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**MOTSINGER, Nanci Coggin, 1941-**  
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**COLLEGE CAMPUS: A CASE STUDY OF A LEADERSHIP**  
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The University of North Carolina at Greensboro,  
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SELECTED ENVIRONMENTAL FACTORS INFLUENCING  
ATTAINMENT OF POSITIONS OF LEADERSHIP  
ON A COLLEGE CAMPUS: A CASE STUDY  
OF A LEADERSHIP FRATERNITY

by

Nanci Coggin Motsinger

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the Faculty of the Graduate School of  
The University of North Carolina at Greensboro  
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Approved by:



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APPROVAL PAGE

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MOTSINGER, NANJI COGGIN. Selected Environmental Factors Influencing Attainment of Positions of Leadership on a College Campus: A Case Study of a Leadership Fraternity. (1974)

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#### ABSTRACT

The concept of leadership as related to groups provided the framework for the examination of perceived behavior within a small group of fraternity men at a small (1150 students), liberal arts, church-related campus in the southeastern United States. It had been previously determined that the sample (Alpha Phi Omega) had held a preponderance of campus leadership elective posts consistently over a period of several years.

The investigator selected the case method as the research design for the three year (1971, 1972, 1973) study. By procedures of observation, personal interviews, student and anecdotal records, it was determined that environmental factors had an effect upon leaders development. The five factors which were studied and analyzed were: (1) cooperation, (2) participation in fraternity approved activities, (3) group identification, (4) developmental tasks and (5) enculturation. These particular themes were selected because they appeared applicable to most formal organizations in our society and were deemed particularly appropriate to a socio-political framework of an educational organization.

The process of leader development was found to be fostered through group cohesiveness and continuity, esprit,

high member expectation, a strong pledge training program, and continued attainment of campus leadership positions. The process of enculturation employed by the fraternity had a positive relationship with the attainment of leadership posts.

The fraternity members demonstrated knowledge of several processes relevant to successful leader behavior. They had an understanding of the formal organization of the college campus, commanded peer approval, and observed the factors of "trade-offs" in power and the importance of critical timing in presenting proposals to the college administration.

The investigator considered three basic assumptions and determined that APO membership encourages and reinforces leader behavior. It was concluded that APO membership could make a significant difference in one's successful attainment of political office.

Conclusions were generalized that leadership could be learned and that additional group-leadership research would benefit other organizations. The need was found for further study of a longitudinal nature regarding leader development by fraternal organizations.

## ACKNOWLEDGEMENTS

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The research of this study was greatly aided by the staff and facilities of the Smith Richardson Foundation at

the Center for Creative Leadership in Greensboro, North Carolina. Of particular assistance were Dr. Robert Dorn and Mr. Frank Freeman.

Much appreciation is also expressed to President Wendell Patton and Dean William Guy for allowing time away from my responsibilities to complete this task. Special attention must be given to the Mu Xi Chapter of the Alpha Phi Omega Fraternity who inspired this study and for their willingness to aid this writer. (It should be pointed out that this study was not sponsored nor financially supported by either the national or local divisions of the Alpha Phi Omega Fraternity.) Sincere thanks are also given to the friends who typed so faithfully, Mrs. Martha Blake and Miss Linda Bagby, without thought of recognition, and to Dr. William L. DeLeeuw who gave unselfishly of his time in helping to editorialize this manuscript.

Without the early encouragement of my parents, Mr. and Mrs. William Homer Coggin, this program would probably never have begun; and without the inspiration of my husband, Carl, and daughter, Shandel, it could not have been completed. Thus, to my family for their patience, love, and sacrifice, this leadership study is appreciatively dedicated.



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## CHAPTER I

### INTRODUCTION

The concept of leadership has been written about for centuries, but only in the last four decades has a systematic investigation of the subject occurred. Early theorists sought to identify types of leaders through a trait approach but largely ignored the interaction between the individual leader, his followers, and the leadership situation. After World War II, numerous experimental studies relating to leadership and small groups were undertaken since the trait approach had not proven successful in explaining the phenomenon of leadership. It was found that leadership was transferable from one group situation to another and that there was a tendency for the leader of one group to emerge as a leader when placed in different group situations.<sup>1</sup> The data obtained from group studies rendered many traditional approaches to leadership obsolete. The literature suggested that college fraternities would

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<sup>1</sup>Ralph M. Stogdill, Leadership: A Survey of the Literature, Vol. I, Selected Topics (Greensboro, North Carolina: The Creativity Research Institute of the Smith Richardson Foundation, 1968), p. 66.

be an important group for study regarding factors thought to be associated with leadership.<sup>2</sup>

Our society, with its rapidly changing conditions, needs a thorough understanding of the leadership process as it relates to group-follower relationships. In fact, leaders and followers may be viewed as collaborators and exchangers of roles. Hollander has shown that very active followers frequently initiate leadership in group situations.<sup>3</sup> It would seem that leader selection and leader behavior are important and appropriate subjects for research.

In recent years there have been numerous indictments of the inability of American education to produce leaders. In the 1965 annual report of the Carnegie Corporation, John Gardner stated: "Colleges and universities are failing to encourage the development of leaders and are in many cases schooling students to avoid leadership responsibility."<sup>4</sup> He contended that college academic programs encouraged incipient scholars but did not produce leaders able to assume

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<sup>2</sup>Howard Johnson, "Education for Leadership," In Fred Hoyle (ed.) Requirements for Leadership in the 1980's: A Symposium (Chapel Hill, N.C.: The University of North Carolina, 1968), p. 69.

<sup>3</sup>E.P. Hollander, "Emergent Leadership and Social Influence," Leadership and Interpersonal Behavior, eds. Luigi Petrullo and Bernard M. Bass (New York: Holt, Rhinehart and Winston, 1961), pp. 30-47.

<sup>4</sup>John Gardner, "The Anti-Leadership Vaccine," The Annual Report of the Carnegie Corporation, 1965, p. 6.

societal positions of leadership. He further related ". . . we are in danger of falling under the leadership of men who lack the confidence to lead."<sup>5</sup> In his opinion, colleges have shown too little concern for the development of leaders. His charge of poor leadership training at the collegiate level has serious implications for our society as it would appear that society looks more and more to college educated persons for leadership.

The need for colleges to assume a major role in producing leaders has been affirmed by Rosenkens and Hansmeir. Their data noted that collegiate leadership was positively related to significant contributions in post-collegiate experiences. The college leader also tended to assume civic, business, and professional leadership roles upon leaving the academic sphere.<sup>6</sup>

More research is needed to identify students with leadership potential and to capitalize on their interest in leadership. According to studies by Beal, Bohlen and Raudabaugh, leader behavior can be learned and most people are capable of improving their leadership potential. They

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<sup>5</sup>Ibid., p. 8.

<sup>6</sup>R.W. Rosenkens and T.W. Hansmeir, "For Student Personnel Work: Our Desideratum," Journal of Higher Education, XXXII (October, 1961), 404-5.

stated ". . . leadership . . . is not a mystic something or other that one individual has and another has not."<sup>7</sup>

Since leadership can be learned and has a positive relationship to post-college leadership in society-at-large, this study will investigate some of the variables related to the leadership selection process by a service fraternity on a small college campus and will focus on the process of enculturation as a primary determiner of leadership development.

The need for studying the college fraternal system regarding effective leadership training methods which have a positive effect on post-college societal leadership has been verified by several researchers. The Report for President Truman's Commission on Higher Education some years ago declared ". . . the college campus itself should be employed as a laboratory of the democratic way of life . . . and that . . . more students must participate . . . ."<sup>8</sup>

Furthermore, in a classic study by E.G. Williamson, former dean at the University of Minnesota, fraternities were viewed as being quite adept at selecting freshmen pledges

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<sup>7</sup>George M. Beal, Joe M. Bohlen, and J. Neil Raudabaugh, Leadership and Dynamic Group Action (Ames, Iowa: State University Press, 1962), p. 36.

<sup>8</sup>The President's Commission on Higher Education. Higher Education for American Democracy. Vol. 1, Establishing the Goals (New York: Harper and Bros., 1948), p. 51.

with leadership potential and training them for campus leadership positions. He suggested that educators should learn about the methodology used by fraternal bodies in identifying, training, and electing leaders.<sup>9</sup>

Since several writers have pointed to the need for a better understanding of how fraternities select and train potential leaders, this research will be concerned with a case study of the Alpha Phi Omega Fraternity at a college in the southeastern United States. This particular group was chosen since it has maintained a rather small average membership of fifteen men during the three years of this study while holding a yearly average of six major offices out of a total of twenty-one possible major leadership positions. For example, during the past seven academic years, members of the APO Fraternity have held the office of President of the Student Government for five of those years. Thus, a study of what this fraternity does for its members should give insight into one way leadership is promoted by a particular fraternal group.

#### STATEMENT OF THE PROBLEM

The concern of this study is an explanation of the process by which the Alpha Phi Omega Fraternity selects its

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<sup>9</sup>E. G. Williamson, "Group Origins of Student Leaders," Educational and Psychological Measurement, VIII (Winter, 1948), 605.



group members and trains them for positions of leadership at a small, church-related liberal arts college in the southeastern United States. For the past several years, the membership has held a disproportionate number of leadership positions in relation to the over-all number of students eligible to hold such positions.

