadership Identity Model are as follows: awareness, exploration/engagement, leadership identified, leadership differentiated, generativity, and integration/synthesis. Each of these stages are examined and connected to the present study of fraternity members.

The Leadership Identity Model was developed from the grounded theory approach to understand the process a person experiences while creating a leadership identity. Komives et al. (2005) found five categories of influence that impact this identity. The rubric developed by Komives and the team of researchers is presented in Appendix E and informs the following Leadership Identity Model stages:

1. Broadening view of leadership: Student's views of leadership changed from perceiving as the external other, as positional, and then as non-positional that included an interdependence among member;
2. Developing self: This period included a deepening of self-awareness, building self-confidence, establishing interpersonal efficacy, applying new skills, and expanding motivations;
3. Group influences: Students in this engaged in groups, learned from membership continuity and the changing perceptions of groups;

4. Development influences: Student influences included adult, peer, meaningful involvement, and reflective learning;

5. Development of self and group influences: this influence of being interdependent on a leader, independent of others and then creating and experiencing interdependence with others

The researchers of the Leadership Identity Model acknowledged the linear and cyclical representation of development. Komives et al. (2005) illustrated the Leadership Identity Model in six stages of development:

1. Awareness: Student recognizing that leadership is happening. They saw national or historical figures as leaders.

2. Exploration/Engagement: Students begin to experience themselves interacting with peers by seeking opportunities to explore their interests.

3. Leadership identified: Students believed that leadership was position and therefore, the person in that position was the leader.

4. Leadership differentiated: Participants differentiated their views of leadership and saw it as individual as a positional leader, but also saw leadership being exhibited by non-positional members.

5. Generativity: Students showed an ability to look beyond themselves and expressing a passion for their comments and care for the welfare of others.

6. Integration/Synthesis: Students integrated their view of themselves as effective in working with others and had confidence they could do that in almost any context. They did not need to hold positional leadership roles to know they were engaging in leadership.

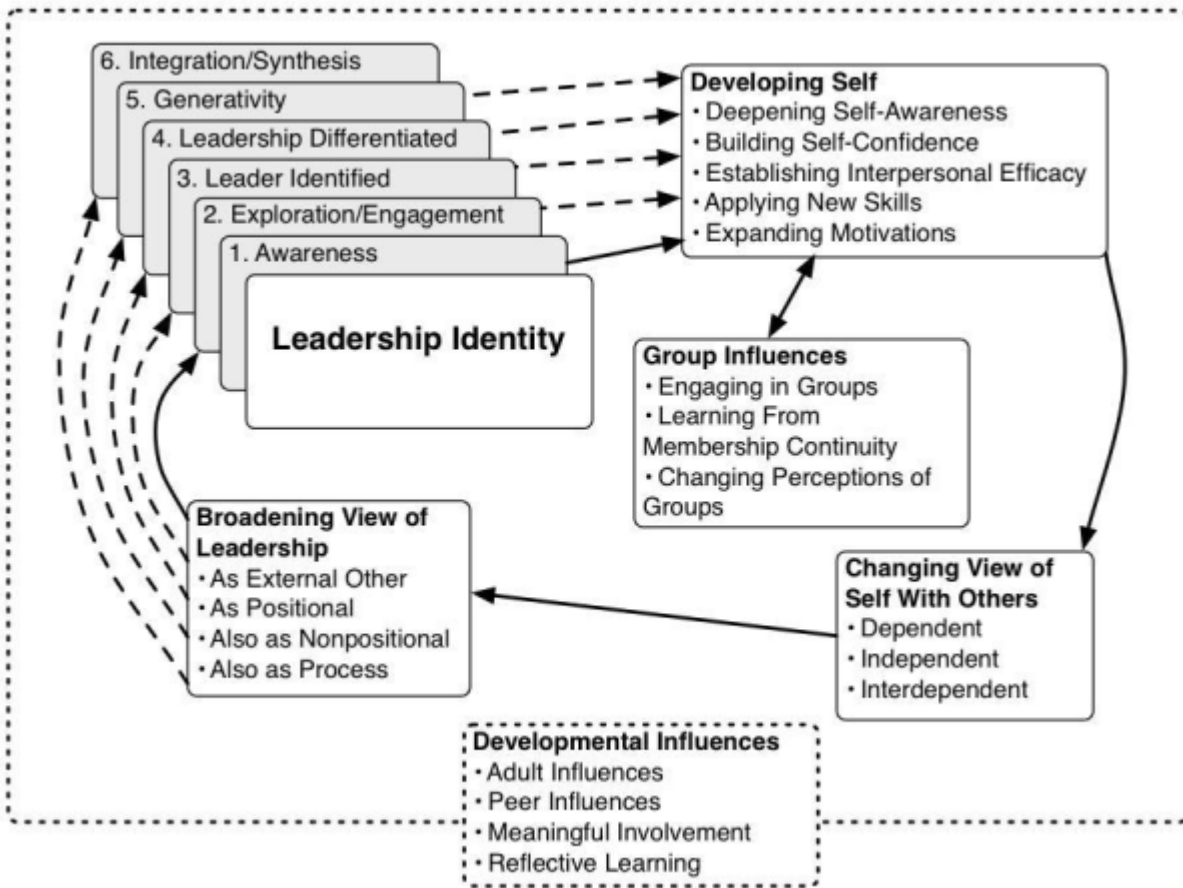
The four dimensions of adult influence, peer influences, meaningful involvement, and reflective learning foster the developmental influences of Leadership Identity formations (Komives

et al., 2006). Adult influences included family, older peers, teammates, and group members. The dimension of peer influences was described as individuals who served as role models and persons to emulate for students while developing their leadership identity. Meaningful involvement included experiences that served as training ground for where leadership identity evolved. These experiences helped create values and interest while also helping students to learn about diverse peers. Reflective learning was structured for opportunities for critical reflection such as journal or meaningful conversations with others.

The researchers of the Leadership Identity Model (Komives, Longerbeam, Mainella, & Osteen (2009) focused on psychosocial development, cognitive development, developmental synthesis, and social identity theory. Psychosocial social theory takes into account the psychological and social aspect of development for college students. The most widely used theorist for psychosocial student development is Chickering (1969) and the seven vectors. Identity development as noted by Chickering closely aligns with the Leadership Identity Model with the achievement of stage four, leadership differentiated (Komives et al., 2009). One key difference in the original study completed in 2005 was the Greek aspect of the study. Komives (2005) study concentrated on non-Greek whereas the present study focused exclusively on Greeks.

It is important to consider the impact of student development to leadership development. Below is an illustration of the cycle for developing a leadership identity (Komives et al., 2005).

Figure 2.1 Developing a Leadership Identity: Illustrating the Cycle



Leadership is a relational process consisting of both leaders and participants who work toward a goal of social change for the common good (Komives et al., 2006). The Relational Leadership Model (Komives et al., 1998) includes the following five components:

1. Empowering – encouraging members to actively engage and get involved;
2. Purposeful – committed to common goal or activity;
3. Process-oriented – being aware of the way in which a group interacts and the impact it has on the group’s work;
4. Inclusive – understanding, valuing, and engaging all aspects of diversity; and
5. Ethical – being guided by a system of moral principles.

History of Greek Life

Starting in 1776, Phi Beta Kappa is widely regarded as the first Greek organization. This organization came about due to student's interest to have spirited debate and fulfill their needs that they felt were not being met in the classroom. The fraternal movement started a resistance to the academic setting in the 1820's and 1830's and sought to fill desires of student's interest. The fraternity was a social alternative for college students as a means to offset the challenges placed on them by the academics of the college (Anson & Marchesani, Jr., 1991). Students sought to rebel on the power and control that were placed on them by faculty and the curriculum at the time (Komives & Woodward, 2003). The early founders of fraternities worked to use the Greek letter fraternity movement to change the American college (Rudolph, 1962).

Many of the early fraternities formed and operated with secrets such as myths, and legends that were a part of their ceremonies. The secrets became known as rituals that were a part of both communication and activities. Values and meaning from the fraternity experience were given to other members from these rituals. This present study of the MS Delta fraternity bring into light non-secretive fraternities which exist to have an openness of all rituals and ceremonies. Contemporary movies give live to some of the activities that fraternities are associated with as can be viewed as a positive to members of the Greek organization and negative to outside members of the organization.

The number of students who were attracted to the fraternity setting increased during the twentieth century and universities studied approaches to address the needs of the students (Gregory, 2003). Many college towns were underdeveloped and ill prepared to house the growing number of students. They turned to fraternity and sorority homes to provide living accommoda-

tions. The post-World War II era ushered in another expansion of enrollment on college campuses resulting in dramatic housing shortages for students (Thelin, 2004). Fraternity and sorority houses became a part of the solution and on many campuses today fulfill this role. The movement to establish chapter houses coincided with the shift in higher education from the English model that maintained a focus on the moral and intellectual development of students to the German model, with a singular focus on intellectual development students (Gregory, 2003).

Faculty and administrators were able to see how students formed student organizations that foster a common interest. These organizations were empowering students to think outside of the world of academics and began to challenge the faculty and administrators. Athletics, Greek organizations, and other social clubs were places of idea sharing and adhering to values that were important to students. Furthermore, the physical landscape of higher education was changing during 1865 to 1910 into a future which seemed unknown to donors who provided financial resources (Thelin, 2004). Administrators on the college campus witnessed a change in economic conditions that were around them and opened their eyes to students who would need a different skill set than what was previously being offered by the college and universities.

In the United States at the turn of the 20th century, college campuses were being established with diverse student bodies and faculty and administrations that recognized the need for educating the whole student. The first Greek letter organization was Phi Beta Kappa and was established in 1776 on the campus of William and Mary College (Appendix E for a timeline of the fraternity movement). Secret societies, such as fraternities, were not a new concept to world. The first non-secretive fraternity with Delta Upsilon which was founded in 1834 on Williams College in Massachusetts (Thelin, 2004).

Studies have looked at the influence of fraternity membership on cognitive development

and found that there is reason to believe that Greek membership has a positive impact on cognitive development (Pike, 2000). Recent studies have looked at the relationship between fraternity and sorority membership and socially responsible leadership and found that there is concern over the ability of Greek students to navigate change (Dugan, 2008). The present study was focused on understanding processes and influences that are a part of a fraternity living experience. Studies on Greek life help inform the types of influences that are positive and negative for members of Greek organizations.

One recent study directly addressed the residential experience of fraternity and sorority homes. The findings still suggest there is inconclusive evidence of what is taking place developmentally for the student (Vetter, 2011). Peer developmental influences were noted as being instrumental for interpersonal development for the students. Fraternities still need to expand the breadth of social relationships and experiences to promote a more holistic development. This connects to the present study to help understand how a residential living experience does impact their identity as a leadership and their development. Studies have been presented in the fraternity and sorority conferences to highlight the lack of research that has been completed in fraternities and sororities. This present study could help answer the questions being asked regarding how do colleges and universities best advise and assist Greek organizations (Molasso, 2005).

Fraternities have been viewed as a venue in which students gain in the area of leadership development (Dugan, 2008). Furthermore, the service component in fraternities is integral to their mission and outcomes. The connection to service and leadership provide the venue for students to have their identity as leaders impacted (Dugan, 2008). The question of whether students actually adhere to the values of service and leadership has recently been studied (Long, 2012). Findings from this research point to the fact that indeed fraternity and sorority members adhere

to the values and ideals the Greek community often promotes such as scholarship, leadership, service, and friendship. This points specifically for the need of the present study in trying to understand how the experience of a fraternity home actually impacts the leadership identity of the students.

According to Pike (2000) who studied the influence of fraternity membership on cognitive development, there is reason to believe that Greek membership has a positive impact on cognitive development. Recent studies have looked at the relationship between fraternity and sorority membership and socially responsible leadership and found that there is concern over the ability of Greek students to navigate change (Dugan, 2008).

There is still a lack of research on the area of fraternity and sorority housing (Vetter, 2011). The national organization for fraternity and sororities listed the lack of research on fraternities and sororities as a concern for how student affairs professional best work with Greek students (Bureau, 2010). There is sufficient evidence to the fact that fraternities are interested in leadership as a key pillar of their existence, the understanding of how the fraternity experience impacts that sense of identity for students is somewhat ambiguous. This study sought to help fill the need in the literature of how the fraternity experience impacts the leadership identity of the students.

Chapter 3 - Methodology

The purpose of this study was to explore the leadership identity development of students living in a fraternity home. A review of the literature presented in chapter two informs the need for further understanding of the impact in which a Greek residential living experience has on student identity development and specifically on the leadership identity development. The case study design was used in this study. Chapter three describes the research methodology of the current study. This includes a description of the research design and the case study approach with information on participants and data collection and analysis.

Research Design

In this study, the researcher used a qualitative case study approach. A qualitative design allows the rich information of the participants to be shared through individual and collective stories (Creswell, 2013). A case study defined by Creswell (2013) is an exploration of a bounded system or case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context (Creswell, 2013, p. 97). The sources of information included semi-structured interviews and focus groups that resulted in over 250 pages of transcribed data from the twelve participants. One of the strengths of using a qualitative methodology involves the ability of using the participant's words to describe in their own terms what exactly is taking place.

The case study design provides for a boundary of the study in providing a "fence" around the case in which is being examined (Merriam, 1998). For this study, the specific characteristics of the case involve a university fraternity home experience and students who have lived in the

fraternity home for at least six semesters. The later of these descriptors proved a sense of the descriptive aspect of the case study (Merriam, 1998). Students who have lived in the fraternity home for at least six semesters will be able to share the most “thick” descriptions of the residential experience of the fraternity (Merriam, 1998). This study seeks to present an accurate picture of the fraternity home experience in terms of how it impacted the leadership identity of its members.

Greek life fosters a family atmosphere of group dynamics that can often times start from the pledge (new member) class. Fraternity and sorority students are more engaged with multiple support systems such as family members to help provide meaning during college (Baier & Whipple, 1990). This is a key distinction between the residence hall group dynamics than can be found on floors through residence hall association. Greek homes provide a residential setting which is filled with different ages that are all intertwined together to allow for group dynamic and group composition to be diverse. This study highlight the positive aspect of having a strong connection between older and younger members.

A fraternity is viewed as a life-long commitment that will continue after graduation. Students who engaged in Greek life encounter alumni and other members who still stay connected to the organization. This is a factor foster greater engagement and interaction between adult and peer influences. The identity of the student is being impacted due to the ability to see the long terms relationship that are being developed within the fraternity home experience.

Purpose of the Study

The research identified a yearning for more information from previous researchers to discover and understand what actually occurs inside a residential living experience of a fraternity home in terms of Leadership Identity development. More specifically, scholars of leadership

have asked for more research to be completed to help better understand how leadership identity development occurs. This study is intended to bridge the gap in helping understand how one's leadership identity development is impacted by living in a fraternity home.

Research Questions

A qualitative method of research was used to provide rich data and information that would be difficult to study in terms using a quantitative approach. The researcher sought to answer the following research questions: *How does the fraternity home setting shape the Leadership Identity development of its undergraduate members? What are the key influences in this development? What processes impact this development?* The interview questions used in this study are consistent with recent studies that have looked at the grounded theory of Leadership Identity (Cory, 2011; Lawhead, 2013; Wagner, 2013).

The types of influences that were under review in the study were looked through primarily through the people (such as other students, advisors, alumni) that interacted with the students. The types of process that were under review in the study were looked through primarily the events and traditions take place through Greek life. During the focus group session, the work intervention was used to help the participants think about the different processes, events, and traditions that occur in a fraternity.

Theoretical Framework of the Study

Contemporary studies that have examined the intersection of Greek life and leadership identity development served to help in the formation of the research questions for this study (Cory, 2011; Lawhead, 2013; Wagner 2011). The researcher utilized the grounded theory of

leadership identity to guide the study along with several foundation student development theories. The focus of the present study was to understand how a fraternity home experience impacted the leadership identity of its members.

The description of leadership identity that was created by the grounded theory served as the foundation for this study. Komives et al. (2006) and the researchers highlighted the Leadership Identity Development Model to connect the Leadership Identity Model to the foundational theorists associated within college student development (Appendix B). Komives et al. (2006) provides the framework of a grounded theory in the Leadership Identity Model to inform how students develop and form their leadership identity. Chickering and Reisser (1993) served as a foundation for the student affairs field through the lens of the seven vectors of student development. Psychosocial, cognitive, social, and leadership identity development theories were used to help frame this study.

Contextual Information for the Study

A large land-grant research university in the Midwest U.S. was the setting of the study. The university had approximately 18,500 undergraduate students in the fall 2014 reporting data for the main campus. The male population represents about 52% of the students while the female population represents about 48 % of the population. Table 3.1 highlights the statistics of Magnolia University.

Table 3.1 Magnolia University Demographics

<i>Total number of undergraduate students</i>	18,561	
Gender		
Women	8,886	48%
Men	9,675	52%
Race/Ethnicity		
American Indian/Alaskan Native	63	<1%
Asian	1,087	6%
African American/Black	728	4%
Hispanic	1,210	7%
Native Hawaiian or Other Pacific Islander	20	<1%
White	14,447	78%
Two or More Races	558	3%
Race/Ethnicity Not Reported	448	2%
Geographic Distribution		
Kansas	14,515	78%
Other US States and Territories	2,882	16%
Other Countries	1,164	6%

Setting

A land-grant institution in the Midwest U.S. called Magnolia University (pseudonym) is the setting where the study took place. Furthermore, a fraternity named MS Delta fraternity (pseudonym) was located off the campus property and was the actual site of the study. A total of 82 students reside in the MS Delta fraternity home that was examined in this study. A total of 30

fraternities and 17 sororities are registered as Greek organizations. Approximately, twenty percent of the student population has a Greek affiliation at the university. Table 3.2 highlights statistics of Greek life at Magnolia University.

Table 3.2 Greek life male statistics of Magnolia University

<i>Total number of Greek male undergraduate students</i>	1,547	
Race/Ethnicity		
American Indian/Alaskan Native	2	<1%%
Asian	11	1%
African American/Black	16	1%
Hispanic	65	4%
Native Hawaiian or Other Pacific Islander	1	<1%
White	1,394	90%
Two or More Races	30	2%
Race/Ethnicity Not Reported	20	1%
Geographic Distribution		
Kansas	1,340	87%
Other US States and Territories	202	13%
Other Countries	5	<1%

Research Participants

Research was conducted through semi-structured interviews and focus groups with fraternity members who had experienced residential living in a fraternity home for at least six semesters. The participants were recruited through purposeful sampling and through snowball sampling (Merriam, 1998). Twelve participants were interviewed for this study. This number was

used to help meet the saturation point or redundancy of information and the number may be changed for that purpose (Merriam, 1998). Participants were chosen based on the following criteria: (a) current member of MS Delta fraternity and (b) lived in MS Delta fraternity home for at least six semesters. These criteria were used to help understand and gain insight from a sample where the most information can be learned (Merriam, 1998). The total population of students that falls within the criteria was less than 25 students. Therefore, the number of participants that was chosen to be a part of the study is significant in terms of actual percentage, roughly half of the population was included in the sample. One email was sent out over the fraternity list serve to ask for participants and the sample came as a result of that email and through snowball sampling.