The focus of this study will be a search for knowledge about what the Fraternity does for and to its members to promote their leadership potential. In order to explain the large number of campus leaders continually emerging from this particular group of young men, the selection process of new members must be studied. Does the answer to the phenomenon of one group lie with selection process or the socialization process, or could it be that other students view the APOs as more likely to become leaders by virtue of their group affiliation and thus elect them to leadership positions? This study will be concerned with explanations for the large number of offices held by one fraternity.

#### NEED AND SIGNIFICANCE

Researchers have emphasized the need for additional fraternal leadership studies. Hemphill concluded that leadership is related to society-at-large:

Both laymen and scientists agree that if we can understand the selection and training of leaders, we can begin to take adaptive steps toward controlling our own social fate.<sup>10</sup>

Although the leadership literature is voluminous, there is a sparsity of research concerning the development of leader behaviors by fraternities. A computer search did not produce any relevant research related to fraternity influence on the attainment of positions of leadership. The twenty-six studies retrieved dealt with agricultural education, the Protestant male leader, perceptual motor skills of leaders, student protest groups, vocational education groups and high school student councils. The two studies of reducing group conflicts in sororities were totally insignificant to this dissertation.

According to the research, there is a need for the development of an understanding of the impact which membership in a particular group can have upon the development of leadership behaviors. Could association with other leaders be an important variable in leader development? Some of the literature indicates that leadership characteristics are available to nearly all persons and that with proper training most persons will be able to perform a wide variety of leadership roles. Howard Johnson, former President of Massa-

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<sup>10</sup>John K. Hemphill, Situational Factors in Leadership (Columbus, Ohio: The Ohio State University, 1949), p. 3.

chusetts Institute of Technology, believes that colleges and universities must become the source of leadership training and demonstration.<sup>11</sup>

During a symposium dealing with "Leadership in the 1980's," the same author stated that ". . . [leadership] develops when responsibility for results is acquired or given. It develops in . . . a unique style that is no one else's."<sup>12</sup> It would seem evident that colleges and universities must consider the need for leadership training as they will be the most likely sources of future leaders. Johnson proposed a question to educators: "Are we preparing the leader who will stay contemporary amidst changing conditions?"<sup>13</sup> His opinion coincided with that of John Gardner; it appeared to them that our entire society administers the anti-leadership vaccine. In his challenge to colleges and universities, Johnson said, ". . . [they] need to face up to the responsibilities of developing . . . leadership models in the way that they accept the responsibility to teach science and develop genius."<sup>14</sup>

Therefore, if colleges are to accept the challenge of training leaders and the administration of a leadership

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<sup>11</sup>Johnson, op. cit., p. 69.

<sup>12</sup>Ibid., p. 71.

<sup>13</sup>Ibid., p. 67.

<sup>14</sup>Ibid., p. 70.

vaccine, a study of a fraternity which has consistently produced leaders on one college campus would be an appropriate beginning toward a better understanding of leadership training and leader behavior.

A major concern will be a delineation of what variables within the fraternal group cause its members to hold a disproportionate number of leadership positions on the College campus. More specifically, answers will be sought regarding how the Fraternity seeks and attracts members and how it develops leadership potential within its group.

Being a member of the Alpha Phi Omega Fraternity significantly affects one's attainment of campus political offices. The Fraternity has had a rather small average membership (fifteen men) during the course of this three-year study while holding a disproportionate number of the major elective posts on campus. It would appear that such a preponderance of offices held by the APO's cannot be attributed to factors of chance.<sup>15</sup>

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<sup>15</sup>During the years of this study the APOs comprised 1.3 percent of the student population while holding 28.6 percent of the major elective leadership positions. (The percentages were based on a student population of 1150 with the average APO membership being 15 during this study. The twenty-one major positions of leadership were open to all students.)

It has been recognized by Gardner and Johnson that colleges are failing to prepare students for future positions of leadership. Dr. Clyde Johnson (1973) referred to Williamson's and Mueller's studies of fraternities of some time ago (1937, 1948, 1954) which he felt were currently pertinent. Their findings pointed to a need for an understanding of how fraternal groups proceed in ". . . identifying, training, and electing effective leaders. . . ." <sup>16</sup> Therefore, this study will attempt to identify those factors which appear to influence the APO Fraternity members to aspire to campus positions of leadership. Where possible, this study will indicate activities of the Fraternity ostensibly designed to promote leader behaviors by its members.

#### SCOPE AND LIMITATIONS

The sample for the study will be drawn from the APO Fraternity on the College (High Point, North Carolina) campus during the fall semesters of 1971, 1972, and 1973 and will include the major campus offices held by male Alpha Phi Omega members during those academic years. The case study method was selected as the research design with the employment of the participant observation technique and

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<sup>16</sup>Clyde S. Johnson, Fraternities in Our Colleges (Menasha, Wisconsin: George Banta Company, 1972), p. 99.

use of anecdotal records that have been maintained by the author of the study.<sup>17</sup> The author has served as an advisor to the organization since the 1967 fall semester and has had access to personnel records of the membership as well as a first-hand understanding of the organization and personal acquaintance with its individual members.

During the course of this study, there was no evidence that the APO Fraternity consciously sought pledges with leadership potential. It appeared that all of the campus Greek fraternities rushed prospective pledges in much the same manner. All new male students were invited to participate in Rush Week during the fall semester of each academic year by the APO's. It should be noted that the various fraternity officers do not have access to personnel records of the rushees. Those new students who were leaders in their respective high schools or colleges previously attended would not have their former achievements known to any of the Greek leaders.

Also, it was found that the APO members were not significantly more "intelligent" than were the members of the other fraternities. A compilation of all test records from the Guidance and Testing Office at the College, which had administered the Otis Short Form Individual Test, showed

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<sup>17</sup>See Chapter III for a more extensive discussion on the research method employed on the dissertation.

the individual male test scores to range from 99 to 141 during the years of this study. The individual scores of the APO members ranged from 101 to 123 with the majority of scores being in the range of 109-114. Although there was a wide variation of intellectuality among the membership, no data indicated that the members of the APOs were more intelligent than were the members of the other four campus fraternities.

From this investigation, it appeared that APO membership afforded a significant difference in one's successful attainment of political office at the College. This study will attempt to probe the relationship between membership in the fraternity and the attainment of major campus leadership posts.

One limitation of this study was that the data were obtained from only one college campus. The individual group members were not studied in regard to their unique characteristics nor was any attempt made to perform individual profiles. A comparative analysis was not made of positions of leadership held by the other four organizations since this study is concerned with the leadership behavior of the Alpha Phi Omega Fraternity and not that of the entire campus Greek male population.

It should be noted that data regarding parental socio-economic background of the APO membership has not been

included in this study. First, the information is not available in individual student files; and, secondly, it seemed inappropriate to ask students for such personal information regarding their parents' educational and financial backgrounds. At the time of this writing there are no members of racial or ethnic origin other than Caucasian; however, during the period of research for this study, a Black American was a Brother in good standing. There is no clause in the Fraternity Charter which would prohibit membership based on one's ethnic or racial origin.

An original limitation of this study is the fact that the author is a female and thus not acceptable as an "honorary brother-advisor" to the fraternity. Thus she has not been privy to the meetings where rushees were discussed as either acceptable or undesirable for APO pledgeship. It is known, however, that the fraternity takes very seriously the task of issuing bids to prospective pledges.

Since the author has worked with the Fraternity for seven years, it may be that she has become so closely allied with the group that some negative group factors will not be evident. However, some of man's experiences can be learned only after observing him in action; close alliance to the inner workings of a formal organization should not be considered a detriment to the study.



The primary focus of this reasearch is not the formulation of the process by which an individual member becomes a successful campus leader. Rather, the basic concern is a description of group dynamics within a college service fraternity designed to promote leadership behavior by its membership.

Any researcher has several key terms which serve as useful guides for one's inquiry. In the following section of this dissertation the investigator will identify and define such terms.

#### DEFINITION OF TERMS

Leadership--is the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement.<sup>18</sup>

Leader--refers to any individual selected by his peers for a post of leadership and who usually has authority over group activities.

Greek--refers to the concept of nationally affiliated fraternities associated with the Interfraternity Council and governed by a set of standards.

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<sup>18</sup>Ralph M. Stogdill, Handbook of Leadership: A Survey of Theory and Research (New York: The Free Press, 1974), p. 10.

Fraternity--is a group of people associated or formally organized for a common purpose and having secret rites and a name consisting of Greek letters.

Alpha Phi Omega--refers to the fraternity examined by the case method of research in this study.

APO--is a shortened version of Alpha Phi Omega. Many fraternal organizations refer to themselves by their specific Greek letters.

Mu Xi--refers to the Chapter name held exclusively by the Alpha Phi Omega Fraternity at the College. This term will be used interchangeably with APO in this research.

Rushing--may be expressed as the search for pledges and new members. Most of the rushing activity takes place in the fall semester or quarter.

Pledge--refers to a person who expressed the desire to belong to a particular Greek organization and who must prove his worth and acceptability by performing various activities as assigned by the brotherhood. Each pledge must prove his "worth" during a trial period; a successful pledge undergoes initiation rites and earns the privileges of fraternity membership and "brotherhood."

Enculturating--refers to the process by which a person assimilates the values and practices of a chosen group.

Independent--refers to college students who have elected to remain unaffiliated with a fraternal organization on a college campus.

#### KEY ASSUMPTIONS

Any researcher has certain basic assumptions which he employs in the process of decision-making or problem solving. This investigator has established three assumptions that are basic to the research undertaken and these assumptions are briefly discussed here. Further elaboration may be found on pages 137 to 142.

1. APO membership serves an enculturating function which influences members to aspire to campus leadership positions. Group members observe leaders within their groups and begin to emulate them. As they become more successful in minor leadership roles, their "leader-like" behaviors are positively reinforced and they continue to act like other leader models.

2. APO membership provides for a feeling of worth and acceptance by the group and thus develops greater feelings of responsibility to the group goal of attaining and maintaining leader status. Stogdill found that followers are more satisfied under a leader skilled in human relations and that group members tend to follow a self-

confident persuasive leader even when he leads them into risky situations.<sup>19</sup>

3. APO membership encourages and reinforces leader behaviors appropriate to positions of college leadership. Successful attempts at leader roles appear to reinforce the expectation of further success in leading.

As there are many variables associated with the rather elusive concept of leadership, this study will attempt to prescribe a conceptual framework of leadership as evidenced by one group. The five themes of the study are: (1) cooperation, (2) participation in Fraternity approved activities, (3) group identification, (4) developmental tasks, (5) enculturation and leadership emergence. These particular themes were selected as they appeared applicable to most any formal organization in our society and were deemed particularly appropriate to a socio-political framework of an educational organization

It is believed that an in depth study of leader behaviors consistently exhibited by one organization would contribute to a better understanding of leadership emergence and contribute to leadership training within colleges and

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<sup>19</sup>Ibid., p. 330.

universities. It is hoped that Howard Johnson's call for educational leadership in the 1980's can be successfully answered.<sup>20</sup>

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<sup>20</sup>H. Johnson, *op. cit.*, p. 67.

## CHAPTER II

### A REVIEW OF THE LITERATURE

The literature on the concept of leadership is vast, complex and often unsystematized. Over the years, the theories associated with leadership have shifted in emphasis; no longer is the theory of being "born" to lead an acceptable one. The leader's role is currently held as that of helping a group achieve its aims and objectives in the most effective manner.

Literature relevant to leader effectiveness focuses on two major topics: (1) origins of interest in leadership behavior and (2) more advanced and systematic studies and theories of leadership.

### EARLY BEGINNINGS

For centuries the phenomenon of leadership has been a concern as man has studied the effects of leader behavior and followership. J. A. C. Brown traced scientific investigation of workers' problems back to Paracelsus who published a monograph on the subject in 1857.<sup>1</sup> The same writer

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<sup>1</sup>J. A. C. Brown, The Social Psychology of Industry (Baltimore: Penguin Books, 1954), p. 11.

also mentioned Wilhelm Wundt who opened the first laboratory in 1879 for the study of human behavior and aspects of leadership. Stogdill wrote that the Oxford English Dictionary (1933) noted the use of the word "leader" in the English language around 1300 A.D. but that the term "leadership" did not appear until approximately 1800 A.D.<sup>2</sup> Frankfort found that the ancient Egyptians said of their king in regard to leadership: "Authoritative utterance is in thy mouth, perception is in thy heart, and thy tongue is the shrine of justice."<sup>3</sup> The Egyptians perceived their king as having attributes of authority, discrimination, and justice. Along similar historical lines, Sarachek made a study of Greek leadership concepts as portrayed by leaders in the Iliad.<sup>4</sup> He found four major leadership qualities exemplified: (1) Judgment and Justice by Agamemnon; (2) Counseling and Wisdom by Nestor; (3) Cunning and Shrewdness by Odysseus; and (4) Valor and Action by Achilles. Much later, the feudal concept of leadership maintained that leadership was inborn. Still later, the bourgeois belief that leadership qualities could be learned gave rise to

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<sup>2</sup>Ralph M. Stogdill, Leadership: A Survey of the Literature, Vol. I, Selected Topics (Greensboro, North Carolina: The Creativity Research Institute of the Smith Richardson Foundation, 1968) p. 13.

<sup>3</sup>H. B. Frankfort and others, Before Philosophy (Baltimore: Penguin Books, 1949), p. 3.

<sup>4</sup>B. H. Sarachek, "Greek Concepts of Leadership," Academic Management Journal, XI, 1 (1968), 39-48.

the middle class search for leaders who would assist them in a protest against the aristocracy of Western Europe.

The prolific studies of leadership often conflict and vary in scope; there is even confusion regarding the definition of the term leadership. Some writers have contrasted individual behavior characteristics with leadership. Terman has stated that ". . . the opposite of a leader is an outcast."<sup>5</sup> Cowley has defined a leader as "an individual who is moving in a particular direction and who succeeds in inducing others to follow him."<sup>6</sup> Thus, attention has also been given to the situation which surrounds opportunities for leadership. Stogdill has published voluminous reviews of data and studies concerned with personal factors in leadership. One of the chief findings was that the

. . . qualities, characteristics and skills required in a leader are determined to a large extent by the demands of the situation in which he is to function as a leader.<sup>7</sup>

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<sup>5</sup>L. H. Terman, "A Preliminary Study in the Psychology and Pedagogy of Leadership," Pedagogical Seminary XI (December, 1904), 444.

<sup>6</sup>W. H. Cowley, "Three Distinctions in the Study of Leaders," Journal of Abnormal and Social Psychology, XXIII (July-September, 1928), 145.

<sup>7</sup>R. M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology, XXV (January, 1948), 63.



Gibb gave a similar definition when he stated that:

. . . viewed in relation to the individual, leadership is not an attribute of the personality but a quality of his role within a particular or specified social system. Viewed in relation to the group, leadership is a quality of its structure.<sup>8</sup>

Shartle defined a leader in several ways:

1. A person who exercises positive influence acts upon a group,
2. An individual elected as the leader of his group,
3. An individual who exercises the most influence within the group organization.<sup>9</sup>

In a more limited way, and germane to this study, the leader may be an individual selected by his peers for a post of leadership within the college framework. This person usually has authority over group activities.

The concept of leadership must be viewed as encompassing a wide range of activities from the leading of small groups to the governing of countries. In fact, one may consider leadership as existing in a group of two or more people. A. James Riechley suggests that America is dissatisfied with the quality of leadership at the national

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<sup>8</sup>C. A. Gibb, "The Principles and Traits of Leadership," Journal of Abnormal and Social Psychology, XLII (July, 1947), 267.

<sup>9</sup>C. L. Shartle, "Studies in Naval Leadership," ed. H. H. Guetzkow, Group Leadership and Men (Pittsburgh: Carnegie Press, 1951), pp. 119-133.

level and that today's leaders seem to have less stature than such predecessors as Dwight Eisenhower, John L. Lewis, and Henry Ford.<sup>10</sup> It was reported by Hemphill that "both laymen and scientists agree that if we can understand the selection and training of leaders, we can begin to take adaptive steps toward controlling our own social fate."<sup>11</sup> This process, if followed by college and university curriculums and supported by administrators and faculty, would certainly do much to remove the indictment noted earlier in the Carnegie Report that colleges are failing to encourage leadership.

One may conclude that in trying to arrive at a satisfactory definition of leadership, there are many variables to be considered. The characteristics of an individual need to be considered as well as the surrounding social situation. Stogdill related that personality in action, influence relation, power differential, persuasion, influence on goal achievement, role differentiation, and reinforcement were just a few of the concepts involved in the search for an adequate understanding of leadership.<sup>12</sup>

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<sup>10</sup>A. James Reichley, "Our Critical Shortage of Leadership," Fortune LXIV (September, 1971), 88-93.

<sup>11</sup>John K. Hemphill, Situational Factors in Leadership (Columbus, Ohio: The Ohio State University, 1949), p. 3.

<sup>12</sup>Ralph M. Stogdill, op. cit., Vol. 1, p. 25.

Regarding the leader in a social situation, Rustow has written:

. . . successful leadership seems to rest on a latent congruence between the psychic needs of the leader and the social needs of the followers.<sup>13</sup>

Pigors indicated the need for the term "leader" to be distinguished from the term "dominator."<sup>14</sup> In his opinion, a leader should not be regarded as an individual who sought to dominate a situation by methods of force or coercion. Some years ago (1948), Dean Ernest Melby of the New York University School of Education noted that leadership involved ". . . one who knows how to release the creative talents of those with whom he works."<sup>15</sup>

#### FURTHER DEVELOPMENTS

Basic to the understanding of leadership is a survey of the research on theories (often varied and conflicting) of leadership and types of leadership. Some writers have attempted to explain the "Leadership syndrome" or the nature of leadership, while others attempted to stress a specific

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<sup>13</sup>Dankwart A. Rustow, Philosophers and Kings (New York: George Braziller, Inc., 1970), p. 20.

<sup>14</sup>Paul J. W. Pigors, Leadership or Domination (Boston: Moughton-Mifflin Company, 1935), p. 6.

<sup>15</sup>Ernest Melby, "Leadership Is Release of Creativity," School Executive, LXVIII (November, 1948), p. 58.

behavioral quality or qualities which could be identified as leadership. Jennings has done a survey of the literature which dealt with the "great man" theory of leadership as proposed by other writers such as Wiggam and Dowd.<sup>16</sup> This postulate dealt with the idea of elitism; the aristocratic social strata should intermarry and thus produce a nation of superiors in intellect and leadership prowess.

Proponents of the trait approach suggested that each trait acted singly in determining personality effects. Jacobs' review dealt with the assumption that particular leadership qualities were innately held by the leader. Some of the traits noted were of a social nature--patience, sympathy, and understanding; others concerned personality--imagination, purposefulness, and enthusiasm.<sup>17</sup>

However, Tannenbaum's data produced a different opinion. He stated:

Little evidence has been found for the existence of universal character traits that define leadership. . . . While leaders in similar situations may share some relevant characteristics, they are also likely to differ. Research also suggests that traits

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<sup>16</sup>E. E. Jennings, An Anatomy of Leadership: Princes, Heroes, Supermen (New York: Harper, 1960).