The grounded theory of leadership identity will be best expressed from students who have sustained a group commitment that has allowed them the opportunity to observe and resolve group conflicts and to begin to develop concerns about generativity and sustainability (Komives et al., 2009). One key difference in the original study completed in 2005 was the Greek aspect of the study. Komives (2005) study concentrated on non-Greek whereas the present study focused exclusively on Greeks. Therefore, students who have lived in the MS Delta fraternity home for at least six semesters will best reflect this commitment set forth by the grounded theory of leadership identity. Table 3.3 highlights statistics of MS Delta Fraternity.

Table 3.3 Statistics of MS Delta fraternity

Total number of undergraduate students	118	
Race/Ethnicity		
American Indian/Alaskan Native	0	0%
Asian	1	<1%
African American/Black	2	2%
Hispanic	2	2%
Native Hawaiian or Other Pacific Islander	0	0%
White	111	94%
Two or More Races	0	0%
International	2	2%
Race/Ethnicity Not Reported	0	0%
Geographic Distribution		
Kansas	111	94%
Other US States and Territories	4	3%
Other Countries	3	2.5%

Source: MS Delta Fraternity

Data Collection

The participants were contacted by email and in person to schedule a time for the interview that was conducted for the convenience of the participant. Each interview was approximately one hour in length and began with the background of the study followed by the consent

documentation. The interviews ranged in length from twenty-nine minutes to one hour and seven minutes in length. The researcher informed participants about the purpose of the study and also the confidentiality of the responses given by the participant. Each participant signed the consent form (Appendix E) and was provided a copy for their records. Each participant was also given a copy of the letter to the participants (Appendix F) and information contact sheet (Appendix G).

The semi-structured interview allowed the participant to share more openly and in a more meaningful manner regarding topics that will be during the interview. Throughout the interview, the participants were presented with a set of questions to discuss about the experience of living in a fraternity home. The set of questions are found in Appendix H. These questions helped guide the interviews and set forth a protocol for all the participants. Following IRB approval, all interviews were conducted between September 1, 2014 and October 30, 2014.

The interviews were held in a neutral location for the participants and the researcher. Interviews were recorded digitally (audio only) and transcribed following the interview. Field notes were taken by the researcher during the interview to note any nonverbal cues that were not present in the audio recording. The field notes were used during the interviews to help in guiding follow-up questions that would be asked during the focus groups. Some of the questions that were asked during the focus groups came from the information that was captured on the field notes. Also, non-verbal communication was captured in the field notes. An example of this could be found in a question related to conflict and gender identity. Both of these questions resonated with opportunities for the students to think critically and reflect on their experience. Several of the participants expressed that the interview and focus group sessions were helpful times for reflection. A protocol form of the field notes that were taken during the interview and focus group session are included in Appendix I. This form was also used to help keep record of the name of

the participant, date, location, and other details. The forms allowed for a detailed audit trail of qualitative research. The forms were kept in a separate file that was labeled per participant. A total of 14 field notes forms were captured; twelve for the interviews and two for the focus groups.

Focus groups were used to allow the researcher to understand how the fraternity home residential experience has impacted the leadership identity development of the students. Questions were asked to allow students to explore in more detail questions that were discussed in the semi-structured interviews. Furthermore, the focus groups were coordinated in two sessions with six students apart of each session. One focus group lasted 58 minutes while the other focus group lasted one hour and three minutes. This allowed the information that was shared to be explored in a more detailed analysis to correspond to the nature of a case study. Questions that were asked during the focus group are presented in Appendix L.

Qualitative Semi-Structured Interview

The interview was guided by questions that are grounded in the literature and in the context of the theoretical framework. The work of Chickering and Reisser (1993), Kegan (1982), Baxter Magolda (2001), and Komives et al. (2005) helped to provide direction for the types of questions to be asked during the interview. Each interview lasted approximately 60 minutes and took place at a neutral site (Appendix K) for the participant and the researcher. The questions of the interview guide were asked to correspond to the research questions and were guided by previous studies and the theoretical framework of this study (Cory, 2011; Komives et al., 2005; Lawhead, 2013). Kvale (1996) noted that the interview is a conversation with questions used to help guide the conversation. Participants were invited to review the transcription (Appendix L). In one case there was a discussion regarding the interpretation of the words that were spoken during the interview.

Focus Groups

Two focus group sessions were conducted to explore deeper the connections of information discussed in the semi-structured interviews. Each focus group session had six students. Students had an opportunity to review the transcription created from the recording. If the student felt an error was made, a review of the transcription was granted (Appendix M). Questions used during the focus the groups are presented in Appendix J. Field notes were captured immediately following some of the events to help provide further knowledge about the events that occurred.

The focus groups used in this study provided an opportunity for interaction among the participants to help deepen the level of conversation. The researcher in this study used a minimal amount of facilitation skills to help move the conversation along. This was in large part because of the dynamic of the participants having a shared experience together of living in fraternity home. Furthermore, an important finding in the field notes and transcriptions is the deeper engagement by multiple participants in the focus groups compared to the interview session. The researcher observed several of the participants who found the focus group to be helpful to share information that they previously did not share in the interview. Participants commented on their own reflecting of the interview questions following the interview experience. This is cited as positive in the IRB approval forms as a benefit for students to be able to have a time to reflect on their experience in living in a fraternity home (Appendix N).

Data Analysis

Each of the interviews and focus groups were recorded on an audio recorder and then transcribed. Once the written transcription was completed, the document was given to each participant to review for accuracy and for an opportunity to make revisions (Merriam, 1998). The researcher read through all of the transcripts in trying to get a sense of the whole database before

breaking down into pieces (Creswell, 2007). Next, the transcriptions were analyzed for key words, phrases, and sentences according to the categories set forth in the grounded theory of leadership identity. The participants' words were coded with labels from the literature or from names from the researcher that was helpful to describe the information (Creswell, 2007). These codes can come from ideas that were expected prior to reading the data or from new concepts and ideas that emerged. These codes emerged as the interviews were conducted with the participants in the study. This points to the fact of saturation of data of when the researcher is hearing the same information being repeated during the data collection process.

Transcribed interviews and focus groups were used to organize and classify the data. Two individuals with previous experience in data collection and the researcher were involved in the data transcription process. The researcher provided the audio recorded data by means of a digital file to the transcribers. A copy of the audio files of transcribed data was given to the principal investigator of this study immediately following transcription of the files. Both the principal investigator and co-investigator of the study have the audio copies of this data on a thumb drive.

The transcriptions of the data were uploaded into NVivo qualitative analysis software. This software was based on the recommendations of other experienced researchers. NVivo allows qualitative researchers to organize, code, and analyze into complex ways (QSR International, 2011). Categorical aggregation was used to establish the themes or patterns (Creswell, 2013). As noted by Creswell (2013), steps including direct interpretation, patterns, and naturalistic generalizations were used to analyze the data.

The researcher used the software program of NVivo to assist in the data analysis of the study. Interviews and focus groups data were uploaded to the software program of NVivo. The

NVivo program assisted the coding process by allowing the data codes and themes to be captured electronically. The University NVivo Coordinator provided additional coding assistance to conduct data analysis. The analysis conducted through NVivo classified the data into nodes that were used as codes of the data. Sentences from the participants were organized into meaningful units of data or codes. For the purpose of the study, codes and nodes were treated as synonymous terms. The hard copy transcribed data and the electronic copy of over 110 codes were used to help organize the data into approximately 20 categories which resulted into 6 themes. The categories from the grounded theory of leadership identity helped to analyze the data in terms of the research questions. Developmental theories were used to help make meaning of the students' experiences.

Trustworthiness

The judged credibility of a qualitative research study may not be generalizable; however, can be found trustworthy based on four characteristics. Trustworthiness is determined by the transferability, credibility, dependability, and confirmability (Merriam, 1998).

Transferability

Creswell (2013) noted rich, thick descriptions allow the reader to make decisions regarding transferability. The rich descriptions include information about the participants and their comments in the study. The researcher provided rich descriptions of the themes and categories through direct quotes from the participants. Participants in the study shared information that occurred during their time living in a fraternity home for a minimum of six semesters. The experiences of these students provide greater insight into their identity and impact of their Greek residential living experience.

Credibility

Member checking takes place when the researcher asks for the participants input regarding the study, data, and results (Merriam, 1998). Credibility occurred in the study when the participants were allowed to review transcribed interviews and provide clarification and corrections to accurately present the information. Credibility is similar to the explanation of internal validity in a quantitative study. Data triangulation described by Creswell and Miller (2000) as a validity procedure using multiple and different, two or more methodological approaches, theoretical perspectives, data sources and analysis methods, to form themes in a study. Triangulation was utilized in this study to increase credibility of the multiple data sources and the methodology that were evident to reflect the participant's perceptions and experiences (Merriam, 1998). The triangulation helped to facilitate a deeper understanding of the themes and created a more robust and comprehensive understanding of the data.

Dependability

Dependability is linked closely to credibility in a qualitative research study. For this study, the researcher provided a thorough process of interviewing, member checking, and in-depth analysis of the transcription. Furthermore, the number of participants strengthened the dependability of the study. The number of participants in this study follows previous studies from the original work of the Leadership Identity Model. However, saturation of the data in qualitative research is met when the researcher continues to hear repeated items from different participants. This was found in the study and the number of participants that were a part of the sample met saturation.

Confirmability

The procedure that was used to document the final product of the study included the data, findings, interpretations, and recommendations known as the confirmability of the study. Original information from the interview, including the audio tape recordings and field notes, was provided to show that the information was taken in proper protocol. Furthermore, field notes by the researcher provided information to help strengthen the audit trail of the study. A thumb drive was used to store the information from the researcher and participants.

Summary

The qualitative researcher used a case study to answer the following questions: *How does the fraternity home setting shape the Leadership Identity development of its undergraduate members? What are the key influences in this development? What processes impact this development?* The researcher provided a detailed description of the study in this chapter and informed of the educational setting in which the study was situated. Furthermore, a rich description of the population being studied was provided to help strengthen the context of the study.

A detailed process of the design of the study and the specific methods of the study for data collection and analysis were provided in this chapter. Data collection instruments were based on the work of other qualitative research scholars and practitioners. Creswell's (2013) methods were used to help inform of the process of implementing a qualitative research study.

Chapter 4 - Findings

The findings of this study are presented in Chapter 4. As a result of the data analysis, six themes emerged regarding how a residential living experience of a fraternity home impacts the leadership identity development of twelve members. The participants' own stories are used to provide descriptions of the findings. The stories are presented as shared by participants with minor grammatical adjustments.

Participants

All of the participants lived in the fraternity house between six and eight semesters in length. Six of the participants currently live in-house while six currently live out of house. One participant was a graduate student enrolled in a master's program. Nearly all participants were from one state. One participant was born in a western state and another was born in England. All of the students were currently participants in other student organizations outside of the fraternity as they referenced their organizations during the interview to provide context for the leadership roles. The participants were drawn from a similar selection process used in study to help confirm the presence of the leadership identity development model (Wagner, 2011). In both the previous study and this present study, the participants were juniors, seniors, or recent alumni. The purpose of this was to enhance the richness of the data in terms of having a lived experience in the fraternity home.

The participants closely resemble the student population of the university and also the Greek student population at the university. Some participants described their sense of identity in terms of Jewish, Catholic, or Christian faiths. The students represented both urban and rural areas of geographic regions, 67% were from urban areas and 33% were from rural areas.

Of the twelve participants of this study, there was not one hundred percent identification of having a leader identity. Seven of the participants viewed themselves as having a leadership identity or in a process of assuming a leadership identity. Four of the participants described their leadership identity in an evolving and growing manner. One of the participants stated “no” to feeling ready to assume a leadership identity. Another participant expressed that he has assumed a leadership identity because of the fraternity experience. This study seems to confirm the categories of the grounded theory of leadership identity in providing evidence how one does take on an identity of being a leader. All of the participants were also members in other student organizations outside of the fraternity. The additional campus and community organizations were referenced during the interviews to provide context for the member leadership roles. Table 4.1 below shows a representation of the academic classification, geographic data, academic major, and total number of siblings.

Table 4.1 Representation of students

Student	Classification	Major	Geographic	# of siblings
1	Senior	Accounting and Finance	Urban	2
2	Senior	Civil Engineering	Urban	2
3	Senior	Kinesiology, Gerontology and Pre-Medicine	Urban	3
4	Masters	Physiology	Urban	1
5	Senior	Civil Engineering	Urban	4
6	Senior	Marketing	Urban	2
7	Senior	Construction Science and Management	Rural	2
8	Senior	Business Management and Entrepreneurship	Rural	2
9	Senior	Kinesiology	Rural	3
10	Senior	Accounting, Finance	Rural	3
11	Senior	Public Relations	Urban	2
12	Senior	Accounting and Finance	Urban	3

Research Question 1

The first research question was as follows: *How does the experience of living in a fraternity home shape the leadership identity development of its undergraduate members?* All of the participants discussed how the residential living experience has impacted their development and identity as a leader. The theory of Leadership Identity Development highlights the influences that many of the participants encountered during their fraternity experience of living in house (Komives et al., 2005). The living experience of the fraternity provided a venue in which the influences were able to impact their identity as a leader. These comments can be grouped into

themes. The first theme is the presence and major impact of multiple support systems that students perceived to have positively influenced their leadership identity. The second is the diversity of other viewpoints in impacting their leadership identity. Coding was used to help organize the participants' responses during data analysis. The "M" coding represented the multiple support systems that were discussed by the participants. The "D" coding represented diversity of viewpoints that were discussed by the participants. Table 4.2 shows the themes as well as the participants mentioning each theme.

Table 4.2 Themes for Research Question 1

Theme	Coding	Participants mentioned
Multiple support systems	M	11, 1, 2, 3, 4, 5, 7
Diversity of other viewpoints	D	6, 1, 10, 9, 3, 7, 8

Theme: Multiple support systems

The theme of multiple support systems involves the category of developing self within the grounded theory of Leadership Identity (Komives et al., 2005). Developing self includes deepening self-awareness, building self-confidence, establishing interpersonal efficacy, and applying new skills. Figure 4.2 highlights how multiple support systems through family members, fraternity brothers, alumni, and advisors.

Figure 4.1 Multiple support systems

Family members	Fraternity brothers	Alumni and advisors
<ul style="list-style-type: none">• Reflective learning	<ul style="list-style-type: none">• learning from membership continuity	<ul style="list-style-type: none">• ability to relate to others

The ability to compare family member's experiences in relation to individual experiences was mentioned by participants. Dad, mom, brother, and sister were listed by most participants as significant role models even while at college. Student 1 commented the following:

I think my biggest role model my whole life has been my father. I've always just related well with him. We are pretty similar and I've always looked up to him. He has a lot of characteristics that I hope to have as I continue to grow up. I've always asked him for advice. If I'm in a troubling situation or just an ordinary situation, I usually turn to him first. He's always been a big role model to me. My secondary, my brother and sister. I have always looked up to them just being older, them being older. I've looked at their performance in school. I've loved how hard working they both have been. I use their experiences and learn a lot on how they got through school, work, and so on.

The encouragement and praise from family members was a common item noted by participants. Student 2 shared the following:

I guess I was pretty fortunate to have two parents my whole life. They stayed together and raised me. My two sisters, I'm the oldest one, I think having two younger sisters throughout made me a little more protective. Maybe some of the other guys my age would have younger brothers and I think it also made them a little tougher too. I think

one thing that really has made me who I am today, contributed to a lot of my development was my dad. He's always pushing me, always saying that's great you did that but what could you have done to make it better or you got an A on that test what could you have done to get 100%. He would say I'm proud of what you did but you could have done better to an extent. I've always had that in the back of my mind thinking I can do better in this situation, every situation and I think it's evident that it has started to rub off on my friends. I'm always saying "hey thanks for doing this but a suggestion for next time or for previous experience maybe try this next time." Whether that be sports or homework or anything really. I feel like that's given me a good base to go from.

Although dads were mentioned by most of the participants as being the most significant role model, moms were also mentioned as being significant role models. The interpersonal skills and ability to communicate well with others was cited as a positive attribute. Student 3 commented:

I'd say probably my mom. She got her degree in math and physics. She was going to be, she was in engineering for like two to three years in college then switched to counseling so I feel like she probably could have gone and do like bigger things but she really liked to do what she loved and she was a counselor obviously which is kind of a step down, that sounds bad, but in the sense of like the job status of an engineer. She kind of like followed her passions and did what she loved which I thought was really cool. I think she probably could have done something a little higher but she chose to become a school counselor, helped kids with their schedules and kind of just with their problems at school.

I think she was probably my biggest role model throughout while I was growing up because I always envied her. She had great relationships with other people and great interpersonal skills.

When asked about support systems, most participants discussed having constant contact with family member while living in the fraternity home. Student 4 reported:

Of course my parents. They are, like I said, have been married and have always set good examples for me. When if there was like ever a downfall they could always come and talk to me about something. I would never feel any hesitation going to talk to them about anything. My grandparents definitely always were there for me like if my parents couldn't pick me up from school when I was little then they would come and help out with everything.

A large family setting and a neighborhood full of kids to play with were compared to living in a large fraternity home. This previous experience was cited as facilitating a smooth transition in a fraternity home. Student 5 commented:

I have four siblings, an older sister and three younger brothers so definitely a bigger family. Again, my parents and most of my siblings will probably go to Magnolia University. I have a really big extended family. I think I have 29 first cousins just on my mom's side. So I definitely come from a big family. We know how to push and shove and take it with the best of them. I lived in one house until I was in third grade and before that we lived in Dallas for about a year when I was very, very young. Then we moved to the house I currently live in when I was eight years old so I've been there for the last fourteen years. I guess one of the first I things I thought of is how many kids there were. There were kids everywhere. It was a very young neighborhood, very new neighborhood. We were always

just out with the neighbor kids as their house or our house. Our cul-de-sac probably had about 15 different kids all about my age, some older some younger. But I think, especially living in a fraternity with 80 other guys, just from me having such a big family and growing up with all different kinds of kids, helped me acclimate to that a little better than some people. I was already somewhat used to a lot of different lifestyles, a lot of different families, a lot of different personalities. So how to get along with all different kinds of people and who I got along with. Having three younger brothers helped because in a fraternity it's only guys so it's naturally easier for me to connect with younger members of the house better than older members because that's how I grew up; being the older brother. Then as far as going to a private high school then transitioning to a public university, that was kind of different. It was a little bit eye-opening, I guess. I also think that instilling certain morals that I translated from high school to college and certain attributes that you might find more so in a private high school or a Catholic high school, translated those as well to the fraternity and to college. The work ethic, things like that.

Student 10 discussed several types of support that has been provided due to the fraternity.