<sup>17</sup>T.O. Jacobs, Leadership and Exchange in Formal Organizations (Alexandria, Virginia: Human Resources Research Organization, 1971), p. 3.

(e.g., intelligence) that may suit an individual to some leadership roles are likely to be distributed continuously in a population rather than dichotomously.<sup>18</sup>

Basically since the trait theorists were interested in the subjective aspects of personality dynamics and therefore found few traits which could be said generally to characterize a leader, the personality variables studied could not predict which individual would become a leader.

But numerous researchers have not favored the role or trait theories of leadership. Several authors believe that a single set of forces could explain leadership. According to Gibb, leadership is a process of interaction when a group is formed.<sup>19</sup> Stogdill, referring to general traits of a leader concluded that:

. . . the average person who occupies a position of leadership exceeds the average member of his group in intelligence, scholarship, dependability in exercising responsibilities, activity and social participation and socioeconomic status. The average leader exceeds the average member of his group in sociability, initiative, persistence, knowing how to get things done, self-confidence,

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<sup>18</sup>Arnold S. Tannebaum, "Psychological Aspects of Leadership," The International Encyclopedia of the Social Sciences (1969), IX, 104.

<sup>19</sup>C. A. Gibb, "Leadership,:" Handbook of Social Psychology, ed. Gilbert Lindzey (Cambridge, Massachusetts: Addison-Wesley, 1954).

alertness to and insight into situations, cooperativeness, popularity, adaptability and verbal facility.<sup>20</sup>

Murphy has postulated the "Environmental Theory." According to him, leadership is simply a function of the situation and is not a combination of personality and/or social traits. The leader is purely the instrumental factor through which a solution is reached.<sup>21</sup> The "Situational Theory" would appear to be based upon the concept of a person being at the right place at the right time. This theory proposes that behavior can be learned and that one can improve if he studies and applies himself.

The work of the trait theorists then is purely of historical interest. More germane to this dissertation, however, would be recent research which has tended to emphasize the molding influence of the group: (1) leader-group relationships, (2) the observable behaviors of followers, and (3) the selection process of group members. Much of the research in this area has been accomplished by social scientists in military and industrial settings. It

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<sup>20</sup>Ralph M. Stogdill, op. cit., 1948, 70-71.

<sup>21</sup>A. J. Murphy, "A Study of the Leadership Process," American Sociological Review, VI (1941), 674-687.

would appear that little research has been done in regard to the leader-development process of college-age individuals in an educational setting.

During World War I and thereafter, a more scientific approach to the study of leadership evolved since there was a need for rapid identification and training of potential leaders. It was then that Army psychologists began developing personality tests designed to predict leadership potential.

But the data reviewed did not bring to light any common factor which one might describe as a critical characteristic of leadership. Rudin noted some leaders were punishing,<sup>22</sup> while Bass classified those under study as socially bold.<sup>23</sup> Those high in interpersonal perception were seen as leaders in Fielder's surveys.<sup>24</sup>

The reason for this lack of common characteristic may be explained by Stogdill's finding that the traits which are characteristic of leaders tend to differ according

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<sup>22</sup>S. A. Rudin, "Leadership as Psychophysiological Activation of Group Members: A Case Experimental Study," Psychological Reports, XV (May, 1964), 577-8.

<sup>23</sup>Bernard M. Bass, Leadership, Psychology, and Organizational Behavior., (New York: Harper and Row, 1960).

<sup>24</sup>F. E. Riedler, "A Contingency Model of Leadership Effectiveness," in L. Berkowitz (ed.) Advances in Experimental Social Psychology, (New York: Harper and Row, 1964), 150-1.

to the situation.<sup>25</sup> He made a comparative analysis of factorial studies published since 1945 which included surveys of military and industrial personnel. The factors dealt with leadership skills, group relations, leader effectiveness, and personal characteristics. In the following table, Stogdill listed the factors which appeared in three or more studies reviewed and noted the frequency with which they were found by the various authors.<sup>26</sup> Table I describes in a general way leadership factors as well as the common behavioral patterns of leadership.

Even with all the scientific investigation, it is apparent that no one or best criterion has been established to differentiate among individuals in the study of leader development or predictability.

A study of the characteristics of group members must incorporate the inter-related factors of the leader and the follower. To study leadership relating to group enculturation requires a further definition of terms. The problem of selecting useful and workable definitions has been a difficult one since there have been few studies of leader-group relations.

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<sup>25</sup>R. M. Stogdill, op. cit., 1948, 35-71.

<sup>26</sup>R. M. Stogdill, Leadership: A Survey of the Literature, Vol. II, Selected Topics (Greensboro, North Carolina: The Creativity Research Institute of the Smith Richardson Foundation), 1971, p. 43.



TABLE I  
Stogdill's Survey of Leadership Factors  
Appearing in Three or More Studies

Factor No.	Factor Name	Frequency
1	<i>Social and Interpersonal Skills</i>	18
2	<i>Technical Skills</i>	15
3	<i>Administrative Skills</i>	15
4	<i>Leadership Effectiveness and Achievement</i>	12
5	<i>Social Nearness, Friendliness</i>	11
6	<i>Intellectual Skills</i>	10
7	<i>Maintaining Cohesive Work Group</i>	9
8	<i>Maintaining Coordination and Teamwork</i>	9
9	<i>Task Motivation and Application</i>	9
10	<i>General Impression (Halo)</i>	10
11	<i>Group Task Supportiveness</i>	9
12	<i>Maintaining Standards of Performance</i>	7
13	<i>Willingness to Assume Responsibility</i>	7
14	<i>Emotional Balance and Control</i>	9

TABLE I (continued)

Factor No.	Factor Name	Frequency
15	<i>Informal Group Control</i>	5
16	<i>Nurturant Behavior</i>	4
17	<i>Ethical Conduct, Personal Integrity</i>	7
18	<i>Communication, Verbality</i>	8
19	<i>Ascendance, Dominance</i>	5
20	<i>Personal Soundness, Good Character</i>	3
21	<i>Physical Energy</i>	4
22	<i>Experience and Activity</i>	4
23	<i>Mature, Cultured</i>	5

In a discussion of groups, Cartwright and Zander listed several features one or more of which would characterize or define members of a group. A few are pertinent to our understanding:

1. They engage in frequent interaction.
2. They define themselves as members.
3. They are defined by others as belonging to the group.
4. They have . . . common interests . . .
5. They find the group to be rewarding . . .
6. They tend to act in a unitary manner toward the environment.<sup>27</sup>

It would appear that an understanding of groups is dependent, to some extent, on one's knowledge of the leader, the follower, and the process of group enculturation.

It is apparent that no one or best criterion has been established to differentiate among individuals in the study of leader development. However, evidence shows that college-age persons tend to be extroverted, relate well to others and are socially confident.

It would appear that a knowledge of the factors which relate to peer preference for group members would be beneficial. Research has predicted that a leader is similar to his group in personal characteristics, values and attitudes. As noted earlier, a study of the leadership process within a fraternity will require emphasis on the

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<sup>27</sup>Dorwin Cartwright and Alvin Zander (eds.), Group Dynamics (3d ed.; New York: Harper and Row, 1968), p. 25.

interaction between the leader and the group and the variables associated with the need for group achievement.

The concepts of leader and follower are thus both closely related to group structure. In an attempt to better understand the nature of group structure, Brown quoted from C. I. Bernard's definition that small groups ". . . vary in size, but average about eight to ten people. . . ."<sup>28</sup>

But no matter what the size of the group is, Stogdill and Shartle wrote:

. . . leadership is not a unitary human trait, but is rather a function of a complex of individual, group, and organizational factors in interaction . . . .  
Leadership must, therefore, be studied as a relationship between persons, and as an aspect of organizational activities, structures and goals.<sup>29</sup>

Similarly, Halpin related:

The behavior of the leader and the behavior of group members are inextricably interwoven, and the behavior of both is determined to a great degree by the . . . requirements of the group.<sup>30</sup>

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<sup>28</sup>J. A. C. Brown, op. cit., p. 130.

<sup>29</sup>Ralph M. Stogdill and Carroll L. Shartle, "Methods for Determining Patterns of Leadership Behavior in Relation to Organizational Structure and Objectives," Journal of Applied Psychology, XXXII (June, 1948), 286.

<sup>30</sup>Andrew W. Halpin, "The Behavior of Leaders," Educational Leadership, XIV (December, 1956), 172.

More particularly, both leader and follower are aware of cohesion and individuality as being important to the group and group goals. According to Gorman, group members have to assume the responsibility for efficient and productive activity.<sup>31</sup> Mann and Baumgartel conducted research which indicated that members of a group are able to perceive its cohesiveness and communicate such to others.<sup>32</sup> Groups of college students were studied by Sagi, Olmstead and Atelsek; the results indicated that cohesiveness gives a group power to influence its members.<sup>33</sup> The implication seems clear that the person in a leadership role needs to be cognizant of group goals and needs to be an accepted member of the group if productive activity is to occur.

Leaders thus seem to be products of the group whose members become the followers. A study of democratic, authoritarian, and laissez-faire types of leadership was

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<sup>31</sup>Alfred H. Gorman, The Leader in the Group: A Conceptual Framework (New York: Bureau of Publications Teachers College, Columbia University, 1963), p. 15.