The ability to come back to fraternity home at the end of the day and have brothers there to support you during a challenging time was mentioned by participants. Student 10 shared:

Executive board or my pledge class or roommates, kind of like that. Whatever that group is in the fraternity, being able to come home at the end of the day and if there's something that's frustrating me or that I need help with. I guess you just know that there's going to be somebody there that's been in that position that you can talk to or that you know we all have people that just have good advice even if it's they are going to tell you what you want to hear and what you need to hear or they can tell you something that will make

you feel better and you wake up and realize whatever just happened. Or just somebody to go to their room and play videogames with and de-stress from the day.

When discussing morals and ethics the family was mentioned by participants as having an influence to how they were challenged and reinforced in the fraternity home. Student 7 commented,

I have a very strong family. I'm lucky to say that. My family's the people that have really formed everything that I believe. Um, at least to a base. So, all my morals, my personal ethics, everything that has to do with how I treat others and how I want to be portrayed, that all comes from my family. I would say that lead me into college to set me up with a core of who I knew I wanted to be and then over the last 4 ½ years that has really developed into who I am as a person.... I have the same core beliefs that I did coming into the house. I really do. But with that being said, some things have changed a little bit. Since I've gained perspective with living with so many different kinds of people, sometimes it reinforces what I believe, sometimes it causes me to question it. And it was fantastic. So all of my beliefs, as far as political, as far as religious, everything um, it was all challenged at one point in time at the fraternity house. And I would say that it made everything more solid for me.

Theme: Diversity of other viewpoints

The theme of diversity of other viewpoints includes the category of developing self with that is associated with the grounded theory of Leadership Identity (Komives et al., 2005). Developing self includes deepening self-awareness, building self-confidence, establishing interpersonal efficacy, and applying new skills. A comment shared by most of the participants included

the ability to connect with individuals who might be from different backgrounds, faiths, life-styles, and with different perspectives. Growth was realized in perspective-taking in the areas of religion, geographic, personality types, leadership styles, and other differences. The students appear to be a homogenous group from the outside and are on paper but internally the students discussed their difference as having an impact to their development. A common criticism from opponents of Greek life is the lack of diversity of Greek communities (Pascarella, Edison, Nora, Hagerdorn, & Terenzini, 1996). However, this study indicated that the participants enjoy the diversity that is found from the interactions of other students in the fraternity home. The participants in the study represent a good cross section of that diversity that is mentioned by the participants. Figure 4.2 highlights how having diversity in a fraternity home setting can translate into the development of one's leadership identity.

Figure 4.2 Diversity of other viewpoints

Courageous conversations	Ability to communicate	Openness to new perspectives
<ul style="list-style-type: none"> • deeping self-awareness 	<ul style="list-style-type: none"> • establishing interpersonal efficacy 	<ul style="list-style-type: none"> • applying new skills

Student 6 commented on the interaction between different groups of friends. The ability to have difficult conversations and become a better communicator was something that came from his fraternity home experience. He shared:

When you live in a fraternity there are going to be things that pop up all the time and a lot of people are from very different backgrounds that even if they are from the same city or even the same state it's their home life that is really different. I have been able to interact with quite a few different groups of people. When you are in a fraternity, you are all

living together, so even if you get in a little argument or you get in a conversation that you don't necessarily agree with I think it teaches you to grow a lot more because you are having this tough conversation and it might get heated and then thirty minutes later you are still living with the guy and you are still going to be seeing him. It is not like a work situation to where you get in a little argument at work and then you are done, it is you have that conversation and then you still see them in the hallways a half an hour after. So it's been a really neat learning experience to do that. I feel like I can at least adapt and converse and relate to just about any type of person now.

The fraternity presented the opportunity for students to come "out of their shell" and interact with people with different backgrounds. Student 1 commented:

I would say that you definitely learn a lot about how to relate to people. I would say coming from my background, and most people would look at very sheltered. I grew up in a Catholic family, went to private Catholic schools my whole life and never been to a public school. So joining in the fraternity and our fraternity focus is on cultural diversity so we had a lot of kids from different cities, different states, different countries. So coming from a real sheltered background, at first I didn't really reach out to kids that were from a smaller town. I didn't really know what to talk to them about but over time this is one of the great parts about the fraternity experience. Over time you learn about their small towns, where they are from, what their interests are, so through that I definitely broken out of my shell that I probably came in to, in the fraternity with. I can definitely relate to people now from different backgrounds, different religions, different countries, so that's definitely something that's a very unique experience like that. An opportunity to really

break out of your environment and learn more in how to relate with people from different environments.

The opportunity to learn how to engage and/or refine personal interactions with those of different backgrounds was perceived as an asset to future career aspirations. Several participants discussed these interactions. Student 10 shared:

I think that just a fraternity home will, coming into a house of eighty three guys who are from all different backgrounds and that really helps you like learn how different people kind of relate to each other, I guess, and that will really help you, really help you as a leader in your career and personally. I'd say just everybody is different, so coming from a small town it's a pretty big shell shock, I'd say I definitely met a lot of new people and was able to establish different kinds of relationships than I had in high school that would help me as a leader.

The ability to be vulnerable with each other and to be receptive to hearing different points of view was noted as positive interaction. Student 9 commented:

The times when you do really get to have a conversation with the guy and you got a guy that's willing to open up and actually either ask you or be vulnerable and tell you things about his life, um, that's the coolest thing to me. That's was really forges that friendship, I think. You have two guys that are willing to be vulnerable to one another, I think that just really ties them, strengthens and forges that deep friendship there. Regardless if you have different points of view on a matter, you've got a guy that's willing to just sit down and just either listen or talk to you about intense things deep things, then I think that's another thing that I've absolutely loved being able to do.

Always having people around you in a fraternity home was mentioned by many of the participants. This was shared by several of the participants who talked to people with whom they would not normally connect or were not in their friend groups. Student 3 commented:

And then also just late night talks with guys staying up late there is always someone to talk to at like 2:30 in the morning when you don't want to study. You discuss topics ranging from, I don't even know, like Creation, all across the boards, I can't even think of right now just stuff you wouldn't really talk with your parents about, your siblings about, just cool topics talk about I guess late at night. I think late at night brings together people who don't usually hang out maybe so like a lot of my friends like to go to bed early so I am just hanging out in my room by myself and I got to the chapter room and there are people that maybe I wouldn't hang out with normally that are down there studying or something. Obviously people are going to want to go to McDonalds if they get bored of studying or want a break or something. I think that is maybe one of the reasons why that happens is cause those conversations didn't necessarily happen with my friends and I would say I say like not my close friends at least it happened with guys in my pledge class I wasn't super close with or guys who were older or younger than me. So I guess that would be one of the reasons why is cause I was around a population of guys I really didn't hang out with all the time.

The ability to communicate with others of different backgrounds and family rituals was discussed in connection to enhancing relationship and team building skills that will serve members well in their career fields. Student 7 commented:

Within our fraternity house we have members from different countries, different states, different geographic backgrounds, different economic backgrounds, different religions, I

mean basically we have a melting pot of a living situation in the organization we are involved with. Whenever you stick that many guys in one place there is going to be conflict like we discussed earlier, there is going to be differing opinions, but the number one thing that you gain out of it is learning how to interact with each one of those groups. Whether it be with someone who grew up in the city learning to interact with somebody from a small town or vice versa or learning how to discuss religion or politics with someone that you know hold views completely different from you in a civil way you really learn how to operate as a functional citizen in the 21st century. You know going to scream and yell when somebody disagrees with you, and understanding that people have differing opinions and that's ok. Within those there are also people with completely different personality types, you know you have people who are socially awkward, you have the people that can talk to anyone, you have the guys that some would consider nerds but they are probably going to be your boss one day. It's just different levels of personalities different backgrounds different anything, anything that is different from you and you learn how to work with it how to deal with it if it something that rubs you the wrong way or just learning how communicate with those people that have differences than you, puts you years ahead of your competition when you enter the business world, kind of like I keep beating the horse to death but everything you develop within the fraternity house is making you better than your competitor as in your peers that is going to be competing for the same job as you. Overall it just betters you as human being. Being able to sit there and discuss things that you don't necessarily agree with somebody on and being able to say you know we agree to disagree I still love you man I live with you. Everything that is conducted within the fraternity house has to be civil because you have to live with them

its not like you can get in a fist fight with them and go home, you are home, you are home all the time, you have to learn to operate in a manner which is civil just considerate of everyone around you. At that same time if you do not have a dominating personality you have to learn how not to get run over as well. You learn how to defend yourself. I think everything that I just touched on right there is kind of vital in the development that you receive in a fraternity house.

The fraternity home provides an environment for a shared varying of perspectives related to collaboration and problem solving on house issues to current issues. The house is where many different groups of people and backgrounds come together for a common purpose. Student 8 shared:

MS Delta fraternity is an interesting place because no one is really alike. There are so many different groups and people and backgrounds so I've learned that people don't have to be just like you for you to have a good friendship and be close to them. All you have to do is find one common background and for MS Delta fraternity, we are all a part of MS Delta Fraternity so that's all we need to kind of find that common ground. So that's been the biggest thing that I've learned is that you don't have to be similar to relate to people. You just have to have some sort of common ground.

Research Question 2

The second research question was: *What are the key influences of this leadership identity development?* Both of the themes that are connected to this research question have elements of influence and elements of the processes that are associated with the fraternity home experience. The theory of Leadership Identity Development highlights the influences that were present for many of the participants during their fraternity experience of living in house (Komives et al.,

2005). The living experience of the fraternity provided a venue in which the influences were able to be impact their identity as leaders. The first involves the influence of the older members in the fraternity. The second involves the positional leadership roles that the fraternity fosters. Coding was used to help organize the participants’ responses during data analysis. The “O” coding represented the older fraternity brothers’ influences that were discussed by the participants. The “P” coding represented the positional leadership roles that were discussed by the participants. Table 4.3 shows the themes as well as the participants mentioning each theme.

Table 4.3 Themes for Research Question 2

Theme	Coding	Participant mentioned
Older fraternity brothers’ influence	O	1, 2, 9, 3, 8, 4, 6, 10
Positional leadership roles	P	1, 3, 15, 6, 12, 7, 11

Theme: Older fraternity brothers’ influence

The theme of older fraternity brothers’ influence includes the categories of group influences and developing self that are associated with the grounded theory of leadership identity (Komives et al., 2005). Developing self includes deepening self-awareness, building self-confidence, establishing interpersonal efficacy, and applying new skills. Group influences include engaging in groups, learning from membership continuity, and changing perceptions of groups. Most of the participants stated how much of an influence the older members of the house impacted them especially as they were moving in as new members to the house. Figure 4.3 highlights how older fraternity brothers’ influences develop a leadership identity for the students.

Figure 4.3 Older fraternity brothers' influence

Rooming with older members	Younger members looking up to older members	Academic/career mentoring
<ul style="list-style-type: none">• deeping self-awareness	<ul style="list-style-type: none">• learning from memership continuity	<ul style="list-style-type: none">• establishing interpersonal efficacy

Student 1 commented on the way that the younger members would look up to older members in the fraternity. He stated:

Joining my fraternity, there's a lot of older members who a lot of the young guys would look up to who were very involved on campus and kind of having those people talk to the younger members telling them to get involved with this group or another group. It was really nice. You learn kind of these older members definitely knew about every group on campus. If they were good, what the group was involved with if it was a good one to get involved with so I guess just having that good opportunity for me to kind of see what older guys had done to get involved. I was definitely a lot more outgoing in trying to find involvement opportunities for me really early on out of the gate. With this if I would get interviews I was always able to work with someone who knew what these interviews would be like. Fraternity brothers would put down anything they were doing to spend twenty minutes to talk to you if you were sending in your resume and a write up on why you should join or be a good fit for the organization, they would help you and prep you for interviews and just having this guidance, a really awesome unique opportunity.

The critical reflection of realizing that younger member look up to older members was noted by most of the participants. This dynamic was an area of student development in enhancing the leadership identity of the student. Student 2 commented the following:

So I definitely learned how to become appropriately more outgoing and how to speak my mind like going back to what I said earlier. My parents can definitely attest to this that I've matured quite a bit since joining but particularly since sophomore year. Just kind of realizing that as you become older in the house you have more people looking up to you. You have responsibility you kind of are on that pedestal that younger guys look up to and think "what's he doing that's cool? What's he doing that okay?" that we might not think it's okay but it is so it's been interesting to mature and think about not only about how my decisions influence my thoughts or my actions but as well as how will this be perceived to younger guys that might be looking up to me or how it could affect the house; how one stupid action maybe when you've been drinking can affect the entire DU chapter in a negative way. So I'd say I've definitely matured quite a bit. As you start to realize just how being a member of a fraternity how that your actions directly reflect everyone's outside perspective of the chapter from just being one person.

The role of taking initiative by the older members in wanting to engage with the younger member was noted as an area of growth for the students. There was a reflection in being aware that the younger students would be timid and nervous to engage with the older members. Student 9 commented:

Coming from a small town with 9 kids in your graduating class to an 82 member fraternity is an even bigger gap. So, I think when I came in I wasn't willing to get out front just because I didn't know what it looked like or if I would do things right and I think these past two years being in the fraternity and amongst other things has helped develop me being bold in regards to standing up and speaking my mind, to just talking to people and be willing to get to know them. Guys that I maybe don't see eye-to-eye with um, I think two

its caused me to take ton of initiative. Because like I said, I do value the friendship of the new guys and I understand especially right now because I'm an older guy in the house naturally they're looking up to me. They are probably a little timid to try to come and get to know me. I value the friendship and want to get to know them so I'm probably going to need to be the one to take the initiative here. So I've been doing a lot of that too. I think those two are the big ones. Just learning to be bold and courageous and willing to step up and willing to take risks too. Then being a man of initiative.

The role of serving as a mentor for the younger members was cited as being a positive experience for the younger students coming into the fraternity home. Student 3 commented, One thing I would say is that from what I remember from my first semester is from an individual with whom I came to hold in high regard. He became a good friend of mine and he developed my leadership skills as being some sort of mentor. He was two year older than I was, he was junior. So that kind of mentee mentor relationship helped me develop my leadership skills. I would say I am on my way to becoming a great leader. I wouldn't say, definitely that I am one hundred percent a great leader right now. I think I am the vice president of science ambassador so I am getting there. I know a couple of freshmen that I talk to a lot try to make that Scottie relationship. I don't live in the house anymore I live out of the house so that kind of makes it a little bit harder but I think that I try to start being a leader because I know that other guys I saw in the frat were great leaders so I had a position in the house I was never president but I think that that helped me on my way to becoming a leader as well so I think that it's in the process. I wouldn't consider myself a great leader right now. I think hopefully within the next five to ten years I can kind of develop that role into something I consider to be a great leader.

The involvement aspect that comes from the encouragement aspect of the older members was cited as a positive experience when coming into the fraternity home. Student 4 commented:

One thing I know that this chapter, this fraternity does is they don't seclude like freshmen with all freshmen, sophomores with all sophomores. They intertwine, like my first semester I was living with a junior and the next semester after that I was living with a sophomore and a senior. So like you get very acclimated with everybody. You are never secluded, just like getting to hang out with people your age, so that was a huge one. One thing they encourage us to do right away is to get involved, and I don't think I would have done that by myself. We went to a career fair, and I ended up joining like four different clubs and I don't think I would have ever done that. It was a very fulfilling thing to do right away. And having kind of like that sense of knowing that most likely somebody in that house has been through some class you have. So knowing you have someone around you to go to and ask like did you have this teacher, what did you do for this test, can you help me out. And like I don't think anyone was ever like going to figure it out. They were always just like yeah I will try to help you, but you know I can't promise you. That was a huge thing too. My first year at another university, I never had that opportunity and kind of struggled with a few things which I don't think I would have struggled with coming in MS Delta Fraternity at Magnolia University.

The mentor mentee relationship begins early when older members are assigned a younger member as a roommate during the first year. Student 8 commented:

I think this frat is set up in a really good way. We have older members living with younger members. So right it away it creates that relationship where there is a mentor and

someone who is more experienced. It's different than or it might be different than a family relationship but for the first time outside of your family you are with someone twenty-four seven and learning from each other. I think right away just that living together in that relationship creates a mentorship.

The culture of respect that takes place between the older and young members in the fraternity home is cited as enhancing the leadership roles for the younger students. Student 6 commented:

I think one of our big things that we do well and we should pride ourselves on is the mutual respect we give each other whether you are freshman or senior. More importantly a lot of fraternity environments a senior or older member does not have that respect right away but in our fraternity you see senior and older guys going out of their way to make it know we are here as a resource we are here to help and give them that respect of hey what's going on, how are you doing, those kinds of things. The freshman see that and want to return that type of respect when if we did not provide with that type of respect why would they have any reason to respect us for anything that's part of our culture. It's part of the reason a lot of younger guys can feel comfortable around everybody else and want to merge into those leadership positions.

Theme: Positional leadership roles

The theme of positional leadership roles involves the category of broadening view of leadership associated with the grounded theory of leadership identity (Komives et al., 2005). Broadening view of leadership involves an external other, as positional, nonpositional and a process. Participants involved in this study spoke to the fraternity leadership practices that lead to a

greater sense of empowerment and self-efficacy. Figure 4.4 highlights how the positional leadership roles fostered by the fraternity home develop the leadership identity for the students.

Figure 4.4 Positional leadership roles

Conflict and crisis management	Advisors viewpoints	Ability to work with a team
<ul style="list-style-type: none"> • as positional and non-positional 	<ul style="list-style-type: none"> • as a process 	<ul style="list-style-type: none"> • as external other

Positional leadership roles provide an opportunity to engage multiple viewpoints to work through challenging issues. Student 5 commented:

I served as vice president of finances, which is basically Treasurer of the fraternity. Just really taking on that task was very difficult. I oversaw all of the finances of the fraternity, made sure members were paying bills that we had enough revenues to pay for all of our various expenses throughout the year, as well as developing the budget for the upcoming year. It was definitely very challenging and I'd say when I got into that role, the finances weren't as strong as the house would have liked them to be. And I feel like when I took over that role, it was when the alumni members of the Exec team started realizing that that was the case so I was kind of one of the first ones have to deal with this situation and from what I know quite a while. So it was a completely new process and I couldn't really go to one of the older members who had previous been treasurer. I had to work with the Exec team, multiple alumni, as well as our advisor to kind of work out our situation, figure out kind of what the next steps were. I think going through that process pretty difficult.

The ability to see other people as trustworthy and to place value on working with others was mentioned as enhancing leadership skills. Student 7 stated:

I would say being president the first semester was the time period that I grew the most as a leader because I did not know as much as I thought I did about leading a chapter and I definitely had to learn use everyone around me because I had so much on my plate at the beginning when I tried doing things by myself, I learned really quickly from the previous president that you have to start delegating stuff and trusting people with their position. And that is when I really learned that if...I always thought it before the former president and I were always on the same wavelength of if you are the smartest man in the room you need to find a different room and what that boils down to is that just surrounding yourself with people who are better than you, one way or another in some fashion. As soon as I really bought into that, my life got a lot easier and I would say that that is really what developed my leadership skills the most in the house.

Meaningful involvement of events that were hosted by the fraternity was significant because of the required leadership roles. Student 11 commented:

One of them that always stuck out to me is the Miss Magnolia University competition. With that it was brand new, never even thought of. Person 13 was actually the one who really started that with Person 14, who was the house mom at the time. And that kind of just fell into my lap because I was PR chair at the time. So I was like kind of unsure if this was even going to work. I have never done this philanthropy, sometimes they flop their first year sort of thing and then just kind of seeing how successful that was and knowing and like the second year was even more successful and how that's going to

grow and knowing like I can come back to Magnolia University and it is probably still going to be there so that was definitely something that really stuck out to me

The ability to more effectively interact, accurately communicate and resolve conflict was shared as a result of the residential living experience. Student 6 commented:

I think for me it has helped me become a lot more direct and know how to deal with people that you do not agree. Because you live with 81 guys you are not going to agree with everybody and you have different positions you want to hear a little bit more but you know it teaches you how to handle those people who you might not get along with and it teaches you when you have a problem with somebody to be direct about it because that is ultimately going to get it done better and I think the conflict allows you to get the best learning experience out of everything. I know that the biggest learning experiences I have had come from the conflict I have had and not been on the same page with but afterwards I see the point of those conflicts that happen.

The opportunity to work with the alumni and the entire chapter presented a venue for self-confidence to be developed. Student 5 commented:

I know our advisors, in particular, were on me to try to figure out how to solve that problem or what was wrong. At least from my point of view, it just seemed like they thought we had it budgeted right or we hadn't taken it into account. Even when I really worked with Person 15 to make sure everything came out even and he transitioned me very well with the budget and how that all worked. It was a pretty stressful end of the semester during April and May, trying to clear it up before the end of the year to make sure we at least come out even. We did figure out eventually that it had something to do with the taxes and how they were taxing the situation. So trying to work with that and communicate to

the advisors, to the chapter, and to the alumni exactly what was going on and exactly how we were dealing with it when everyone just seemed to want an answer right then, it was definitely something I had to work through and it was definitely challenging and frustrating at times but I had a little bit of development of character in a lot of ways....I think personally the most noticeable change that I see in myself is my confidence level. Definitely coming in as a freshman, I mean obviously as a freshman you are the bottom of the totem pole, everyone always looks up to the seniors anyway but even just self-confidence and just the way that I interact with other people. I was definitely very, very shy coming into the fraternity. I am definitely an introvert. I would not be the person that during that first semester would walk around to other people's rooms. It was easier if people came to me rather than me go to other people. Now I definitely don't think that's the case. It's easier for me to walk around and kind of meet people and go to other people's rooms. A lot of it is just me having more self-confidence in myself. After seeing a lot of leaders in the house and how they interact and having my own personal leadership roles and having to step up and communicate with others definitely helped me see how it built that confidence within me.

A sense of confidence in one's ability to lead and consequently willingness to be a leader was a result of the experiences in the fraternity. Confidence and self-efficacy was cited by most of the participants in reflecting on their leadership roles in the fraternity. Student 12 commented:

I think the house just grants me independence you just cannot get anywhere else. Nowhere else before you are 22 can you decide a week before, raise your hand and be in charge of an obscene amount of money. All these things, they give you complete responsibility where you, you never have the opportunity to learn by doing, that is something a

lot of people have to wait until they graduate. Just based off of me, if I wanted to be an accountant or something I would already have this under my belt. You know I am 200K times better off than the guy who knows nothing on day one.

The constant encouragement in trying to inspire students to assume leadership roles and provide needed support for students while in the leadership roles was cited as a positive for the students. Students are encouraged and reinforced for assuming leadership roles within the house and in other campus and community organizations. Student 3 commented:

I think maybe as a whole our fraternity does a great job of trying to engage a lot of people because I think that within campus groups, you can become a member of a group but it is kind of hard to become a leader in that group unless you have great like speaking skills, or if you are well known or something like that but I think that there is only like a couple four or five with each organization you can join a lot of organizations and try to get on there. The fraternity did a great job for me bringing me in offering all kinds of appointed positions which you still have a small it's not a huge leadership role but I think you still have a small responsibility with stuff that kind of gives you that confidence to be able to say hey I am going to apply for exec board or apply for whatever kind of position so I think that it gave me that confidence knowing that I did this small leadership role I can maybe apply for something on campus, I can try to network, come up with other ideas for positions higher up in the house so I think that was definitely a big thing for me. Confidence and getting that experience that I probably would not have gotten anywhere else.

Research Question 3

The third research question was: *How do the processes of the fraternity home impact the leadership identity development of its members?* All of the participants discussed how the residential living experience has impacted their development and identity as a leader. The theory of Leadership Identity Development highlights the influences that many of the participants noted as being present during their fraternity experience of living in house (Komives et al., 2005). The living experience of the fraternity provided a venue in which the influences were able to be impact their identity as a leader. The participant responses were grouped into two themes, brotherhood events and formal chapter meetings. The first theme is how the brotherhood events, activities sponsored or hosted by the fraternity, influenced leader development and identity. The second theme is the influence of the formal chapter meetings. Coding was used to help organize the participants' responses during data analysis. The "B" coding represented brotherhood events that were discussed by the participants. The "C" coding represented the formal chapter meeting times that were discussed by the participants. Table 4.4 shows the themes as well as the participants discussing each theme.

Table 4.4 Themes for Research Question 3

Theme	Coding	Participant mentioned
Brotherhood events	B	1, 11, 9, 7, 3, 5, 6
Formal chapter meetings	C	1, 9, 4, 5, 7, 6, 12, 3

Theme: Brotherhood events

The theme of brotherhood events forging relations involves the categories of group influences and developing self that are associated with the grounded theory of leadership identity

(Komives et al., 2005). Developing self includes deepening self-awareness, building self-confidence, establishing interpersonal efficacy, and applying new skills. Group influences includes engaging in groups, learning from membership continuity, and changing perceptions of groups. Most of the participants discussed the different events that were started prior to moving in the house and carried over once moving in having an impact to their identity. Rush events began while the participants were in high school but were mentioned several times as being key events for their fraternity experience. Figure 4.5 highlights how brotherhood events of the fraternity home develop the leadership identity of its students.

Figure 4.5 Brotherhood events for relationship

Date parties, Slab ball	Initiation	Recruitment events
<ul style="list-style-type: none"> • by building self confidence 	<ul style="list-style-type: none"> • by learning from membership c ontinuity 	<ul style="list-style-type: none"> • be engaging in groups

Student 1 commented the brotherhood events as some of the best experiences of the fraternity. He stated:

The biggest impacts that I've had, we label them as brotherhood events, being initiation week. We also have an informal initiation week and through these weeks it's just strictly you spending time with either your pledge class or all of the fraternity as a whole. It's a really good time that everyone gets together, everyone's there for one purpose and that's just spending time as a brotherhood. So those are the two main weeks that this really happens. Throughout the semester we put on brotherhood events, where if it's basketball tournaments outside on our courts. We just do a lot of smaller events like that throughout

the year. It's a good time that everyone comes back to the house and spends time together. You get to meet other people outside of who you normally hang out with. So, I think those are some of the most, the best experiences that I've had through my fraternity.

The fraternity setting is often viewed negative because of the many social and party functions that are associated with Greek life. However, some of the participants identified the social aspect as having a positive impact to their identity. Student 1 commented on the social aspect as being crucial to his development. He stated:

Probably the area where most people frown upon with fraternities. I would say that I really learned how to be a social person. In high school I didn't really get out of my shell kind of an introvert. Wouldn't talk to people I didn't know but living in a fraternity, you're put in a situation where you have to be social. You have to get out of your comfort zone. You have to meet a lot of new people from different backgrounds so that whole social experience was probably the thing that I developed the most through the fraternity. It's actually been and it's going to be a huge aspect of my career going into a finance role, finance and business careers are a lot more social than other careers maybe. I've been on a lot of dinners with employers as well as have had interviews with and it's important to learn how to socialize with them and know how to go to a bar and act. Understand how to drink and understand how to act in an environment with liquor, so I think being in a social fraternity you're definitely put in situations, you see what goes on if you abuse that. So it's definitely going to be important for me moving on in a career that I've understood how to act in those situations, know what's okay and what's crossing the line. I think through the fraternity it's really unique and probably one of the best experiences

out there that you could learn how to have a social life and do it right and do it responsibly.

A sense of belonging was the first view that came from the recruitment events of the fraternity. Student 2 commented:

It was a friend that took me in and said that he could give me a tour of the house and he could hang out with us, so we said yeah and we got a tour of the house real quick then we were mainly attracted to the slap ball and at that point I think it was just time for dinner and we got some food and played slap ball that night probably until 1:30 in the morning, playing three-on-three, tips, horse you name it. And I got to know a few of the guys there as well as some of the things the house liked to do, the things the house stood for. It really spoke to me and it stuck with me throughout the rest of rush. The other houses I went to, I never really got the feeling that I belonged there because I was thinking it was cool that they did this but MS Delta fraternity does this and it was also cool.

Student 11 shared:

I think something that is special about MS Delta fraternity or fraternity wise is that you are leaders but you can also be blunt and be honest with each other. I think in a lot of situations you are afraid to step on toes and you are afraid to call somebody out. But then if somebody does call you out you are living with each other and it helps you develop more if you do something wrong or if they think it is a completely idiotic idea it takes you further than just leaders since you do live together.

Student 1 shared:

In our case I believe it has developed all of us to be leaders at MS Delta Fraternity it's not going to be for all fraternities but I would say one reason for that is just when you go living in the house you are going to be spending a majority of you college life in that culture. I would say that culture is different than other organizations on campus that you do not really have a faculty member you have some that are there but I would say that everything that the decisions are made by the students I think that really teaches especially coming in as a freshman or sophomore teaches them how to lead how to go about making difficult decisions. Students in that environment learn to do it early on probably a lot more successful than someone that does not get that experience like that.

The structure that is given to students from the brotherhood events was mentioned in the context of students being very moldable in the fraternity. Student 9 commented:

I think too coming in as a freshman you do not know what to think. You are very moldable in a sense, in who you are, you are looking just to become something, and so in kind of a back door way it provided a bit of structure I guess that helps keeps you on your feet to make sure you don't melt and doing whatever. It gives you a little bit of structure and handed you a bit of responsibility and helps builds some discipline those things definitely carry over into later in the semester, later in your first year as a freshman, and definitely into the following years in just being able to consistently be able to be disciplined. I think it just values structure.

The discipline aspect of the fraternity setting was viewed as a positive in terms of student development. Members of this fraternity are expected to adhere to the rules and procedures of the organization and held to a high standard in academics and conduct. Student 7 commented:

I think you hit the nail right on top of the head with that when saying you learn structure and discipline and structure and discipline I keep relating to the future business world because I believe that is the most important part of the fraternity house. Preparing one self for business and you know whenever you look at going in and conducting yourself when you first enter the working world and you are at the bottom of the totem pole. You don't get to choose how things are done you do them how you are told to and you learn that discipline you get a little head start and you learn that discipline within a fraternity house might be something that you are not keen on doing or this might suck but you know later on when your boss tells you to do it, you are not going to second guess him. You are more likely to respect authority if you have had to do it in the past. It is just a matter of learning and setting yourself up for later on. I think all those interventions help in that, I mean even being on the other side where you are the one that organizes everyone that will intervene its all vital you learn how to do things in reason. Keep things going the way they should, not being unfair but causing inconvenience for sake of learning can be key in a person's development as a future leader and just as an individual. Learning that discipline.

The initiation ceremony of the fraternity provides an opportunity of excitement for the students. This ceremony also allows the family of the students to engage with the fraternity in a meaningful way. Student 5 commented:

The very first one which was the first year and that was initiation. That Sunday when parents and family are invited to come up and finally being able to, not be accepted, but be fully initiated as an active member of the chapter. After all of the hard work we put in that first semester. We learned all the history and all of the principles and everything

that's important to the fraternity, and really being able to not only be accepted but to identify with the principles and what MS Delta Fraternity stands for and with them accepting that as well. It was definitely an impactful memory and something that I'm never going to forget.

One participant summed up the brotherhood aspect of the fraternity in relation to the friendships formed during the fraternity home. Student 6 commented:

I think that the brotherhoods formed, the friendships made, the connections you have, the networks that it opens up, just the sheer leadership opportunities that can arise for the people who maybe would have never thought about holding a leadership position really makes in my opinion the fraternity environment one of the best you can be, because you are going to be surrounded by people wanting to do better things for themselves and when you surround yourself with better people you are going to want to be better yourself. And so you know I know that fraternities get a bad rap sometimes but if you can really promote friendship and respect and promote that through the chapter, I think they will grow to get a different light if more chapters and more fraternities start making that a priority.

Theme: Formal chapter meetings

The theme of formal chapter meetings creating a leadership identity involves the categories of group influences and developing self that are associated with the grounded theory of Leadership Identity (Komives et al., 2005). Developing self includes deepening self-awareness, building self-confidence, establishing interpersonal efficacy, and applying new skills. Group in-

fluences includes engaging in groups, learning from membership continuity, and changing perceptions of groups. Figure 4.6 highlights how the formal chapter meetings of the fraternity home develop the leadership identity of its members.

Figure 4.6 Formal chapter meetings

Structure and judicial process	Accountability for actions	Discipline
<ul style="list-style-type: none"> • by establishing interpersonal efficacy 	<ul style="list-style-type: none"> • Engaging in groups 	<ul style="list-style-type: none"> • by engaging in groups

The ability to have chapter meetings was cited as having an impact on reinforcing the behaviors and expectations of the organization. Student 1 commented:

I know this has kind of been said earlier, it's a nice way to jumpstart and dive right in. If you were in the dorms or somewhere else you would not have big chapter meetings, you would not see the president giving speeches every week, you would not see advisor coming in and telling you what you have done right or usually what you have done wrong.

Even if you do not have that role the first semester or your first year, you are still seeing other people and they are giving you feedback. I think what Student 6 said is important, giving you encouragement, give you feedback, passion about what you want to do.

Again just having 80 other resources and people see that example is real great facet of a fraternity.

A confidence aspect was discussed as a product of the chapter meetings. Specifically when discussing different ideas or topics in front of a larger meeting. Student 12 commented:

I think things like chapter meetings, and any sort of small meetings within the fraternity nobody is afraid to call you out if you say something ridiculous. Or nobody is going to

hold back if you are saying something dumb or if you are going down the wrong way with something. Just knowing that if you are going to mess up if you say something, knowing that there will be backlash, it makes you think twice about something it makes you know certain about things. It makes you more confident, when you do actually say something you have thought things through you just kind of put an extra filter on some things it makes you think things through a little bit more.

The order of a chapter meeting was discussed in terms of having a judicial aspect to how the president and vice-president operate the meeting. Student 3 commented:

I don't know if this counts but chapter. People have to go to that everybody but just what you spoke to earlier, I think that speaking up only when you know it will be helpful and constructive and also realizing how the meetings are run by president and vice president; the judicial aspect of the meetings and how they run in a smooth and efficient way. Just had a big impact on my leadership identity.

The weekly chapter meeting was a time for students to problem solve and resolve issues for the fraternity in a group setting. Student 5 commented:

After living in a fraternity for four years and going to chapter every week, you kind of see when ideas are needed or when that extra voice that people are going to listen to is needed to help close a discussion or help solve a problem.

Moral and ethical issues were discussed in the weekly chapter meetings for the students to consider and arrive at a consensus. Student 6 commented:

But it was definitely a challenge of me ethically because I wasn't sure the best way to handle it when I first found out but I wanted to be as transparent as possible with everybody and with everybody involved and ultimately it is really tough to have those difficult

conversations with eighty to one hundred people in a fraternity but it is that type of conversations that I feel like make a chapter stronger and better.

Summary

Chapter 4 provided an overview of the participants in the research study as well as examined the three research questions proposed in Chapter 1. Answers from these research questions were addressed through extensive quotes from various participants and overarching themes were briefly discussed. Included in the chapter are descriptions of the patterns based on the responses of the participants to the interview questions. The themes that emerged from the data analysis are shared.

Chapter 5 - Discussion, Implications, and Recommendations

There has been limited research to provide direction for student affairs professionals in terms in helping understand how a fraternity home, residential setting impacts the leadership identity development of its members. This study is significant in addressing that specific topic of interest noted recently by leadership scholars and student affairs professionals. The final chapter of this case study on leadership identity development and the impact by a residential living setting of a fraternity home includes a restatement of the research problem and methods used by the researcher, discussion of the results highlighted in chapter four in connection to research cited in the literature reviews and areas of future research related to this study.

Recent news has brought to light the negative factors that are associated with fraternity home settings. This study is timely in providing positive information to student affairs professionals in working with students. Furthermore, alumni of Greek organizations might consider the results of this study to help better their understanding in working with the organization they represent. This study also validates and strengthens the work of the Leadership Identity Development model that has been utilized over the past decade in trying to explain how college student develop their identity as a leader (Komives et al., 2005).

The findings of this study help tell the story of why leaders found in the business, medical, political and other settings often hold a Greek affiliation. Business, political, community, and other leaders around the United States often are found to have Greek affiliation (Appendix A). Every U.S. President and Vice President, except two in each office, born since the first social fraternity was founded in 1825 have been members of a fraternity (Center for the Study of the College Fraternity, n.d.). Half of the top ten Fortune 500 companies have a CEO that has a fraternity affiliation (Center for the Study of the College Fraternity, n.d.). This study provided evidence of

how a fraternity environment can be a positive atmosphere for individuals to develop their identity as a leader. The members of a fraternity recognize that a fraternity membership is a life-long relationship with their brothers. Positive aspects of the fraternity experience such as network was mentioned by the participants. This characteristic of the fraternity residential living experience places provide a unique experience that other organizations such as the residence hall experience does not foster. Students view the joining of a fraternity as a long term decision that will be with them after graduation.