<sup>32</sup>F. M. Mann and H. B. Baumgartel, Absences and Employee Attitudes in an Electric Power Company (Ann Arbor, Michigan: Institute for Social Research, 1952), p. 194.

<sup>33</sup>P. C. Sagi, O. Olmsted and F. A. Atelsek, "Predicting Maintenance of Membership in Small Groups," Journal of Abnormal and Social Psychology, LI (1955), 308-311.

conducted by Lippitt and White with groups of boys.<sup>34</sup> It was found that the authoritarian groups produced the highest quality of work but that the democratic groups maintained the highest group morale as well as highest quality of work. More recent research (1968) by Litwin produced similar findings. Groups with leaders high in need for achievement were characterized as being more productive; groups with low morale and evident cliques were less productive.<sup>35</sup>

Yet the individual traits of a prospective leader contribute to his being chosen as leader. It was found by Bass that the group member who talks the most frequently tends to become the group leader.<sup>36</sup> Shaw reported that the group member who stated his ideas early in the discussion or near the end of the meeting was better able to have his opinion accepted than was the person who gave an opinion in the middle of the discussion.<sup>37</sup>

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<sup>34</sup>R. A. Lippitt and R. K. White, "The Social Climate of Children's Groups," In R. G. Barket, et. al., Child Behavior and Development (New York: McGraw-Hill, 1943) pp. 150-4.

<sup>35</sup>G. H. Litwin and R. Taguiri, Organizational Climate (Boston: Harvard University, Graduate School of Business Administration, 1968), p. 29.

<sup>36</sup>B. M. Bass, "The Leaderless Group Discussion," Psychological Bulletin, LI (1954), 465-492.

<sup>37</sup>M. E. Shaw, "A Serial Position Effect in Social Influence on Group Decisions," Journal of Social Psychology, LIV (1961), 83-91

Even more important than the roles of the leader and follower is the process of enculturation within a fraternal group. What determines how much a person will be attracted to a particular group? Thibaut and Kelley wrote that individuals are attracted to groups from which they expect favorable outcomes.<sup>38</sup> T. M. Newcomb (1935-39) did a study of Bennington College and found that the attitudes of persons are strongly rooted in the groups to which people belong.<sup>39</sup> Could it be that one group can so enculturate its members with the idea of leadership potential that the members react in a positive manner, and seek and are elected to positions of leadership? Such is an assumption of this investigation and will be considered in Chapter IV.

Thus, as a group operates, there are many forces at work, both internal and external. Stogdill, in regard to group achievement, stated, "An organized group may be regarded as an input-output system in unstable balance."<sup>40</sup>

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<sup>38</sup>J. W. Thibaut and H. H. Kelley, The Social Psychology of Groups (New York: Wiley and Sons, 1959).

<sup>39</sup>T. M. Newcomb, Personality and Social Change (New York: Dryden, 1943).

<sup>40</sup>R. M. Stogdill, Individual Behavior and Group Achievement (New York: Oxford University Press, 1959) p. 13.

Gorman also noted that leadership which fosters successful group-member behavior is highly desirable: "The road to improved leadership lies in the building of one's own strengths and in the study of one's followers with a view toward releasing their potentials."<sup>41</sup>

Since a group is continuously adjusting to the tensions, conflicts, and problems which arise from the ever-changing needs of its members, it would appear that most groups in our culture are operating far below their maximum potential. The leader who purports to make a group more effective has a difficult but challenging task, since he must be aware of group goals and self-perceptions. Thus, Carlson found that groups are better satisfied with their leaders and with the group, in general, when it does not contain cliques.<sup>42</sup>

According to the literature, the individual who becomes a leader by recognizing group goals in one group tends to achieve leadership status when placed in other

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<sup>41</sup>Gorman, op. cit., p. viii

<sup>42</sup>E. R. Carlson, "Clique Structure and Member Satisfaction in Groups" Sociometry, XXIII (1960), 327-337.



groups. Bass, Raven and Eachus found that groups with cooperative members were more likely to develop leaders.<sup>43</sup> In a similar study, Bass observed that successful leadership was related to ability and esteem in effective groups.<sup>44</sup> The qualities of helpfulness and fairness were found by Rosen and others to be important in aiding leaders to influence others.<sup>45</sup>

Some of the recent literature has emphasized role differentiation and self-perception in leadership. Stogdill reported that group members tend to prefer other members who are perceived as similar to themselves or who possess qualities which would be advantageous to the group.<sup>46</sup> Berscheid and Walster wrote that interpersonal attraction is associated with similarity of attitude and personality.<sup>47</sup>

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<sup>43</sup>B. H. Raven and H. T. Eachus, "Cooperation and Competition in Means - Interdependent Triads," Journal of Abnormal Social Psychology, LXVII (1963), 307-316.

<sup>44</sup>B. M. Bass, "Some Aspects of Attempted, Successful, and Effective Leadership," Journal of Applied Psychology, XXXV (1961), 120-122.

<sup>45</sup>S. S. Rosen, G. S. Levinger and R. G. Lippitt, "Perceived Sources of Social Power," Journal of Abnormal Social Psychology, LXII (1961), 439-441.

<sup>46</sup>Stogdill, op. cit., Vol. III, p. 53.

<sup>47</sup>E. B. Berscheid and E. H. Walster, Interpersonal Attraction. (Reading, Massachusetts: Addison-Wesley, 1969).

Bryne and Griffitt suggested that the perception of similar attitudes acted to reinforce interpersonal attractiveness.<sup>48</sup>

Vroom found that the more positive an individual's attitude toward a particular organization, the greater the chance for him to see a similarity between the goal of the organization and his own goals for the organization.<sup>49</sup>

According to Willerman and Swanson, group members value the groups to which they belong.<sup>50</sup> The fraternity has been described by Rose Goldsen as a "primary group" which ". . . generated powerful bonds of loyalty to the group and solidarity among its members, and gave the individual a valued sense of belonging."<sup>51</sup> It has been suggested by Stogdill that group leadership results from the mutual reinforcement of intermember expectations.<sup>52</sup>

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<sup>48</sup>D. B. Byrne and W. L. Griffitt, "A Developmental Investigation of the Law of Attraction," Journal of Personnel and Social Psychology, IV (1966), 669-703.

<sup>49</sup>Victor Vroom, "The Effects of Attitudes on Perception of Organizational Goals," Human Relations, XIII (1960), 229-240.

<sup>50</sup>B. W. Willerman and L. S. Swanson, "Group Prestige in Voluntary Organizations: A Study of College Sororities," Human Relations, VI (1953), 57-77.

<sup>51</sup>Rose K. Goldsen, What College Students Think (New York: D. Van Nostrand Co., 1960), p. 60.

<sup>52</sup>Stogdill, op. cit., Vol. III, p. 62.

The other members, in deferring to him (the leader), reinforce his expectation that he should continue in the leadership role . . . thus, the role system and the status structure of a group are determined by a set of mutually reinforced inter-member expectations.<sup>53</sup>

Stogdill reviewed Mann's study which found that group members prefer to associate themselves with groups of similar or higher status than their own group.<sup>54</sup> One may state, then, that leaders and group members appear to be chosen according to values and interests which have commonalty with group goals. The more prestige the organization holds, be it real or imagined, the greater is its impact upon member's self-evaluation. The APO fraternity under study has had such a situation to occur repeatedly in that they continue to hold a preponderance of campus leadership positions year after year. The group in the fraternity not only influences its own goals but also those outside of the fraternity. It would appear that the APO members view themselves as leaders and thus act in an appropriate leadership style as evidenced by peer election to campus offices of responsibility. This study will seek to understand the variables associated with such a phenomenon of consistent group leadership.

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<sup>53</sup>Ibid., p. 73.

<sup>54</sup>Ibid.

Haiman noted that the prestige attained by acquiring a leadership role played a very significant part in enhancing one's future leadership possibilities.<sup>55</sup> Various authorities seemed to agree that the prestige motive was a rather universal social need. In fact, Perlmutter's study related that the more the leader was able to influence the group, the more it attributed a greater number of leadership traits to him; such traits were said to be desirable.<sup>56</sup> This work related directly to the enculturation process under consideration here.

Warner, Meeker and Bells wrote that all societies and groups have status arrangements in order to coordinate group efforts.<sup>57</sup> It was observed by Barnard that the status system protects the members from competing for

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<sup>55</sup>Franklyn S. Haiman, Group Leadership and Democratic Action (Cambridge, Massachusetts: The Riverside Press, 1951), p. 17.

<sup>56</sup>H. V. Permutter, "Impressions of Influential Members of Discussion Groups," Journal of Psychology, XXXVIII (1954), 223-234.

<sup>57</sup>W. L. Warner, M. K. Meeker and K. M. Bells, Social Class in America (Chicago: Science Research Associates, 1949).

leadership within the organization.<sup>58</sup> More recent evidence of the "distance" data was presented by Fielder. He found that effective leadership occurred most often when there existed a relatively high degree of psychological distance between leader and follower.<sup>59</sup> His data was confirmed by Carp, Vitola and McLanathan.<sup>60</sup>

The present study, however, did not confirm Fielder's "distance" data; in fact opposing evidence was found during the APO case research. The fraternity members maintained group cohesiveness and solidarity with a close friendship among the group leaders and followers.