Research Purpose and Questions

As discussed in chapter one, the purpose of this study was to understand how the residential living setting of a fraternity home impacts the leadership identity development of its members using a case study research design. The three research questions were as follows:

- 1. How does the experience of living in a fraternity home shape the leadership identity development of its undergraduate members?*
- 2. What are the key influences in this development?*
- 3. What processes impact this development?*

Discussion and Implications of the Findings

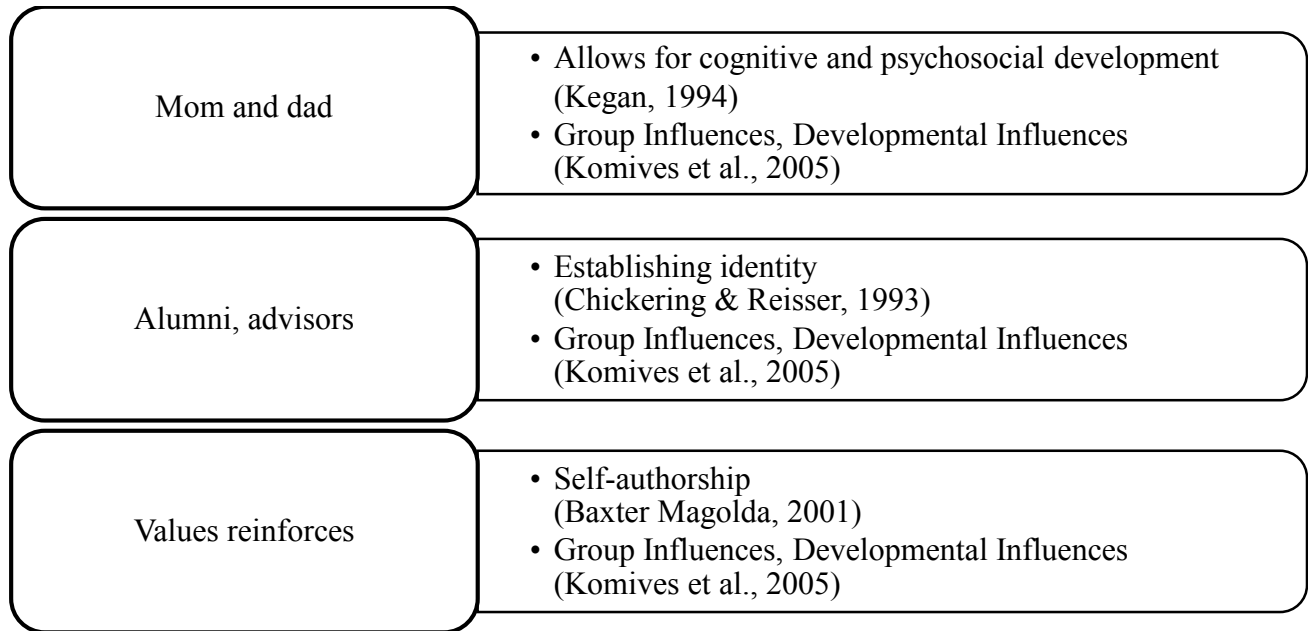
The discussion of these findings are based upon themes which emerged from these research questions. A point to consider is that while the following themes emerged from the participants, the degree to which all twelve participants viewed themselves as leader varies. Some of the participants viewed themselves as a leader, some of the participants were more cautious to call themselves a leader, and at least one participant did not see himself as a leader. This is help-

ful for understanding that joining a fraternity home is not a given to becoming a leader in a subjective manner. However, the data in the study makes the connection between a fraternity members and being a leader. Six themes emerged: (a) multiple support systems, (b) diversity of other viewpoints, (c) older fraternity brothers' influence, (d) positional leadership roles, (e) brotherhood events, and (f) positional leadership roles.

Piaget Multiple support systems

Reporting a mom and dad as role models for their life was a comment that nearly all participants shared during this study. Having a strong connection to parents connects to the influences prior to the college experience. One participant noted that the values and beliefs he brought into the fraternity have not changed but have strengthened due to the interaction of differing viewpoints. The mention of those values and beliefs being connected back to mom, dad, grandfather and other immediate family members was apparent through nearly all participants. One of the developmental influences of the grounded theory of leadership identity is the role of adult influences (Komives et al, 2005). In this study it became apparent that role models for all of the participants were either "mom" or "dad." Most of the participants discussed family, alumni, advisors, and the fraternity brothers having a part in their support system. The opportunity to have alumni and advisors to the fraternity home provide additional perspectives for the students in allowing other ways of thinking or doing. The advisors and alumni were cited as placed the students could go to in the place of a mentor for advice. Students also sought out other fraternity members who could serve as their support system from a relational perspective. Family members were mentioned as providing an emotional support to the students during their time in the fraternity home.

Figure 5.1 Multiple Support Systems

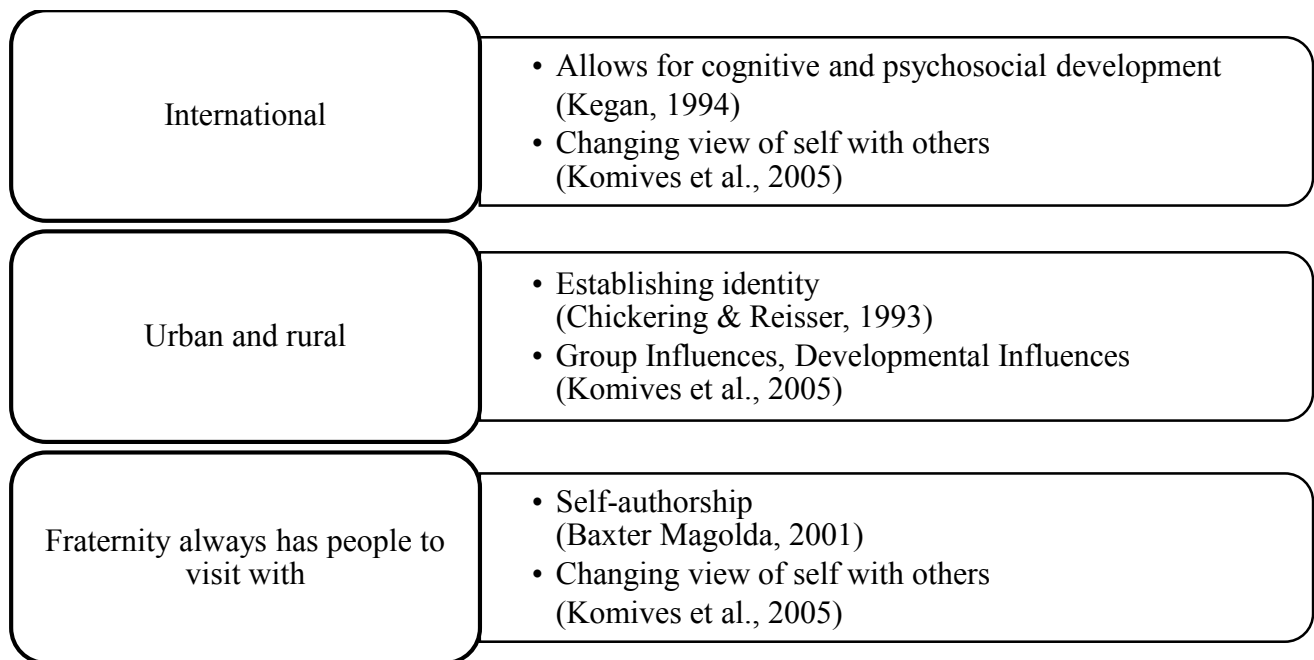


The values of holding a strong work ethic, being faith-based, and caring to others were deeply engrained in the identity of the participants. This connected back to the original relational leadership model that Komives et al. (2005) used to help in forming the grounded theory of leadership identity. Greek organizations are known for the term of legacies meaning previous family members were a part of a Greek organization. The researcher did not find this type of influence on this study whereas a family member influenced the actual joining of the fraternity. However, participants expressed a strong family support system being integral to their leadership identity. Several participants used family support in the interviews describing the fraternity with the word of “brothers” and “family.” This theme helps to address the research question in trying to understand the influences that impact the leadership identity development of its members. Pike (2000) informed that Greek members have a stronger connection to faculty, staff, and peers than do their non Greek peers. The support systems that are found within the fraternity setting illustrate how students in a fraternity home are interacting with others for gaining support.

Diversity of other viewpoints

The availability of having fraternity brothers at the house who are awake at varying times of the day and night allows opportunities for spontaneous and meaningful conversations to occur. This was the main idea of many participants in discussing how often late night talks at the fraternity house occur with fraternity brothers who are outside of their normal group of close friends. The opportunity to interact with fraternity brothers who have a completely different background was discussed as a key influence to development for nearly all of the participants. Some of the differences were found in international diversity such as students who were a part of the fraternity from Africa, UAE, and Mexico. However, often times it was someone who was simply from a different part of the state. Diversity from city to rural was found to be learning opportunities for the students being able to engage with someone who was raised in a different manner.

Figure 5.2 Diversity of other viewpoints



The lack of diversity is often cited as a negative factor for fraternity organizations as they are perceived and described as a homogenous group of students. An interesting comment that was shared by many of the participants of this study was the enjoyment of interacting with other members who are different than they are in terms of where they grew up, different political beliefs, different religious faith, and/or different ethnic backgrounds. Participants discovered engaging in active listening respectful discourse resulted in meaningful interactions. The fraternity home provided a setting for participants to elicit interactions with “brothers” of diverse backgrounds during organized events and happenstance during random times that occur when a group is sharing living space. Participants shared that the timing for significant interactions was often during random, unplanned occasions when multiple members were present. During these times members that might not generally engage in meaningful dialogues gather in the house chapter room and participate in discussions on a variety of topics. This is a direct connection to Erikson’s Theory and Kohlberg’s theories and the formation of identity. Students were able to move from a pre-conventional way of thinking to a more conventional way of thinking (Kohlberg, 1984).

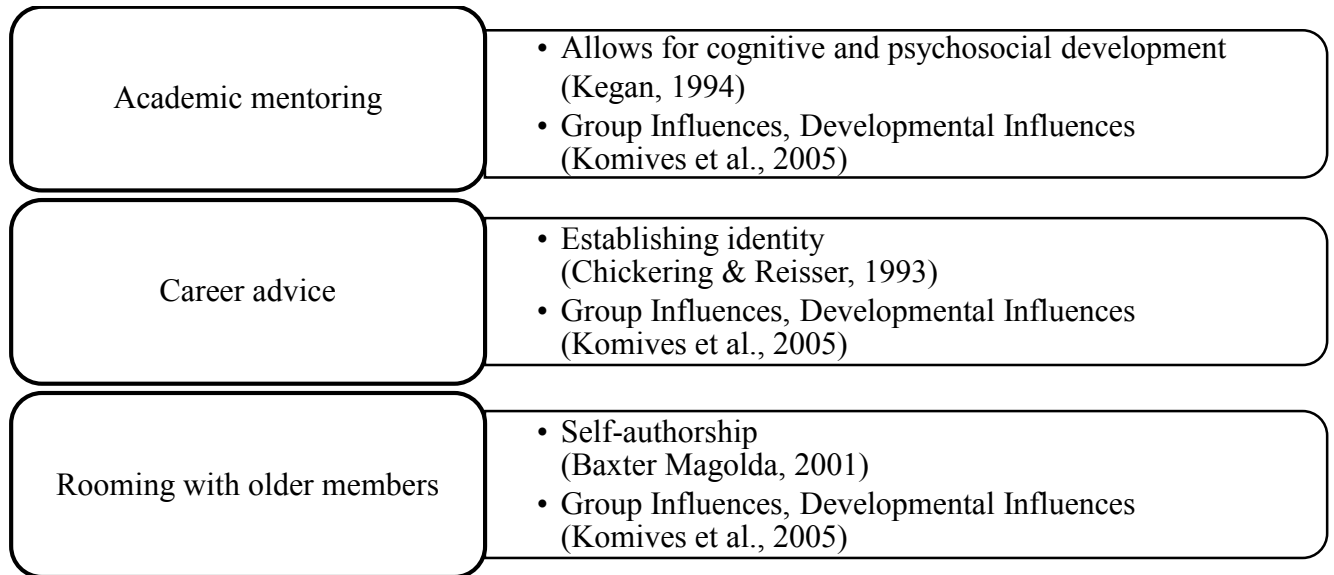
The participants in this study were all upperclassmen. Because of their age and experiences, it was possible for the participants to reflect on their meta-cognition and evolving attitudes, perceptions, and skills. Komives and Wagner both in personal communications recommended to this researcher to study upperclassman because of the amount of time the participants would have had to experience a change in their leadership identity development. The researcher found evidence of the growth that occurs as a result of extended time in the environment. An example shared by one participant was being intentional to be present and sit beside different people in the dining room during lunch and dinner for the purpose of listening to different perspec-

tives. One participant recalled having a “heated conversation” late one night with another member on the topic of religion and creation. He discussed how they held different viewpoints, but were able to discuss their varying perspectives and agree to disagree. This theme helps to address the research question in trying to understand the processes that impact the leadership identity development of its members.

Older fraternity brothers’ influence

The ability to interact with juniors and seniors in the house was a repeated comment among nearly all of the participants as being impactful to their development. Older fraternity brothers are individuals that provide a safe place and a sense of trust for the new members moving into the fraternity home. The fraternity setting in the study allows older members in the fraternity to become roommates with younger members in the fraternity. This is a connection of a developmental influence in leadership identity (Komives et al., 2005) and establishment of an identity (Chickering and Reisser, 1993). The ability to initiate and foster relationships with peer and senior members in a fraternity house was perceived as a positive result of the fraternity’s policies. The interactions between members that occurred as a result of being allowed to room with an older fraternity brother was found impactful to many of the participants as they were looking for structure and direction to the college experience. The participants seemed to believe the influence of older fraternity brothers enhances the meaning and influences the values of their college experience as consistent with Kegan’s Development Theory (1994) and Baxter Magolda (2004). This theme helps to address the research question in trying to understand the influences that impact the leadership identity development of its members but also highlights the process of structuring the interaction. Figure 5.2 illustrates the connection between the development theories and the influence of the older fraternity brother.

Figure 5.3 Older fraternity brothers' influence

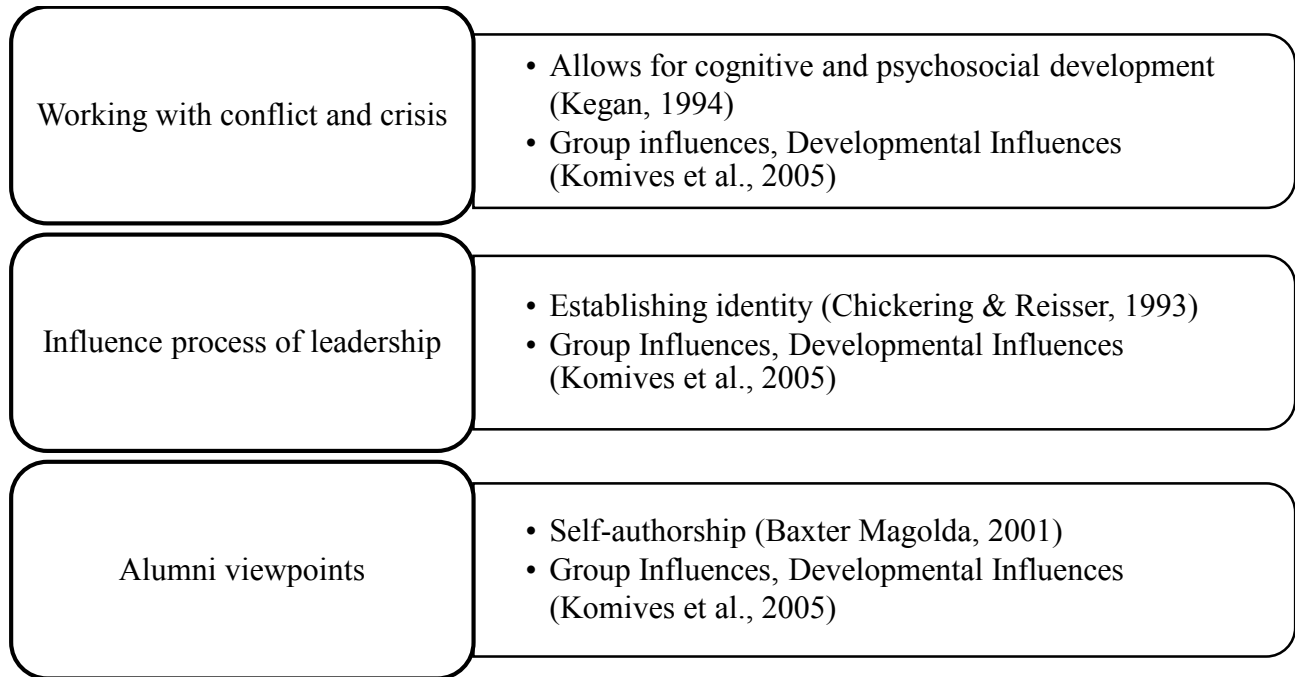


Positional leadership roles

The opportunity to serve in elected positions within the fraternity was discussed as having an impact to the student's identity as a leader. Conflict was a central theme of this discussion because integral to serving in an elected position is the ability to problem-solve and work through challenges. Participants expressed recognition of the positive role of fraternity advisors in helping members to learn to skillfully engage, and at times, resolve conflict and lead discussions with members who hold multiple viewpoints to a consensus.

Within the fraternity organization there are numerous leadership opportunities with varying levels of responsibilities. The fraternity policies and procedures allow the members to take responsibility for key elements of the organization including leadership roles, philanthropic positions, and accountability for the finances of the fraternity. These types of experience are significant to the members building mastery experiences and increasing efficacy and confidence in their leadership development.

Figure 5.4 Positional leadership roles



Involvement in leadership roles connects to the category of developmental influences. Advisors for student organizations have the opportunity to be key influencers of identity development for the students. Nearly all participants in the study discussed the impact of having responsibility of a positional leadership role in the fraternity. The opportunity that was presented because of these showed how much conflict is a part of exercising leadership in the fraternity setting. Several participants noted that having to see each other in the hallways of the fraternity home was a unique aspect of their leadership development. One participant shared that a fraternity experience was different from an office environment where you are able to have a disagreement and then you each return to your office. The fact that you have to wake up and live with your brothers each day was a key influence to their leadership identity.

Several of the participants highlighted the amount of responsibility given to an 18-22-year-old student from the alumni of the fraternity as being key to development. One participant

described the jump from being in high school one year and then the next year having the opportunity to serve on a fraternity executive board as “mind blowing.” The fraternity setting is a place that allows for this type of development that would be difficult to find in other student organizations. This helps further explain how psychosocial development cited by Erikson (1968), Chickering and Reisser (1993) is created in college students.

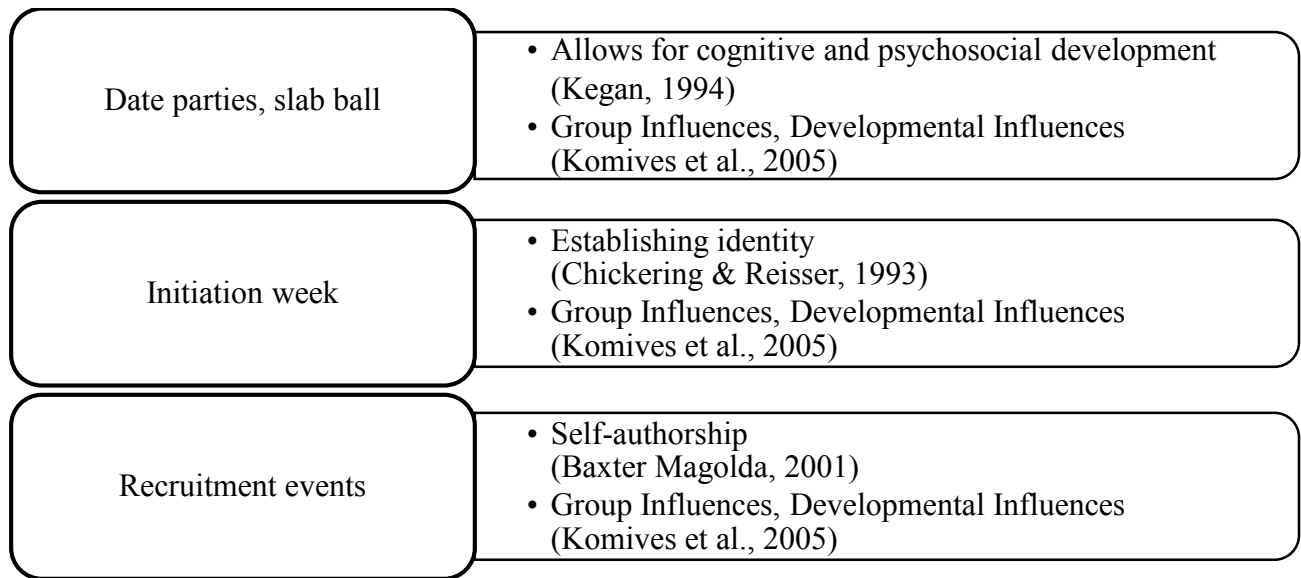
The ability to manage emotions and manage competence can be found in the student responses and is directly associated with the Leadership Identity Model cited by Komives et al. (2005) of the positional leadership roles. One of the research questions for this study sought to understand the processes that take place in the fraternity home that impact leadership identity development. It is clear that the structure of having an executive council with significant positional leadership roles is a part of how leadership identity is developed in a fraternity home. The ability to serve in a leadership role as a freshman was cited by the participants of this study as having a positive impact of the fraternity.

Brotherhood events

The rush chair was discussed by most of the participants in having the first point of contact while recruiting the participant to the fraternity home. A category that was consistently shared was the positive perception of the fraternity home that was presented from the rush chair in using words such as networking and leadership to describe positive attributes of the fraternity. Once inside the fraternity the events that followed seemed “forced” as one participant shared, but the result was very meaningful to help develop structure. Events such as initiation, date parties, slab ball, and other structured activities are planned activities to provide opportunities for the brothers to fellowship and to engage in a meaningful manner. These events led to greater breadth

and depth of relationships resulting in a significant impact on participant identity and development. Figure 5.1 illustrates the relationship between the meaningful events discussed by the participants and the developmental theories discussed in chapter 2.

Figure 5.5 Brotherhood events

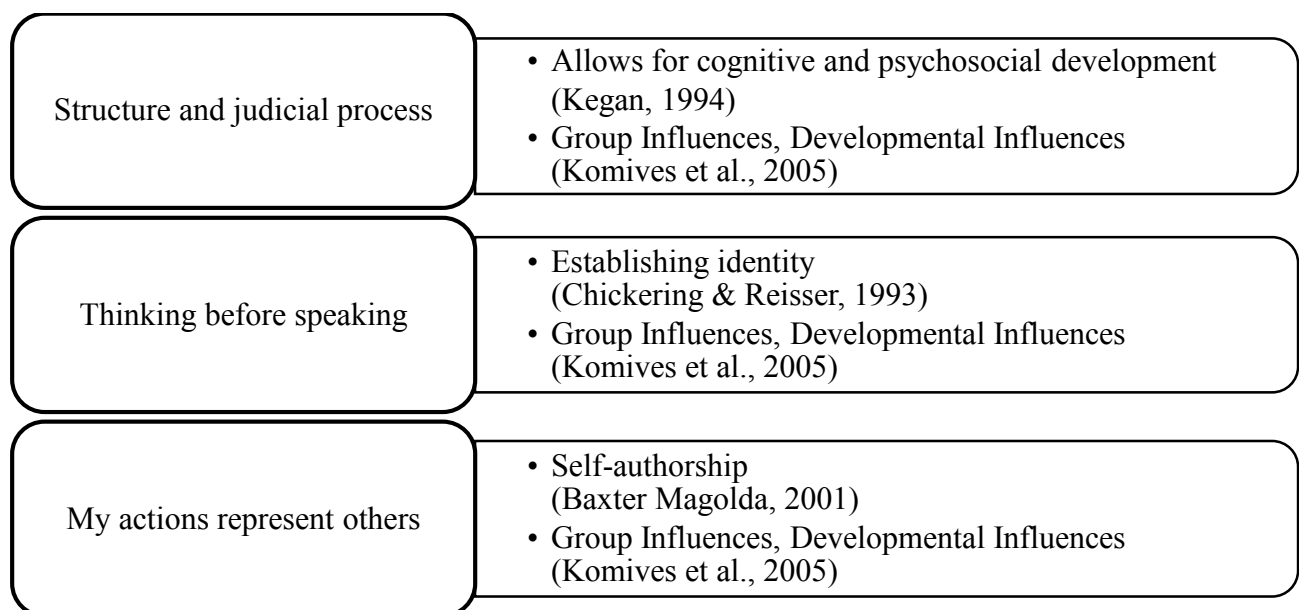


Advisors of Greek organizations should take note of the impact of the social events as a positive finding of the study in relation to how the members are forging relationships. In particular, this should be an area in which planning and preparation are given due attention to make certain the events are conducted in a manner consistent with the values of the organizations. Parties and other social events are often presented negatively for Greek organizations, but this highlights that key relationships were formed that impacted the identity of the students. Formal recruitment events, date parties, slab ball, and other events were all mentioned as key events in which brotherhood was formed. One student commented the social aspect of the fraternity experience as something that he believes as vital to his leadership identity development. This theme helps to address the research question in trying to understand the processes that impact the leadership identity development of its members.

Formal chapter meetings

The formal chapter meeting was a place discussed as having an impact on how the participants communicate with each other. One participant expressed that the chapter meeting was a place that fraternity members had to have their thoughts together to share opinions because eighty other guys were listening to what was being discussed. The chapter meetings were directly connected to developing self of the Leadership Identity theory (Komives et al., 2005). Students shared how they became more aware of their words and actions when brought to light in a formal chapter meeting setting. Many of the components of developing such as applying new skills were found during these chapter meetings. This illustrates the importance of having a formal meeting to enable these types of interactions and development to occur. One student commented on the process of learning how to think before speaking, a skill refined due to involvement in chapter meetings. This process, described by Piaget (1972) as a skill in formal operations stage, is characteristic of a strong leader.

Figure 5.6 Formal chapter meetings



Skills and participation in chapter meetings illustrated the group influence in leadership development. Group influence includes perceptions of authority in the chapter and the impact it had on them cognitively and socially. The theory of Chickering and Reisser (1993), Kohlberg (1986), and Baxter Magolda (2001) helped inform how this development was crucial to the students. Students being cognizant of the need and the skill to engage in critical thinking prior to speaking or acting was evidence of positive experiences from the chapter meetings. This theme helps to address the research question in trying to understand the processes that impact the Leadership Identity development of its members. Confidence was also a common characteristic that was mentioned as a product of the chapter meetings. This can be easily connected to the positional leadership roles finding that comes from this study. One area that was demonstrated to be a significant identity for the members who lived in the fraternity was the opportunity to grow and develop by interacting with others under at times difficult circumstances that require negotiation and problem solving skills.

One area that advisors of Greek organizations can take note of in this finding is to allow the students to engage in these types of experiences to enable development and growth. Advisors may have the tendency to fix the problem or step in and address the challenge occurring in the organization. However, the participants in the study stated that through these experiences development and growth occur in leadership identity. Leadership educators can use these experiences to facilitate conversations about how leadership is exercised or practiced with their organizations. The overall conversation on leadership is found in contemporary terms around the common good. The fraternity setting is a prime example of a group of people working toward a common good.

Overall Implications for Student Affairs Administrators

Offices of Student Life spend significant time and resources to make certain the new members coming into the college setting are addressed with in terms of orientation and new members programs. This study highlights the importance of spending time with the older members in the organizations to make sure they are providing the appropriate support and mentorship that the new members are seeking. Students who come into the university setting for the first time are very “moldable” as one participant in this student commented. A recent study informs the need to use mentors to help in the area of the LID theory as a mean of influencing student development (Komives et al., 2009). Mentors can help students think critically and challenge their own views of leadership. This is key part of how develop and specifically leadership identity development can take place. A formalized structure for allowing mentors to engage with students can be found inside and outside the fraternity.

The formal chapter meetings and other structured events need to have a check and balance system in place to provide opportunities to question of how they are being conducted. Students cited these settings to being significant to their development. For example, rush events and chapter meetings should be conducted in a way that reflects the values of the organization they are representing. It is no secret that Greek organizations are founded on worthy and noble values such as service, leadership, and character (Pavela, 1995; Torbenson, 2009). However, those values need to be reflected throughout the organization and need to be visible in how the organization operates. Alumni advisors and Greek life staff members should be engaged in these formal meetings to help facilitate the meetings in a way that is positive for student development.

Overall Implications for Leadership Educators

The opportunity to teach leadership in a horizontal manner versus a top down approach has drastically advanced over the last past decade. This study helps remind leadership educators of significant topics to address for student in understanding their thoughts and views of leadership. Furthermore, this study helps reinforce the need for allowing diversity to be a part of teaching leadership. Students acknowledged in this student that hearing a differing viewpoint as a positive to them and their development. Furthermore, we should be reminded that diversity to students can be viewed as a significant part of their college experience – as some students would acknowledge for the first time.

Leadership educators should be able to use the grounded theory of leadership identity and the leadership identity development (LID) model as substantive tools to inform how one assumes a leadership identity. An example could be found in the well noted life history calendar exercise, as student are able to discover the developmental influences that shaped they will better understand their thoughts on leadership. A K-12 developmental model for leadership was noted in a previous study in using the LID in a practical manner (Komives, 2009). This study reported the impact of leadership identity formation prior to college indicating it would helpful for the conversation of leadership education to have a pre-college focus.

The role of feedback and reflective learning from the educator can be found helpful in the context of expanding how students view and exercise leadership. Previous studies have cited coaching methods to be used by educators to help in this area of giving feedback (Van Velsor & Drath, 2004). Providing opportunities for interaction between the teacher and student or between outside mentors to students who allow for an opportunity of reflective learning can be a fruitful experience for the student. This study was noted as having students enjoy the opportunity to go

down “memory lane” to reflect on key experiences that took place during the residential fraternity experience. One participant commented “these are deep questions” during the interview portion of this study. Leadership educators should allow this to encourage them to engage students with deep and meaningful questions.

Students who are a part of a Greek life setting are known to have a group dynamic that is different than their non-Greek peers. Allowing this to help in the classroom can provide educators an opportunity to teach about the role of group structure that produces a family feeling inside the fraternity or sorority home. Older and younger members can impact each in providing for a leadership identity to be developed.

Recommendations for Future Study

This study reports how a residential living experience of the fraternity home impact the leadership identity development of its members. Furthermore, the present study was selective in only asking students who lived in the fraternity home for at least six semesters to be a part of the study. A future study could ask for students who have lived in the fraternity home for only one year to seek understanding of how significant that time was for the student. Many of the participants of this study shared how critical that first year was to their personal and leadership development. A future study could further examine member development the first year of living in a fraternity home.

Another area of research would be to study students who have lived in a residential hall setting for six or more semesters. Collecting this data would allow comparison to the present study. Comparative data would allow Greek life and resident hall staff to understand the practices that are similar in terms of developing character and leadership development for students. A

focus on sorority members who have lived in a Greek house for at least six semesters would give a benchmark to compare how genders are similar or different in terms of the leadership identity.

This study did not seek out students who help a positional leadership title or role within the fraternity. A future study could one that only has fraternity members who hold or have held leadership roles within the fraternity. The question of how much of a role parents should have in the lives of a college student could be an area of future research. Parenting styles could provide a greater context into how a student develops their identity as a leader. Student affairs professionals could use information on much involvement from parents is needed on a college or university setting.

A future study could also look at how the differing approaches to advising foster a positive environment for student development. This could lead to the fact of a more hands on style of advising as compared to a student driven focus of advising. The role of advising points to several critical areas such as problem solving and role models for student development. Future studies regarding students who have graduated in understanding how group identity has taken place away from the fraternity home experience. Do students who have engaged in the group process of fraternity experience demonstrate a greater commitment to groups once they have graduated? This could helped information for employers to know regarding hiring of students who have a Greek affiliation as compared to a non-Greek affiliation.

Theoretical Framework Revisited

The grounded theory of leadership identity was only developed ten years prior to this study. Komives et al. (2005) highlighted key influences to how college students develop their leadership identity. This study used the work of grounded theory to answer the question, how does one develop a leadership identity? The outcomes that were found in this work by Komives

et al. (2005) such as developing self, group influences, and developmental influences were all a part of this present study as illustrated in Appendix P. Furthermore, the classic theories of psychosocial, cognitive, and moral development theory were each used to ground the study. Students were challenged in their fraternity home experience with competing values of academic and social experiences. Also, students were forced to think about where their values prior to college were formed and how they were influenced by the fraternity home experience. The fraternity home provided the students to grow in their ability to see their world from their own point of view in relation to others points of view.

Many scholars have studied the impact of Greek life, residential living, and leadership. However, studies that have narrowly focused on leadership identity have not been fully examined in the field. This study used foundational and recent research, in addition to development models to understand how leadership identity is formed. A recent study reported there is still debate if the original work by Komives et al. (2005) is accurate in the stage development of leadership identity (Wagner, 2013). This study adds to the body of literature and theory on how one develops a leadership identity.

Summary

Chapter Five presented a discussion, implications, and conclusions of the data in this study. The researcher sought to understand the residential living experience of a fraternity home and the impact it has on the leadership identity of the students. The work of the grounded theory of leadership identity by Komives et al. (2005) served as the foundation to understand the development of leadership identity. It is the hope of the researcher that by providing insight on the interactions inside the walls of a fraternity home that college and university professionals will have additional information to enhance student experiences.

The conversation on Greek life is one that can be fascinating to study because of the history associated with fraternity and sorority life. In particular, the group that was a part of this study was considered a high-functioning chapter as measured by the awards and recognition it has received over the past several years. It is the researcher's belief that because it currently is operating at a high level, the findings/themes that are associated with this study are meaningful and provide additional tools to enhance leadership development in all Greek life and other student development systems. While the spirited debate will continue as to whether fraternal organizations are helpful to colleges and student development, this study provides contemporary insight regarding the perceptions of the interactions within a fraternity home.

References

- Anson, J.L., & Marchesani, R.F. Jr. (1991). *Baird's Manual of American College Fraternities* (20th ed.). Indianapolis, IN: Baird's Manual Foundation.
- Asel, A.M., Hevel, M.S., Martin, G.M., & Pascarella, E.T. (2011). New evidence on the effects of fraternity and sorority affiliation during the first year of college. *Journal of College Student Development*, 52, 543-559.
- Asel, A.M., Pacarella, E.T., & Seifert, T.A. (2009). The effects of fraternity/sorority membership on college experiences and outcomes: A portrait of complexity. *The Research Journal of the Association of Fraternity/Sorority Advisors*, 4, 1-15.
- Astin, A.W. (1993). *What matters in college: Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Astin, A.W., & Astin, H.S. (2000). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek, MI: W.K. Kellogg Foundation.
- Baier, J. & Whipple, E. (1990). Greek values and attitudes: A comparison with independents. *NASPA Journal*, 28, 43-53.
- Baxter Magolda, M.B., (1998). Developing self-authorship in young adult life. *Journal of College Student Development*, 39, 143-156.
- Baxter Magolda, M.B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus.
- Baxter Magolda, M. B. (2004). Self-authorship as the common goal of twenty-first century Education. In M. B. Baxter Magolda & P.M. King (Eds.), *Learning partnerships: Theory And models of practice to educate for self-authorship* (pp. 1-36). Sterling, VA: Stylus.
- Bureau, D. (2010). Fraternities and sororities support leadership development! How do we

- know? *Oracle: The Research Journal of the Association of Fraternity Advisors*, 5, 5-8.
- Burns, J.M. (1978). *Leadership*. New York, NY: Harper & Row.
- Chickering, A.W. (1969). *Education and Identity*. San Francisco, CA: Jossey-Bass.
- Chickering, A.W. & Reisser, L.W. (1993). *Education and identity* (2nd ed.). San Francisco, CA Jossey-Bass.
- Cory, A. J. (2011). *The influence of fraternity or sorority membership on the Leadership Identity development of college student leaders* (Doctoral Dissertation). Retrieved from ProQuest. (3460368).
- Covey, S.R. (1992). *Principle-centered leadership*. New York, NY: Simon & Schuster.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: SAGE.
- Creswell, J.W. (2013). *Qualitative inquiry & research design*, (3rd ed.). Los Angeles, CA: SAGE.
- Day, D. V., Harrison, M.M., & Halpin, S.M. (2009). *An integrative approach to leader development: Connecting adult development, identity, and expertise*. New York: Routledge.
- Dugan, J.P. (2008). Exploring relationships between fraternity and sorority membership and socially responsible leadership. *Oracle: The Research Journal Association of Fraternity Advisors*, 3, 16-25.
- Dungy, G.J. (1999). Greek tragedies, Greek revivals. *Trusteeship*, 4, 23-27.
- Erikson, E. (1950). *Childhood and society*. New York, NY: Norton.
- Erikson, E.H. (1968). *Identity: Youth and crisis*. New York, NY: Norton.

- Evans, N.J., Forney, D.S., Guido-DiBritto, F., Patton, L., & Renn, K. (2009). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Gilligan, C. (1977). In a different voice: Women's conceptions of self and morality. *Harvard Educational Review*, 47, 481-517.
- Gregory, D.E. & associates (2003). *The administration of fraternal organizations on North American campuses: a pattern for the new millennium*. Asheville, NC: College Administration Publications.
- Horowitz, H.L. (1987). *Campus life: Undergraduate cultures from the end of the eighteenth century to the present*. New York, NY: A.A. Knopf
- Kegan, R. (1982). *The evolving self*. Cambridge, MA: Harvard University Press.
- Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.
- Kelly, D.R. (2008). Leadership development through the fraternity experience and the relationship to career success after graduation. *Oracle: The Research Journal of the Association of Fraternity Advisors*. 3, 1-12.
- Kohlberg, L. (1986). *The philosophy of moral development*. San Francisco, CA: Harper and Row.
- Komives, S.R., Lucas, N., & McMahon, T.R. (1998). *Exploring leadership: For college students who want to make a difference*. San Francisco, CA: Jossey-Bass.
- Komives, S. R., Longenecker, S. D., Mainella, F., Osteen, L., Owen, J. E., & Wagner, W. (2009). Leadership Identity development: Challenges in applying a developmental model. *Journal of Leadership Education*, 8, 11-47.

- Komives, S. R., Longerbeam, S.D., Mainella, F.C., Osteen, L., & Owen, J.E. (2005). Developing a Leadership Identity: A grounded theory. *Journal of College Student Development, 46*, 593-611.
- Komives, S.R., Longerbeam, S.D., Owen, J. E., Mainella, F.C., & Osteen, L. (2006). A Leadership Identity development model: Applications from a grounded theory. *Journal of College Student Development, 47*, 401-418.
- Komives, S. R., and Woodward, D. B., Jr. (2003). *Student Services: A Handbook for the Profession* (4th ed.). San Francisco, CA: Jossey-Bass.
- Kvale, S. (1996). *Interviews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage Publishing.
- Lawhead, J. (2013). *Leadership Identity development in Greek life organizations: Lessons learned*. (Doctoral dissertation). Retrieved from <http://umwa.memphis.edu/etd>
- Long, L.D. (2012). Unchallenged, professed core values: Do undergraduate fraternity/sorority members actually benefit in the areas of scholarship, leadership, service, and friendship? *College Student Affairs Journal, 30*, 15-30.
- Longerbeam, S. D. (2004). The leadership bookshelf: In over our heads. *Concepts & Connections: A Publications for Leadership Educators, 12*, 12-13.
- Maslow, A. (1943). A theory of human motivation. *Psychological Review, 50*, 370-96.
- Maslow, A. (1968). *Toward a psychology of being*. (2nd Ed.) Princeton, NJ: Van Nostrand.
- Mathiasen, R.E. (2000). Moral development in fraternity members: A case study. *College Student Journal, 242-252*.