It is evident that group acceptance and conformity to group norms are conditioned by the degree to which group goals fit with the member's dominant interest groups. The leader who relates closely to accepted group norms is strongly supported by members of the group. This reinforces his self-perception of being a leader. Groups

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<sup>58</sup>C. I. Barnard, "Functions and Pathology of Status Systems in Formal Organizations," In W. F. Whyte (ed.) Industry and Society (New York: McGraw-Hill, 1946).

<sup>59</sup>F. E. Fielder, A Theory of Leadership Effectiveness (New York: McGraw-Hill, 1967).

<sup>60</sup>F. M. Carp, B. M. Vitola and F. L. McLanathan "Human Relations Knowledge and Social Distance Set in Supervisors," Journal of Applied Psychology, XXXXVII (1963), 78-80.

then tend to choose members and leaders whose values and personalities are similar to their own.

Research has illustrated that future performance may be predicted upon past performance. Bass has shown that a person will attempt leadership in order for the group to achieve its goals. This would tend to show that the APOs are willing to follow their group leaders due to the reinforcement of rewards (more campus leadership posts) and that the College student body will be seen as following past effective leaders and electing members of the same group to other positions.

As noted earlier, John Gardner and Howard Johnson indicated that colleges and universities have failed to encourage leader development. Such implications are serious, and Bass has pointed out that the effective leaders of the past are more likely to be leaders of the future.<sup>61</sup> More particularly, a significant positive correlation was found by Rosenkens (in a study of 1,600 college graduates) between college leadership and post-college leadership.<sup>62</sup>

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<sup>61</sup>Bernard M. Bass, Leadership, Psychology, and Interpersonal Behavior (New York: Harper and Row, 1960), p. 36.

<sup>62</sup>Ronald W. Rosenkens, "Relationship Between Leadership in College and After College," Personnel and Guidance Journal, XXXIX (October, 1960), 111-4.

A general profile of college leaders indicates they are socially confident, extroverted, and share the dominant values of the college or university. Chowdry and Newcomb related that those who were leaders of medical fraternities had occupied elected positions in other groups more often than those who were nonleaders.<sup>63</sup> In a study at Utah State College of 50 leaders and 50 nonleaders, it was found that the leaders rated higher on the California Psychological Inventory in areas of achievement, responsibility, and confidence. The same study also indicated that the leaders were extroverted and well adjusted.<sup>64</sup> Trent found a wide range of intellectuality among the college students who were leaders due to their ability for abstract thought.<sup>65</sup>

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<sup>63</sup>K. C. Chowdry and T. M. Newcomb, "The Relative Abilities of Leaders and Nonleaders to Estimate Opinions of their Own Groups," Journal of Abnormal Social Psychology, XXXVII (May, 1952), 51-57.

<sup>64</sup>R. Y. Johnson and A. N. Frandsen, "The California Psychological Inventory of Student Leaders," The Personnel and Guidance Journal, LXVII (December, 1962), 343-5.

<sup>65</sup>James W. Trent, "A New Look at Recruitment Policies," College Board Review, 1965-66, LVIII (Winter, 1967), 7-11.

Several studies suggested that pressures toward conformity are stronger in cohesive than in uncohesive groups. A report by Newcomb revealed that the most influential members on a college campus were those who most nearly represented the accepted values of the environment.<sup>66</sup> Bates conducted research which indicated that the more closely an individual was able to realize in his behavior the accepted norms of the group, the higher would be his rank in the group.<sup>67</sup> It would appear that even though the leader has influence in the establishment of group norms, once they are accepted, he is expected to observe them. But observations by Uhlman and Fielder were that well ensconced members of college fraternities tended to prefer their presidents as leaders, but few would choose them as a roommate.<sup>68</sup>

These studies purport that leader activity during college correlates with post-college leader activity. There are strong indications that current leadership will have an effect on future leadership and the current

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<sup>66</sup>T. M. Newcomb, Personality and Social Change (New York: Holt, Rinehart and Winston, 1957), p. 42.

<sup>67</sup>A.P. Bates, "Some Sociometric Aspects of Social Rankings in a Small, Face-to-Face Group," Sociometry, XV (1952), 330-342.

<sup>68</sup>F. W. Uhlman and F. E. Fielder, "Choices of Fraternity Presidents for Leadership and Maintenance Roles," Psychological Reports, IV (1958), 498.



investigation has long range as well as immediate interest. But studies of leadership have been historically rooted in leader traits; recent research has tended to emphasize the basic processes of leadership found in the study of groups. The examination of the variables of enculturation in a college fraternity will involve group member choices according to individual and group needs.

According to Dr. Clyde Johnson of California State College, who has traveled around the world (1968) studying fraternal organizations, the fraternity is one important setting in which individuals can test and perfect leadership skills.<sup>69</sup> He has called fraternities a "creative minority" within the mainstream of the American culture and stated that membership promotes positive citizenship.<sup>70</sup> A past president of the Professional Interfraternity Conference, Dr. H. G. Wright, stated that "Membership teaches understanding . . . develops leadership and personality . . ."<sup>71</sup>

America's Greek letter fraternities have survived for nearly 200 years with a main focus being self-governance. Authorities have agreed that as fraternities have been

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<sup>69</sup>C. Johnson, op cit., p. 3.

<sup>70</sup>Ibid.

<sup>71</sup>Ibid., p. 54.

successful, they have made a positive contribution to the inter-personal competency of those who have become leaders in America. Consequently, many questions have been asked about fraternities by persons concerned with higher education: What have been the benefits of the fraternity experience? What have been the disadvantages? Those who wrote the Report for President Truman's Commission on Higher Education some years ago declared that ". . . more students must participate . . ." <sup>72</sup> As Dean of Students at the University of California at Los Angeles, Dr. Johnson found that 88.89 percent of fraternity-affiliated students participated in one or more extracurricular organizations; only 29.13 percent non-fraternal (independent status) students participated in such activities. <sup>73</sup>

A previously noted source of data depicting strong fraternal leadership was reported by E. G. Williamson, former dean at the University of Minnesota. <sup>74</sup> In 1954 he found that the concentration of campus leadership

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<sup>72</sup>The President's Commission on High Education. Higher Education for American Democracy. Vol. 1, Establishing the Goals. (New York: Harper and Bros., 1948), p. 51.

<sup>73</sup>C. Johnson, op cit., p. 98.

<sup>74</sup>E. G. Williamson, W. L. Layton and M. L. Snoke. A Study of Participation in College Activities. Minnesota Studies in Student Personnel Work No. 5. (Minneapolis: University of Minnesota Press, 1954) p. 67.

was held by fraternities who comprised only 9.1 percent of total enrollment but held 33.8 percent of the most important campus offices. This same author has suggested that educators should learn about the methodology used by fraternal bodies in identifying, training, and electing leaders.<sup>75</sup> He stated that one of the most critical factors involved the apparent success of the fraternities to choose freshmen who were potential leaders and then proceed to train them for campus leadership positions. The Minnesota findings of Williamson of two decades ago were confirmed by Clyde Johnson's extensive international studies of fraternities from 1968-1970. He found emphatic confirmation for earlier studies that fraternity men hold the major offices on campuses.<sup>76</sup> Ruth Strang concluded similarly:

Fraternity members tend to outnumber non-fraternity students in . . . participation (and that) sometimes their over activity constitutes a menace to the fullest social development of the nonfraternity students.<sup>77</sup>

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<sup>75</sup>E. G. Williamson, "Group Origins of Student Leaders," Educational and Psychological Measurement, VIII (Winter, 1948), 605.

<sup>76</sup>C. Johnson, op cit., p. 103.

<sup>77</sup>Ruth Strang, Group Activities in College and Secondary School. (New York: Harper and Brothers Publishers, 1946), p. 118.

It would appear that fraternity membership has produced a viable contribution to society for two centuries. Affiliates have contributed to the morale of institutions of higher education and have provided opportunities for the members to experience policy-making and learn the attitudes and skills of leadership.

A study conducted by James Rhodes revealed that high-achieving fraternal groups spend less time on pledging activities; greater attention was given to cooperation between members and pledges and they were characterized as having warmer interpersonal relations. Such findings were not true for low-achieving groups.<sup>78</sup>

One might deduce that activity begets activity and that once fraternity membership has been acquired, the student has access to the inner workings of the formal communication network of one's campus. Normally an aspiring leader has the backing of his organization, is allowed to work up through the ranks, gains experience and is being trained in the art of self-government. Johnson reported on sociologist Robert Angell's findings in 1962 at the University of Michigan where 79 percent of the Greeks and

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<sup>78</sup>C. Johnson, *op. cit.*, p. 103.

70 percent of the independents believed that fraternal membership aided in achievement of campus leadership positions.<sup>79</sup>

College President Milton S. Eisenhower, in his description of fraternities, was quoted by Johnson: ". . . (they are) workshops in understanding and cooperation . . . in which the character of individuals may be fashioned for service beyond self."<sup>80</sup> Paul Van Ripper, who has taught at Northwestern and Cornell Universities, was of the opinion that fraternities have provided more adequate democratic civic training than any other existing educational device.<sup>81</sup> His opinion was based on the real life experience of the organization and factors such as reasonable continuity and accumulated experience.

It would appear from the literature that the fraternity system is considered an integral part of college. Dr. Emory S. Bogardus, a sociologist, has found the fraternity to be an unusual type of primary group which provides for an excellent training center. He noted that "a human being is more influenced by the pressures of such groups than by any

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<sup>79</sup>Ibid., p. 101.

<sup>80</sup>Ibid., p. 111.

<sup>81</sup>C. Johnson, Ibid., p. 114.

other factor in his environment."<sup>82</sup> Although his research was done more than three decades ago, it would seem just as applicable today.

Concerning the concept of enculturation, Bass theorized that groups are rewarding collections of people; and an individual will attempt a leadership act as he anticipates a reward for so doing either directly (as in increased status) or indirectly (as in group achievement).<sup>83</sup> It would appear that the effect of having successful leaders increases the groups' willingness to follow the same or similar leaders in the future. Professor Scott, in a study of student subcultures at the University of Colorado, determined that pledge recruitment emphasized interpersonal, organization-supporting values.<sup>84</sup>

In an early study of fraternities, Robert Angell found that membership in fraternities held a high positive correlation with satisfactory social adjustment; only two percent of their membership became social failures in college.<sup>85</sup> In a doctoral dissertation by George Bohrnstedt,

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<sup>82</sup>Emory S. Bogardus. "Fraternity as a Primary Group," Sociology and Social Research, XXIV, May, 1940, p. 456.

<sup>83</sup>B. M. Bass, op. cit., 1960

<sup>84</sup>William A. Scott. Values and Organizations: A Study of Fraternities and Sororities (Chicago: Rand McNally and Co., 1965), p. 285.

<sup>85</sup>Robert Angell, Study in Undergraduate Adjustment. (Chicago: University of Chicago Press, 1930), p. 113. IV (1961), 83-91.

it was found that fraternities tended to select pledges with values similar to their own.<sup>86</sup> Norman Miller, in the early 1950's, characterized fraternity men as being more conservative politically and economically than independents.<sup>87</sup> In the field of business, data would seem to indicate that fraternities may identify or nurture qualities which may be sought for later leadership roles. As noted previously, a listing by Fortune magazine (1963) revealed that three out of four chief officers of major corporations included in the survey of 750 concerns were fraternal members.<sup>88</sup>

Johnson has suggested that the phenomenon of fraternity leadership deserves more attention from university scholars when he stated:

It would be satisfying to know just exactly what has influenced and motivated them to make their citizenship in a democracy meaningful and to work at it in ways that enhance their own lives more abundantly.<sup>89</sup>

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<sup>86</sup>George W. Bohrnstedt. "Process of Seeking Membership in and Recruitment by Voluntary Social Organizations," (unpublished Ph.D. dissertation, University of Wisconsin, 1968).

<sup>87</sup>Norman Miller. "Social Class and Value Differences Among American College Students," (unpublished Doctoral dissertation, Columbia University, 1958).

<sup>88</sup>C. Johnson, op. cit. p. 317.

<sup>89</sup>Ibid., p. 328.

The fraternity would seem to have a deep concern for the development of the individual in regard to positive values, self-understanding, social and personal adjustment.

As noted in the Need and Significance of the Study, a computer search did not produce any relevant research. There would seem to be a need for research dealing with leader potentiality and emergence at the collegiate level.

#### SUMMARY

There are numerous variables which have a bearing on leadership. Factors pertaining to the need for achievement, intelligence, self-confidence, verbal ability, judgment of attitude, and complexity of personality can all contribute to producing a leader. It is evident that no one method or criterion has been found to differentiate among individuals in the predictability of leaders. It would appear that a concomitant study of the APO Fraternity and the campus leadership roles of its members would be an appropriate way to study the phenomenon of leadership. Of great significance is the fact that one group has consistently maintained major campus leadership posts.

Research has indicated that a leader usually matches the characteristics of his group with its task requirements.



According to the literature, one may conclude that group members generally choose leaders like themselves. Of paramount importance is the fact that the leader must be acceptable to the group in order for effective leadership to exist. It would appear that the fraternity members emulate their leaders and through a process of enculturation become leaders themselves.

Data have shown that fraternal membership plays an important part in leadership development; there is a positive correlation which exists between members assuming post-collegiate leadership positions and those who were fraternity members while in college. The literature indicated a need for colleges and universities to prepare individuals with leadership experiences and thus prepare the students for later societal roles. There has been no study to date of a service fraternity or the process of leader selection within such a group. Thus, this investigation should be a most appropriate one for research.

## CHAPTER III

### RESEARCH METHODOLOGY

Frederic Le Play (1806-1886) is reputed to have been the originator of the case method for social science.<sup>1</sup> Adapted from the medical and psychological literature, the term "case study" refers to a rather detailed analysis of an individual case and has become one of the major methods of research favored by social scientists. Widely varying phenomena such as industrial towns (Hughes, 1943), medical students (Becker, 1961), street gangs (Whyte, 1943), and urban neighborhoods (Goffman, 1961) have been studied in an attempt to arrive at a comprehensive understanding of a particular group and its behavior. Each case study seemed to provide a unique view of group dynamics in the organization studied.

Because it aims to understand the totality of group behavior and interaction, the case study cannot be designed to test only general propositions. It seeks answers to: Who are the group members? What are the recurring modes of interaction? How is the group related to the world?

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<sup>1</sup>Pauline V. Young, Scientific Social Surveys and Research (4th ed.; Englewood Cliffs, New Jersey: Prentice-Hall, 1966), p. 247.

An observer, using the case study technique, places himself in the group so that he can discern, over a period of time, what transpires as people proceed with their daily activities. Peter Blau stated that the observer should note the kind of people who relate with one another, the content and consequences of the interaction, and how it is talked about by the participants after the event.<sup>2</sup> The interview is an acceptable mode of research either alone or in groups, and the observer may create his own statistics for the solution of particular problems. Blau stated bias could be avoided

. . . by carefully rendering a complete account of all events observed; . . . the data will usually not be sufficiently systematic to be amenable to statistical manipulation.<sup>3</sup>

Particularly important in the case study method is the use of direct observation. R. H. Wax, in his analysis of the case method, noted:

Scholars sometimes overlook the fact that the efficiency of scheduled questionnaires and sample surveys depends not so much on elegant statistics as on a sample of respondents whose homogeneity is further accentuated by the very structure of the inquiry.<sup>4</sup>

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<sup>2</sup>Peter M. Blau, "Observation," International Encyclopedia of the Social Sciences, Vol. XI, pp. 233-235.

<sup>3</sup>Ibid., p. 235.

<sup>4</sup>R. H. Wax, "Participant Observation," International Encyclopedia of the Social Sciences, Vol. XI, p. 239.

Further credence to the case method was given by Stogdill.

The most fruitful studies, from the point of view of understanding leadership, have been those in which leadership behavior was described and analyzed on the basis of direct observation or analysis of biographical and case history data.<sup>5</sup>

It would appear that numerous investigators have been able to employ the case study method with little disruption to the group being observed. Sociologist Matilda Riley described the case method of study as being a conceptual model whereby the researcher would begin with a set of ideas which constituted an image of the phenomena to be studied and attempted to extrapolate from them the major variables and concepts affecting the problem.<sup>6</sup> The data would be gathered through a process involving observation and questioning of those persons who were assumed to be important to the study. The assimilation of materials by the case method would be similar to Whyte's classical study, Street Corner Society (1943). He was able to live in the environment of a street gang for several years and record their actions by data obtained from observation of their group and interaction with them.

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<sup>5</sup>Ralph Stogdill, Handbook of Leadership: A Survey of Theory and Research (New York: The Free Press, 1974), p. 63.

<sup>6</sup>Matilda Riley, Sociological Research Vol. 1, A Case Approach, ed. Robert Merton (New York: Harcourt, Brace and World, Inc., 1963), p. 58.

Malinowski described what he observed and then made generalizations from his data.<sup>7</sup> He and other social scientists have sought explanations for unexplained social phenomena and sought clarification of group actions through their research employing the case method.

In Riley's previously noted work, valid research may consist of direct observation without participation.<sup>8</sup> Using this method, one would be able to discern patterns of action but would avoid a biased viewpoint which ordinarily comes from immersion within the group itself.

Thus it has been ascertained that a study of the concept of leadership within a group would be enriched by employment of the case method. Additional documentation has been provided by Thomas Gordon, a psychological consultant, who was formerly with the Department of Psychology at the University of Chicago. He related that observation and the description of behavioral events provide an adequate basis for research.<sup>9</sup>

In presenting the Alpha Phi Omega Fraternity as an unusual group phenomenon relating to leadership, the author

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<sup>7</sup>Ibid., p. 50.

<sup>8</sup>Ibid., p. 186.

<sup>9</sup>Thomas Gordon, Status Systems and Group Dynamics (New York: McGraw-Hill, 1972), p. 104.

will present subjective impressions and perceptions of the participants. Every attempt will be made to avoid bias in a description of the data.

This study will deal with a group in terms of overt acts and the personal characteristics of the participants in their social process. An attempt will then be made to fit the differentiated subsystems into the macroscopic whole in order to facilitate a further understanding of the personal and psychological processes of fraternal membership both with reference to the individual member and the group context. It would appear to the author of this dissertation that many of man's experiences can be understood by observing him in action. One may thus, through noncontrolled participant observation, gain a spontaneous picture of life and persons which portrays a naturalness of behavioral activities. Observation and description have been utilized extensively in this study of leadership, and the resultant data should provide a descriptive model of how groups encourage and reinforce effective leadership behaviors. In a small group, such as the fraternity under study, an attempt will be made to observe the perception of members toward one another and to anticipate what the effects of member interaction are in promoting leadership behaviors. The author will focus on the question, What constitutes a leader? It has been

evident from the literature that there are many and varied concepts involved in a study of leadership. Stogdill referred in particular to the influence of goal achievement and positive group reinforcement.<sup>10</sup> Table I in Chapter II denoted twenty-three different leadership factors which had appeared in three or more research studies. However, research has indicated that no one best criterion has been established to differentiate among individuals in the study of leader predictability. In fact, Stogdill related that personal characteristics of an individual, considered alone, hold little diagnostic or predictive significance.<sup>11</sup>

It would appear that the leadership tasks available to one in a collegiate setting are of a rather structured nature. One may be an officer of his dormitory, his class, or involved with some other aspect of campus governance. It may be that colleges should make available unstructured leadership opportunities for students which would better prepare them for societal contributions in later life.