- Merriam, S.B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Molasso, W. R. (2005). A content analysis of a decade of fraternity/sorority scholarship in student affairs research journals. *Oracle: The Research Journal of the Association of Fraternity Advisors, 1*, 1-9.
- Myers, D.G. (2011). *Psychology* (10th ed.). Boston, MA: Worth Publishers.
- Pascarella, E.T., Edison, M., Nora, A., Hagerdorn, L., & Terenzini, P. (1996). Influences on students' openness to diversity and challenge in the first year of college. *Journal of Higher Education, 67*, 174-195.
- Pascarella, E.T., & Terenzini, P.T. (2005). *How college affects students: A third decade of research*. San Francisco, CA: Jossey-Bass.
- Pavella, G. (1995). Greek life: A foundation for the future. *Synthesis: Law and policy in higher education, 7*, 489-508.
- Piaget, J. (1972). *The psychology of the child*. New York: Basic Books.
- Pike, G.R. (2000). The influence of fraternity or sorority membership on college experience and cognitive development. *Research in Higher Education, 41*, 117-139.
- Pike, G.R. (2003). Membership in a fraternity or sorority, student engagement, and educational Outcomes at AAU public universities. *Journal of College Student Development, 44*, 369-382.
- Pike, G.R., & Askew, J.W. (1990). The impact of fraternity or sorority membership on academic involvement and learning outcomes. *NASPA Journal, 28*, 13-19.
- Rost, J.C. (1993). *Leadership for the 21st century*. Westport, CT: Praeger Publishers.
- Rudolph, F. (1962). *The American college & university: A history*. Athens, GA: University of

- Georgia Press.
- Schlossberg, N.K. (1981). A model for analyzing human adaptation to transition. *Counseling Psychologist, 9*, 2-18.
- Thelin, J.R. (2004). *A history of American higher education*. Baltimore, MD: Johns Hopkins.
- Torbenson, C.L. (2009). From the beginning: A history of college fraternities and sororities. In History of college fraternities and sororities. In C.L. Torbenson & G.S. Parks (Eds.), *Brothers and sisters: Diversity in college fraternities and sororities* (pp. 15-45). Cranbury, NJ: Associated University Press.
- Tripp, R. (1997). Greek organizations and student development: A review of the literature. *Student Affairs Journal, 16*, 31-39
- Uhl-Bien, M. (2006). Relational leadership theory: Exploring the social processes of leadership and organizing. *The Leadership Quarterly, 17*, 654-676.
- Van Velsor, E., & Drath, W. H. (2004). A lifelong developmental perspective on leader development. In C. D. McCauley & E. Van Velsor (Eds.), *The Center for Creative Leadership handbook of leadership development* (pp. 383–414). San Francisco: CA, Jossey-Bass.
- Vetter, M. (2011). Fraternity and sorority thriving: A residential perspective. *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors, 6*, 54-75.
- Wagner, W. (2011). *Examining developmental stages of leadership for colleges: A Leadership Identity Modelation study of the Leadership Identity development model* (Doctoral Dissertation). College Park, MD: University of Maryland.
- Weschler, H., Kuh, G.D., & Davenport, A.E. (1996). Fraternities, sororities, and binge drinking: Results from a national study of American colleges. *NASPA Journal, 33*, 260-279.
- Woolfolk, A. (2016). *Educational psychology*. Boston, MA: Pearson.

Appendix A - Greek affiliation

- There are over 9 million Greek members nationally
- Of the nation's 50 largest corporations, 43 are headed by fraternity men.
- 85% of the Fortune 500 executives belong to a fraternity.
- 40 of 47 U.S. Supreme Court Justices since 1910 were fraternity men.
- 76% of all Congressmen and Senators belong to a fraternity.
- Every U.S. President and Vice President, except two in each office, born since the first social fraternity was founded in 1825 have been members of a fraternity.
- 63% of the U.S. President's Cabinet members since 1900 have been Greek.
- A National Conference report shows a high percentage of the 4,000 NIC fraternity chapters are above the All-Men's scholastic average on their respective campuses.
- A U.S. Government study shows that over 70% of all those who join a fraternity/sorority graduate, while under 50% of all non-fraternity/sorority persons graduate.
- Less than 2% of an average college student's expenses go toward fraternity dues. (U.S. Office of Education)
- Over 85% of the student leaders on some 730 campuses are involved in the Greek community.
- 1 st Female Senator was Greek
- 1 st Female Astronaut was Greek
- All of the Apollo 11 Astronauts are Greek
- Over \$7 million is raised each year by Greeks nationally
- The Greek system is the largest network of volunteers in the US, with members donating over 10 million hours of volunteer service each year
- 71% of those listed in "Who's Who in America" belong to a fraternity
- As Alumni, Greeks give approximately 75% of all money donated to universities
- There are 123 fraternities and sororities with 9 million members total
- There are 750,000 undergraduate members in 12,000 chapters on more than 800 campuses in the USA and Canada

Source: Center for the Study of the College Fraternity, Indiana University, Bloomington, IN

Appendix B - Leadership Identity Development model and theory

Leadership Identity Development (LID)			
Research Team examines how other Developmental Models inform LID - DRAFT- (11/17/03)			
Leadership Identity Development Model	Robert Kegan (1994) Stages of Consciousness SUBJECT	<u>Lines of development</u> a-cognitive b. interpersonal c-intrapersonal OBJECT	Baxter Magolda (2001) [journey to self authorship]
1 Awareness	1 a-Perceptions (fantasy); b-Social Perceptions c-impulses	Movement sensation	Following formulas
1 transition			
2 Exploration/engagement	2 a-concrete (actuality, data, cause-effect); b-point of view (role-concept, simple reciprocity) c-enduring dispositions (needs preferences, self concept)	Perceptions Social perceptions impulses	Believe authority's plans; define self through external others; act in relationships to acquire approval
2 transition			
3 Leader identified <i>Emerging & immersion</i>	3 <i>traditionalism</i> a-abstractions (Ideality, inference, generalization, hypothesis, proposition, ideals, values)	Concrete	Crossroads Question plans-see need for own vision; realize dilemma of external def-see need for internal identity; realize dilemma of focusing on external approval-need to bring self to relationships
3 transition	b-Mutuality/ Interpersonalism (role consciousness, mutual reciprocity) c-Inner States (Subjectivity, self-consciousness)	Point of view Enduring dispositions needs, prefs	
4 LeaderSHIP differentiated <i>Emerging & immersion</i>	4 <i>modernism</i> a-abstract systems (ideology, formulation, authorization, relations between abstractions)	Abstractions	Becoming the author of one's life Choose own beliefs; choose own values, identity I context of external focus; act in relationships to be true to self
4 transition	b-Institution (relationship-regulating forms, multiple-role consciousness) c-Self-authorship (self-regulation, self-formation, identity, autonomy, individuation)	Mutuality Interpersonalism Inner states Subjectivity Self-conscious-ness	
5 Generativity			Internal foundation Grounded in internal belief system; in internal coherent sense of self in mutuality
5 transition			
6 Internal-ization/synthesis	5 <i>post modernism</i> a-dialectical (trans-ideological/post-ideological, testing formulation, paradox contradiction, oppositeness) b-Inter-institutional (relationship between forms, interpenetration of self and other) c-Self-transformation (interpenetration of selves, inter-individuation)	Abstract system Ideology Institution Relationship- regulating forms self-authorship Self-regulation Self-formation	

Leadership Identity Development Model	Chickering & Reisser's vectors (1993) <i>psychosocial</i>	Perry (1970) <i>cognitive</i>	Belenky, Clinchy, Goldberger, & Tarule (1986) <i>cognitive</i>	Baxter Magolda (1992) <i>cognitive</i>
1 Awareness		Dualism	Silence	Absolute knowing
1 transition			Received knowing	
2 Exploration/ engagement	*Developing competence *Managing emotions	Multiplicity	Subjective knowing	Transitional knowing
2 transition				
3 Leader identified <i>Emerging & immersion</i>				
3 transition	*Moving through autonomy toward inter-dependence	Relativism	Procedural knowing (Separate knowing; connected knowing)	Independent knowing
4 Leader SHIP differentiated <i>Emerging & immersion</i>	*Developing mature interpersonal relationships			
4 transition	*Establishing identity		Constructed knowing	
5 Generativity	*Developing purpose	Commitment in Relativism		
5 transition				
6 Internalization/ synthesis	*Developing integrity			

- Baxter Magolda, M. B. (1992). *Knowing and reasoning in college: Gender-related patterns in students' intellectual development*. San Francisco: Jossey-Bass.
- Baxter Magolda, M.B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Sterling, VA: Stylus Publishing, LLC.
- Belenky, M.F., Clinchy, B.M., Goldberger, N.R., & Tarule, J.M. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York: Basic Books.
- Chickering, A. W., & Reisser, L. (1993). *Education and identity* (2nd ed.). San Francisco: Jossey-Bass.
- Erikson, E. H. (1959). Identity and the life cycle. *Psychological Issues, 1*, 1-171.
- Kegan, R. (1994). *In over our heads: The mental demands of modern life*. Cambridge, MA: Harvard University Press.
- Komives, S. R., Casper, J. O., Longenecker, S., Mainella, F.C., & Osteen, L. (October 13, 2003). *Leadership identity development model: A grounded theory*. Unpublished paper. College Park, MD: University of Maryland.
- Perry, W. G., Jr. (1970). *Forms of intellectual and ethical development in the college years: A scheme*. New York: Holt, Rinehart and Winston.

Appendix C - Leadership Identity Development Model

FIGURE 1. *continued*

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

FIGURE 1. *continued*

The KEY	4 Leadership Differentiated			5 Generativity		6 Integration/Synthesis
	Emerging	Immersion	Transition		Transition	
Transition • Shifting order of consciousness • Take on more complex leadership challenges	• Joining with others in shared tasks/goals from positional or non-positional group roles • Need to learn group skills <i>New belief that leadership can come from anywhere in the group (non positional)</i>	• Seeks to facilitate a good group process whether in positional or non positional leader role • Commitment to community of the group <i>Awareness that leadership is a group process</i>		• Active commitment to a personal passion • Accepting responsibility for the development of others • Promotes team learning • Responsible for sustaining organizations		• Continued self-development and life-long learning • Striving for congruence and internal confidence
• Holding a position does not mean I am a leader"	"I need to lead in a participatory way and I can contribute to leadership from anywhere in the organization"; "I can be a leader without a title"; "I am a leader even if I am not the leader"	"Leadership is happening everywhere; leadership is a process; we are doing leadership together; we are all responsible"	"Who's coming after me?"	"I am responsible as a member of my communities to facilitate the development of others as leaders and enrich the life of our groups"	"I need to be true to myself in all situations and open to grow"	"I know I am able to work effectively with others to accomplish change from any place in the organization"; "I am a leader"
• Recognition that I cannot do it all myself • Learn to value the importance/talent of others	• Learn to trust and value others & their involvement • Openness other perspectives • Develop comfort leading as an active member • Let go control	• Learns about personal influence • Effective in both positional and non-positional roles • Practices being engaged member • Values servant leadership	• Focus on passion, vision, & commitments • Want to serve society	• Sponsor and develop others • Transforming leadership • Concern for leadership pipeline • Concerned with sustainability of ideas	• Openness to ideas • Learning from others	• Sees leadership as a life long developmental process • Want to leave things better • Am trustworthy and value that I have credibility • Recognition of role modeling to others
• Meaningfully Engage With Others • Look to group resources	• Seeing the collective whole; the big picture • Learn group and team skills	• Value teams • Value connectedness to others • Learns how system works	• Value process • Seek fit with org. vision	• Sustaining the organization • Ensuring continuity in areas of passion/ focus	• Anticipating transition to new roles	• Sees organizational complexity across contexts • Can imagine how to engage with different organizations
• Older peers as sponsors & mentors • Adults as mentors & meaning makers • Learning about leadership	• Practicing leadership in ongoing peer relationships	• Responds to meaning makers (student affairs staff, key faculty, same-age peer mentors)	• Begins coaching others	• Responds to meaning makers (student affairs staff, same-age peer mentors)	• Shared learning • Reflection/retreat	• Re-cycle when context changes or is uncertain (contextual uncertainty) • Enables continual recycling through leadership stages
	Interdependent					

Appendix D - Timeline of fraternities

Fraternity & Sorority History Timeline (Drexel History in Bold)

- Early 18th Century – US Colleges & Universities began & Literary Societies began soon after
- 1750 – Flat Hat Club Society – College of William & Mary (VA)
- 1751 – P.D.A. Society – College of William & Mary (VA)
- 1776 – Phi Beta Kappa – College of William & Mary (VA)
- 1825 – Kappa Alpha Society – Union College (NY)
- 1827 – Sigma Phi Society – Union College (NY)
- 1827 – Delta Phi Fraternity – Union College (NY) – first to use term ‘fraternity’
- 1832 – Alpha Delta Phi – Hamilton College (NY)
- 1834 – Social Fraternity of William’s College (MA) – later Delta Upsilon Fraternity
- 1837 – Mystical 7 – Wesleyan University
- 1839 – Beta Theta Pi – Miami University (OH)
- 1844 – Delta Kappa Epsilon – Yale (MA)
- 1848 – Phi Delta Theta – Miami University (OH)
- 1851 – Adelphean Society - Wesleyan Female College (GA) – later Alpha Delta Pi Fraternity – first women’s fraternity
- 1852 – Philomathean Society - Wesleyan Female College (GA) –later Phi Mu Fraternity – 2nd oldest women’s fraternity
- 1852 – Phi Kappa Psi – Jefferson College (PA)
- 1855 – Sigma Chi – Miami University (OH)
- 1856 – Theta Chi – Norwich University (VT)
- 1856 – Sigma Alpha Epsilon – University of Alabama (AL)
- 1865 – Alpha Tau Omega – Virginia Military Institute (VA)
- 1867 – I.C. Sororis – Monmouth College (IL) – later Pi Beta Phi
- 1868 – Pi Kappa Alpha – University of Virginia (VA)
- 1870 – Kappa Alpha Theta – DePaw University (IN) – first Greek letter women’s organization
- 1891 – Drexel Institute founded**
- 1895 – Alpha Chi Rho – Trinity College (CT)
- 1898 – Sigma Sigma Sigma – Longwood University (VA)
- 1899 – Tau Kappa Epsilon – Illinois Wesleyan (IL)
- 1900 – Lambda Upsilon Delta (C-1908) – First Drexel Fraternity**
- 1901 – Alpha Sigma Alpha – Longwood College (VA)
- 1901 – Sigma Phi Epsilon – Richmond College (VA)
- 1902 – National Panhellenic Conference founded
- 1902 – Delta Zeta – Miami University (OH)
- 1904 – Pi Kappa Phi – College of Charleston (SC)
- 1905 – Tau Rho Delta (C-1915)**
- 1906 – Alpha Phi Alpha – Cornell University (NY) – first African American fraternity
- 1908 – Alpha Kappa Alpha - Howard University (DC) – first African American sorority
- 1909 – Sigma Alpha Mu – College of the City of New York (NY)
- 1909 – Alpha Phi (C-1911)**

1922 – Sigma Gamma Rho – Butler University (IN)
 1922 – Omega Delta Epsilon > Alpha Sigma Alpha
 1924 – Alpha Upsilon Mu >1941> Lambda Chi Alpha (rc 2009)
 1924 – Kappa Delta Gamma > Delta Sigma Epsilon >1956> Delta Zeta
 1927 – Delta Sigma Alpha >1940> Theta Chi
 1930 – NPHC founded
 1931 - Phi Iota Alpha – RPI (NY) – oldest active Latino fraternity
 1934 – Pi Sigma Gamma (C)
 1935 – Alpha Pi Lambda (rc 2006)
 1941 – Sigma Omicron Pi (C)
 1945 - Alpha Kappa Alpha Sorority (rc 2009)* - Philadelphia City-wide Chapter
 1947 – Delta Phi Epsilon (rc 2003)
 1948 – Phi Tau Delta >1950> Sigma Pi (C)
 1949 – Delta Kappa Rho >1965> Phi Kappa Sigma (C)
 1952 – Kappa Alpha Psi Fraternity*> Philadelphia City-wide Chapter
 1953 – Phi Omega >1956> Delta Sigma Phi (rc 2011)
 1954 – Alpha Beta Delta >1955> Tau Epsilon Phi (C)
 1954 – Phi Mu
 1959 – Omega Phi >> Phi Sigma Sigma
 1962 – Delta Iota >1965> Pi Lambda Phi (C)
 1963 – Beta Nu (C-1968)
 1963 – Iota Phi Theta – Morgan State University (MD) – African American fraternity
 1966 – Delta Sigma Theta Sorority (rc 2008)* - Philadelphia City-wide Chapter
 1966 – Sigma Alpha Theta >1971- Sigma Alpha Epsilon (rc 2007)
 1980 - Chi Upsilon Sigma - Rutgers (NJ)
 1982 - Lambda Upsilon Lambda - Cornell (NY)
 1983 – Phi Kappa Sigma (C)
 1988 – Lambda Upsilon Lambda (C)* - Philadelphia City-wide Chapter
 1992 – Alpha Chi Rho (rc 1997)
 1994 - Iota Nu Delta Fraternity - Binghamton University (NY)
 1994 - Sigma Psi Zeta Sorority - University of Albany (NY)
 1995 – Alpha Epsilon Pi
 1996 – Iota Phi Theta (C)
 1996 - Sigma Beta Rho Fraternity - University of Pennsylvania (PA)
 1997 – Chi Upsilon Sigma Sorority
 1997 – Iota Nu Delta Fraternity (rc 2008)
 1998 – Phi Beta Sigma Fraternity (C)
 1998 - Delta Phi Omega Sorority - University of Houston (TX)
 1998 – NALFO founded
 1998 – NMGC founded
 1999 – Sigma Phi Epsilon

Appendix E - Consent form

KANSAS STATE UNIVERSITY

INFORMED CONSENT TEMPLATE (with instructions)

(If you are performing research involving human subjects, it is your responsibility to address the issue of informed consent. This template is intended to provide guidance for crafting an informed consent document. The Committee for Research Involving Human Subjects (IRB) *strongly* recommends that you model your consent form on this template. However, if you choose a different approach, it must contain at a minimum the same elements as this standard version. Language and terminology used in the consent form must be written at no more than the 8th grade level, so that the potential participant can clearly understand the project, how it is going to be conducted, and all issues that may affect his or her participation. In addition, please write the consent form in a manner that addresses your subjects directly instead of writing it in a manner that addresses the University Research Compliance Office directly. *Information on the important issue of informed consent can be found in 45 CFR 46 at <http://ohrp.osophs.dhhs.gov/human-subjects/guidance/45cfr46.htm#46.116>. Federal law mandates that all signed and dated informed consent forms be retained by the P.I. for at least three years following completion of the study.*)

WAIVER OF INFORMED CONSENT: *There are limited instances where the requirement for a formal informed consent document may be waived or altered by the IRB.*

45 CFR 46 states that “ An IRB may waive the requirement for the investigator to obtain a signed consent form for some or all subjects if it finds either:

- 1) *That the only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting from a breach of confidentiality. Each subject will be asked whether the subject wants documentation linking the subject with the research, and the subject's wishes will govern; or*
- 2) *That the research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context.”*

(if a study employs only questionnaires and surveys as the source of their data, it may generally be assumed that to answer and return the questionnaire is an appropriate and sufficient expression of free consent. However, there are circumstances that might call this assumption into question – e.g., teacher-student relationship between the investigator and the subject, etc. However, a statement should be included on the questionnaire or survey form indicating that participation of the subject is strictly voluntary, the length of time reasonably expected to complete the questionnaire or survey form, and that questions that make the participant uncomfortable may be skipped.)

This form is designed to word process in the spaces provided – Microsoft Word. If you use this form, please delete all explanatory or administrative text in brackets. If you have questions, please call the University Research Compliance Office (URCO) at 532-3224, or the Chair of the Committee for Research Involving Human Subjects.)

PROJECT TITLE: The Impact of Living in a Fraternity Home on the Leadership Identity Development of its Members

APPROVAL DATE OF PROJECT:

EXPIRATION DATE OF PROJECT:

(both dates will be provided in the approval letter, dates must be in place before distributing to subjects)

PRINCIPAL INVESTIGATOR: Dr. Judy Hughey

CO-INVESTIGATOR(S): James Robert Love, II

CONTACT NAME AND PHONE FOR ANY PROBLEMS/QUESTIONS: Dr. Judy Hughey 785- 532-5527

IRB CHAIR CONTACT/PHONE INFORMATION: *(This information is for the subject in case he/she has questions, or needs or wants to discuss any aspect of the research with an official of the university or the IRB)*

- Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.
- Jerry Jaax, Associate Vice President for Research Compliance and University Veterinarian, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

SPONSOR OF PROJECT: (funding/contract entity)

PURPOSE OF THE RESEARCH: The purpose of this study is to explore the Leadership Identity development of students living in a fraternity home and to understand how fraternity members have been impacted by their Leadership Identity development. The researcher plans to use a variety of qualitative methods for the collection (focus groups and interviews) and analysis (categorical, aggregation, open coding) of data within the study to answer the following research question:

1. How does the experience of living in a fraternity home shape the Leadership Identity development of its undergraduate members? This study is set to bridge the gap in helping better comprehend how one's Leadership Identity development is impacted by living in a fraternity home.

PROCEDURES OR METHODS TO BE USED: Each of the interviews and focus groups will be recorded on an audio recorder and then transcribed. Once the transcription is completed, the document is given back to the participant to review for accuracy (Merriam, 1998). Themes will emerge as the interviews take place from the participants in the study. Categorical aggregation will be used to establish the themes or patterns (Creswell, 2013). As stated by Creswell (2013), steps including direct interpretation, patterns, and naturalistic generalizations will be used to analyze the data. Transcribed interviews, focus groups, and field notes will be used to help organize and classify the data. The researcher will provide rich description of the themes and categories through direct quotes from the participants. Participants in the study will share information that has taken place during their time in living in a fraternity home for at least six semesters. The experience that these students will have had will be able to shed greater insight into their identity and impact of their Greek residential living experience. To answer the research question, the researcher is planning to use two primary sources of data, (1) focus groups and (2) individual in depth, semi-structured, face-to-face interviews. The semi-structured interview found in Appendix C Focus groups will be used to allow the researcher understand how the fraternity home residential experience has impacted the Leadership Identity development of the students. Questions will be asked to allow students to explore in more detail questions that were discussed in the semi-structured interviews. Questions used during the focus groups are located in Appendix D. Field notes are captured immediately following some of the events to help provide further knowledge about the events that take place.

ALTERNATIVE PROCEDURES OR TREATMENTS, IF ANY, THAT MIGHT BE ADVANTAGEOUS TO SUBJECT:

LENGTH OF STUDY: Two months

RISKS OR DISCOMFORTS ANTICIPATED: None.

BENEFITS ANTICIPATED: Students will be given an opportunity to discuss their leadership experiences and perhaps gain insight into personal growth and development

EXTENT OF CONFIDENTIALITY: Participants will be assigned a number and referred to only using the assigned number. The researcher will inform about the purpose of the study and also the confidentiality of the responses given by the participant. Each participant will sign the consent form (Appendix B) and be provided a copy for their records. Each participant will also be given a copy of the letter to the participants (Appendix A) and information contact sheet (Appendix E).

IS COMPENSATION OR MEDICAL TREATMENT AVAILABLE IF INJURY OCCURS: *(in cases where more than minimal risk is involved)*

PARENTAL APPROVAL FOR MINORS: (if minors or those who require the approval of a parent or guardian are participants, you should include a space for their consenting signature)

TERMS OF PARTICIPATION: (Include the following statements or one minimally modified) **I understand this project is research, and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled.**

I verify that my signature below indicates that I have read and understand this consent form, and willingly agree to participate in this study under the terms described, and that my signature acknowledges that I have received a signed and dated copy of this consent form.

(Remember that it is a requirement for the P.I. to maintain a signed and dated copy of the same consent form signed and kept by the participant

Participant Name: _____

Participant Signature: _____

Date: _____

Witness to Signature: (project staff) _____

Date: _____

Appendix F - Letter to participants

Dear (insert participant's name),

This letter is an invitation to participate in a study that I am conducting for my dissertation in the Student Affairs in Higher Education doctoral program at [REDACTED]. Below is more information about this project and what your involvement would entail if you decide to take part.

The project will me learn more about the impact of a fraternity membership in a residential living environment has on Leadership Identity development for college students. As a current house director/advisor to a fraternity, I am excited to learn about the fraternity membership experience through this study.

Your involvement in this study is voluntary. It will involve participating in an interview and a focus group of approximately 60-90 minutes in length at a mutually agreed upon location and time. You may decline to answer any of the interview questions if you choose. Further, you may decide to withdraw from this study at anytime by informing me. With your permission, the interview will be audio-recorded to facilitate collection of information, and later transcribed for analysis. All information you provide is considered completely confidential. Your name or any other personal indemnifying information will not appear in the final dissertation resulting from this study; however, with your permission anonymous quotations may be used. Even though I may present the study findings to colleagues for their feedback, only my committee chair and I will have access to the data. There are no known anticipated risks to you as a participant in this study.

If you have questions regarding this study, or would like additional information to assist you in reaching your decision about participation please contact me by email at [REDACTED]. You can also contact my major professor, [REDACTED] at [REDACTED]. I would like to assure you that this study has been reviewed and received ethics clearance through the Institutional Review Board at [REDACTED]. However, the final decision about participation is yours. If you have comments or concerns resulting from your participation in this study, please contact me at 662-392-8595 or [REDACTED]. I look forward to speaking with you and thank you in advance for your assistance in this study.

Sincerely,

J.R. Love, II
Ph.D. candidate

[REDACTED]

Appendix G - Contact sheet

Principal Investigator: Dr. Judy Hughey

Phone: 785-532-5527

Email: jhughey@ksu.edu

Co-Investigator: James Robert Love, II

Phone: 662-392-8595

Email: jrllove51@ksu.edu

Appendix H - Interview questions

Developmental Influences:

1. Tell me a little about yourself – about your background and what brought you to (institution) and as well as your involvement here at (fraternity).
 - Activities during high school
 - Leadership roles in high school?
2. Tell me about your family of origin – parents, siblings, living situation, etc.
 - What effects do you think this had on your development?
3. Who served as significant role models for you before coming to college and why?

Group Influences:

1. What organizations are you involved with at (institution)?
 - When and why did you decide to live in fraternity house? What influenced these decisions?
2. Describe some of the fulfilling experiences you have had in your fraternity home?
Why did you think this was the case?
3. Think back to a time when you had a challenging experience in your fraternity home.
What happened? How did you handle it?
4. What have you learned about relating to other people from your fraternity living experience?
5. How have you changed since joining your chapter?

Changing View of Self with Others:

1. What kind of support systems do you have? What role have they played in your college experience so far?
2. How would you describe your relationships with closest circle of friends/peers? (Are these people part of your fraternity or Greek community?)
3. Do you have or have you had a mentor? If so, describe your relationship with this person.

Broadening View of Leadership:

1. How would you define leadership?

What is the role of a leader?

2. What makes someone a leader?
3. Do you consider yourself a leader?

Why?

When did you first perceive or believe you were a leader

Broadening View of Leadership:

1. What role do you believe your gender plays in your Leadership Identity or development?
2. What are the most important skills/attributes of a leader?
3. What do you believe has contributed to your identity as a leader at (institution)

Wrap up:

1. Is there anything you like to tell me about your experience in a fraternity home?
2. Is there anything you would like me to explain about the purpose of this interview or my research study?

Thank you very much for your participation and time. Review timeline from here (participants will be invited to review the transcript).

Appendix I - Field notes form

Interview Protocol

Title:

Date:

Time:

Location:

Interviewer:

Interviewee:

Opening statement/brief description: (READ)

Includes: Investigator motive; purpose of study; protection of respondents, including confidentiality, willing to continue participation, use of data, access to final report, and permission to record.

1. Research Question:

A. Probes

B. Thoughts

2. Sub-questions:

A. Probes

B. Thoughts

Thank participants.

Focus Groups Protocol

Title:

Date:

Time:

Location:

Interviewer:

Interviewee:

Opening statement/brief description: (READ)

Includes: Investigator motive; purpose of study; protection of respondents, including confidentiality, willing to continue participation, use of data, access to final report, and permission to record.

1. Research Question:

A. Probes

B. Thoughts

2. Sub-questions:

A. Probes

B. Thoughts

Thank participants.

Appendix J - Focus group questions

1. How has your relationships that you developed in a fraternity home affected your Leadership Identity development?
2. What do you believe is the role of the fraternity in developing leaders?
3. What role has conflict played in your Leadership Identity?
4. How have adult advisors influenced your Leadership Identity?
5. How have the interventions that are part of fraternity life impacted your Leadership Identity development?
6. Prior to your fraternity experience, what did you think leadership was and what do you think it is now?
7. Several of you talked about older members of the house having a key influence on you, how does a fraternity foster an environment where you have this influence?
8. What else would you like to share that I did not ask about in relation to your fraternity living experience?

Appendix K - Library email

Manhattan Public Library <mplreserve@manhattan.lib.ks.us>

Mon 10/13/2014 9:25 PM

Inbox

To:

James Love;

JR Love,

This is a reminder that you have the Friends' Room reserved on Thursday, October 16, 2014 at 1:00 PM for K-State.

The confirmation number is QBXJUJR. PLEASE BRING THIS NUMBER WITH YOU TO THE LIBRARY TO USE THE ROOM.

If equipment has been requested you will need to check in with the Technology staff for set up, press LINE 1 on the phone in the reserved meeting room.

Please let the library know if you need to change or cancel this reservation by calling 785-776-4741, x 120 during normal business hours.

Thank you,

Manhattan Public Library Room Reservations

Appendix L - Email to participants for review

Hello!

Attached you will find the transcript from your focus group. Please review when you have time and let me know if edits need to be made.

A couple of things to remember:

- 1) This is confidential so please do not share with others and be respectful of each other's comments.
- 2) Please look over your sections (you will find your *name in italicize* with the **question above in bold**).
- 3) If you feel there needs to be edits, please let me know.
- 4) I will edit for grammar, typos, spelling, punctuation, etc. but I want to make sure first it reflects what you are saying.

Remember NO NAMES will be used. Your name and names you cited will be CODED.

Once again, I appreciate you taking time to be a part of this study.

JR

Appendix M - Email to participants for review

Hello!

Attached you will find the transcript from your interview. Please review when you have time and let me know if edits need to be made.

A couple of things to remember:

- 1) This is confidential so please do not share with others.
- 2) If you feel there needs to be edits, please let me know.
- 3) I will edit for grammar, typos, spelling, punctuation, etc. but I want to make sure first it reflects what you are saying.

Remember NO NAMES will be used. Your name and names you cited will be CODED.

Once again, I appreciate you taking time to be a part of this study.

JR

Appendix N - IRB Forms

KANSAS STATE UNIVERSITY

INFORMED CONSENT TEMPLATE (with instructions)

(If you are performing research involving human subjects, it is your responsibility to address the issue of informed consent. This template is intended to provide guidance for crafting an informed consent document. The Committee for Research Involving Human Subjects (IRB) *strongly* recommends that you model your consent form on this template. However, if you choose a different approach, it must contain at a minimum the same elements as this standard version. Language and terminology used in the consent form must be written at no more than the 8th grade level, so that the potential participant can clearly understand the project, how it is going to be conducted, and all issues that may affect his or her participation. In addition, please write the consent form in a manner that addresses your subjects directly instead of writing it in a manner that addresses the University Research Compliance Office directly. *Information on the important issue of informed consent can be found in 45 CFR 46 at <http://ohrp.osophs.dhhs.gov/human-subjects/guidance/45cfr46.htm#46.116>. Federal law mandates that all signed and dated informed consent forms be retained by the P.I. for at least three years following completion of the study.*)

WAIVER OF INFORMED CONSENT: *There are limited instances where the requirement for a formal informed consent document may be waived or altered by the IRB.*

45 CFR 46 states that “ An IRB may waive the requirement for the investigator to obtain a signed consent form for some or all subjects if it finds either:

- 1) *That the only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting from a breach of confidentiality. Each subject will be asked whether the subject wants documentation linking the subject with the research, and the subject's wishes will govern; or*
- 2) *That the research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside of the research context.”*

(if a study employs only questionnaires and surveys as the source of their data, it may generally be assumed that to answer and return the questionnaire is an appropriate and sufficient expression of free consent. However, there are circumstances that might call this assumption into question – e.g., teacher-student relationship between the investigator and the subject, etc. However, a statement should be included on the questionnaire or survey form indicating that participation of the subject is strictly voluntary, the length of time reasonably expected to complete the questionnaire or survey form, and that questions that make the participant uncomfortable may be skipped.)

This form is designed to word process in the spaces provided – Microsoft Word. If you use this form, please delete all explanatory or administrative text in brackets. If you have questions, please call the University Research Compliance Office (URCO) at 532-3224, or the Chair of the Committee for Research Involving Human Subjects.)

PROJECT TITLE: The Impact of Living in a Fraternity Home on the Leadership Identity Development of its Members

APPROVAL DATE OF PROJECT:

EXPIRATION DATE OF PROJECT:

(both dates will be provided in the approval letter, dates must be in place before distributing to subjects)

PRINCIPAL INVESTIGATOR: Dr. Judy Hughey

CO-INVESTIGATOR(S): James Robert Love, II

CONTACT NAME AND PHONE FOR ANY PROBLEMS/QUESTIONS: Dr. Judy Hughey 785- 532-5527

IRB CHAIR CONTACT/PHONE INFORMATION: *(This information is for the subject in case he/she has questions, or needs or wants to discuss any aspect of the research with an official of the university or the IRB)*

- Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.
- Jerry Jaax, Associate Vice President for Research Compliance and University Veterinarian, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

SPONSOR OF PROJECT: (funding/contract entity)

PURPOSE OF THE RESEARCH: The purpose of this study is to explore the Leadership Identity development of students living in a fraternity home and to understand how fraternity members have been impacted by their Leadership Identity development. The researcher plans to use a variety of qualitative methods for the collection (focus groups and interviews) and analysis (categorical, aggregation, open coding) of data within the study to answer the following research question:

1. How does the experience of living in a fraternity home shape the Leadership Identity development of its undergraduate members? This study is set to bridge the gap in helping better comprehend how one's Leadership Identity development is impacted by living in a fraternity home.

PROCEDURES OR METHODS TO BE USED: Each of the interviews and focus groups will be recorded on an audio recorder and then transcribed. Once the transcription is completed, the document is given back to the participant to review for accuracy (Merriam, 1998). Themes will emerge as the interviews take place from the participants in the study. Categorical aggregation will be used to establish the themes or patterns (Creswell, 2013). As stated by Creswell (2013), steps including direct interpretation, patterns, and naturalistic generalizations will be used to analyze the data. Transcribed interviews, focus groups, and field notes will be used to help organize and classify the data. The researcher will provide rich description of the themes and categories through direct quotes from the participants. Participants in the study will share information that has taken place during their time in living in a fraternity home for at least six semesters. The experience that these students will have had will be able to shed greater insight into their identity and impact of their Greek residential living experience. To answer the research question, the researcher is planning to use two primary sources of data, (1) focus groups and (2) individual in depth, semi-structured, face-to-face interviews. The semi-structured interview found in Appendix C Focus groups will be used to allow the researcher understand how the fraternity home residential experience has impacted the Leadership Identity development of the students. Questions will be asked to allow students to explore in more detail questions that were discussed in the semi-structured interviews. Questions used during the focus groups are located in Appendix D. Field notes are captured immediately following some of the events to help provide further knowledge about the events that take place.

ALTERNATIVE PROCEDURES OR TREATMENTS, IF ANY, THAT MIGHT BE ADVANTAGEOUS TO SUBJECT:

LENGTH OF STUDY: Two months

RISKS OR DISCOMFORTS ANTICIPATED: None.

BENEFITS ANTICIPATED: Students will be given an opportunity to discuss their leadership experiences and perhaps gain insight into personal growth and development

EXTENT OF CONFIDENTIALITY: Participants will be assigned a number and referred to only using the assigned number. The researcher will inform about the purpose of the study and also the confidentiality of the responses given by the participant. Each participant will sign the consent form (Appendix B) and be provided a copy for their records. Each participant will also be given a copy of the letter to the participants (Appendix A) and information contact sheet (Appendix E).

IS COMPENSATION OR MEDICAL TREATMENT AVAILABLE IF INJURY OCCURS: *(in cases where more than minimal risk is involved)*

PARENTAL APPROVAL FOR MINORS: (if minors or those who require the approval of a parent or guardian are participants, you should include a space for their consenting signature)

TERMS OF PARTICIPATION: (Include the following statements or one minimally modified) **I understand this project is research, and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled.**

I verify that my signature below indicates that I have read and understand this consent form, and willingly agree to participate in this study under the terms described, and that my signature acknowledges that I have received a signed and dated copy of this consent form.

(Remember that it is a requirement for the P.I. to maintain a signed and dated copy of the same consent form signed and kept by the participant

Participant Name: _____

Participant Signature: _____

Date: _____

Witness to Signature: (project staff) _____

Date: _____

Appendix O - Representation of Themes