Although this study deals with structured leadership opportunities, similar civic leadership posts will be available to individuals for post-college activity. This

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<sup>10</sup>Stogdill, op. cit., Vol. I (1968), p. 25.

<sup>11</sup>Stogdill, op. cit., 1974, p. 81.

opinion was reinforced by Ripper's previously noted finding that fraternities have provided more adequate democratic civic training than any other educational device.<sup>12</sup> Beal and others felt that leadership could be learned,<sup>13</sup> and Hemphill reported that if one could understand the conception of leadership choices one could go far in controlling the destiny of organizations.<sup>14</sup> Has one fraternal organization, the Alpha Phi Omega Fraternity, been able to discern what type of leadership its campus desired after which such leadership was elicited through a process of enculturation of the group membership?

Research has predicted that a leader is similar to his group in characteristics, values and attitudes. What then are the factors which have enabled the Alpha Phi Omega Fraternity to maintain a high group achievement of leadership posts? How does this group affect the behavior and motivation of individual members? The investigation will seek answers to these questions.

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<sup>12</sup>Clyde Johnson, Fraternities in Our Colleges (Menasha, Wisconsin: George Banta Company, 1972), p. 114.

<sup>13</sup>George M. Beal, Joe M. Bohlen, and J. Neil Raudabaugh, Leadership and Dynamic Group Action (Ames, Iowa: State University Press, 1962), p. 36.

<sup>14</sup>John K. Hemphill, Situational Factors in Leadership (Columbus, Ohio: The Ohio State University, 1949), p. 3.



The concern of this study is the impact membership in the Alpha Phi Omega Fraternity appears to have upon major elective campus positions at a small, church-related, liberal arts college. Does membership in this particular organization influence the male members to become campus leaders? If such is found to have a positive relationship to leadership emergence, the factors assumed to be involved in the concept of leadership will be studied.

For the past several years, the membership has held a disproportionate number of leadership positions in relation to their membership role. This study will seek to explain how many of the fraternity members achieve positions of campus leadership. Examples of specific leader behavior patterns will be noted. The writer will attempt to determine how leadership characteristics are developed within the group and interpret actions made by the Fraternity regarding task development.

A computer search of the literature did not uncover any previous fraternal study which exclusively employed the case method of research. In fact, very little research was found which related to college leadership. The population of the present study has also not been studied in any systematic way.

The writer of this dissertation has been an advisor to the APO Fraternity for the past seven years and has been able to observe its functioning first hand. It was decided that a case study would be an appropriate technique for the research design. As previously noted, Stogdill, Blau and Riley favored the case method for such studies since it clarified group actions and permitted an unposed picture of behavioral activities for the researcher.

For those engaged in student affairs work, the search has been ever present for facilitation of responsible participation within the collegiate sphere. The results of this study should contribute to a better understanding of small groups at work and allow one to discern patterns of leadership.

#### RESEARCH SETTING

The sample for this study was drawn from the APO membership at the College during the fall terms of 1971, 1972 and 1973. It should be noted that fraternal groups receive nearly all of their year's membership during the fall semester of each academic year since few new students enroll during the spring term. Historically, and without exception, the largest number of students enroll during the fall semester at the College.

Located in the southeastern United States, the College is a four-year liberal arts, church-related, institution. Its average total enrollment during the period under study was 1,140 students. The average male enrollment for the same period was 584; the student body may be said to be quite evenly divided between a male-female population with the ratio being quite near 1:1.

The geographic distribution of the male students' home addresses indicated that 54 percent were from North Carolina; 46 percent were from 26 other states and foreign countries. Approximately 400 students from the northeastern United States came to the College.

The average enrollment for the Alpha Phi Omega Fraternity during the period under study has been 16 members. For the other fraternities, the average enrollment has been quite a bit higher.

This study will deal with the formal posts of leadership in which individual leaders were elected by their peers. For the purposes of this study, 21 positions have been cited as major positions available to students of the College. It should be further noted that all such leadership posts are open to both the male and female campus membership.

In April of each academic year, an election is held for the major offices of campus governance. According to the election chairman, records indicate that approximately fifty to sixty per cent of the student body chooses to vote in each election. The elected officers assume their posts of responsibility in May and serve until the following April.

The research selected 21 elective posts of leadership as those seen as having a major impact upon all facets of student governance. Table II, page 73, provides the prestige factor attributed to each position by the investigator.

Of the 21 elective posts, it should be noted that the office of President of the Student Government is the most highly contested position. The President meets with various college administrators and has the power to appoint students to numerous faculty-student committees. The three supporting offices of the President are those of the Vice President, Secretary and Treasurer of the Student Government Association. The Vice President is in charge of the Orientation Program for new students (September) and selects upperclassmen to participate in the program. During the course of this study, this position has been highly sought by numerous students. The positions of

Secretary and Treasurer are prestigious for the candidates but are not viewed as powerful offices by this investigator.

Established in 1971, the post of Student Union Chairman has become a powerful position. The Chairman primarily influences how student monies are expended for entertainment. The two supporting Union Committee Chairmen are elected to serve as co-chairmen of the budget; with the Student Union Chairman, they have the power to allocate all monies for the college paper, the yearbook, the literary magazine, the concert and lecture series, and all other social functions for each academic year.

Two posts were selected from the judicial system. The Speaker of the Legislature was deemed important since he introduces policy changes, can vote at meetings, and greatly influences the Legislative Branch. The Chief Justice of the Supreme Court has not been a very prestigious position. However, as the campus judicial system was revised in November, 1973, the writer predicts that more status will come to be associated with that position.

The positions of class officers were selected for inclusion in this study as all of the student body have an opportunity to elect representatives of their respective classes. The three offices of the senior, junior, and sophomore classes are those of President, Vice President and

Secretary. Each class president holds a limited amount of influence with the administration; the other officers hold less power. Of all the class posts of leadership, that of the senior class president is the most important. The president speaks at graduation and is instrumental in selecting the class gift for the College.

It should be noted that the freshman class elections are held separately from those previously mentioned. After freshmen have had an opportunity to become acquainted with one another, the freshmen elections are held in October in order to permit class leadership for as much of the academic year as possible. As noted previously, all other elections are held in April of each year.

In the author's opinion, the 21 positions noted are the most critical ones to student government at the College.

As a dean in student personnel work for the past seven years and as advisor to the APO Fraternity for the same period, the author has had ready access to college data relating to enrollment, Greek membership, and academic and personnel records of students. Perhaps of the greatest significance to this case study has been the author's long-range observation and comprehension of the various organizations on campus. Of additional importance,

the writer has attended many group meetings over the years, has maintained anecdotal records, and has remained in contact with numerous previous leaders and their post-college activities, especially those who have held the position of Student Government President. Finally, many casual contacts and more formal counseling-related conferences have aided in the assessment of the research presented here.

From previous materials presented in this study, an examination has been made of the leader, his task, and group membership. It would appear that the leader must perceive the needs of the group and contribute in aiding group attainment of the desired goal which, in this study, may be taken to mean leadership.

Consequently, our understanding of group centered leadership can be enriched through an examination of how one becomes a leader and how followers seem to react to his influence. The leader's awareness of follower relationships will be viewed in relation to participatory decision-making and other aspects of formal authority in a group situation.

#### BIASES AFFECTING THE RESEARCHER

All investigators have biases that influence their research methodology. It is therefore appropriate

that the present reasearcher identify her own basic assumptions in order to check herself and in order to let the reader know she is cognizant of such biases.

1. Although the author has not herself ever been a member of a social fraternity, her position as Assistant Dean of Students at the College has led her to know that she can rely on leaders in social fraternities to share many of the administrative goals she has. Leaders in social fraternities, for example, were most helpful in dealing with student unrest in the late 1960's. Members of social fraternities have also given appreciable aid to the community in the form of "big brothers" to underprivileged children, cooperation with the police in helping juvenile offenders, sponsoring bloodmobile drives, and clean-up days for the city. The author personally supports such efforts which quite frankly are good for the College in regard to community relations. In short, the author has come to believe that social fraternities are generally speaking a "good thing."

2. The author is conscious of the fact that being a woman has influenced relationships with the particular social fraternity being studied. A simple example is the fact that the fraternity men "clean up their language" when in the presence of the author.



Although some manner of hazing occurs in any organization for initiates, such activities were kept from the researcher. At the same time, the author is conscious of the fact that men also like to talk to a person of the opposite sex; and the researcher has therefore had access to some information because of this.

3. The age of the author may also be of some consequence. Having entered the institution in her middle twenties, the author never felt like one of the fraternity members' peers; but at the same time the researcher knew she was not an older "housemother type."

4. The author has considered the following factors that might have influenced the investigation but has rejected them as being major findings: (a) the author is from a white middle-class background whereas members of the fraternity are from middle to upper class backgrounds; (b) the author's political party affiliation is different from most fraternity members' affiliation; and (c) the author and the fraternity members are for the most part Protestants.

5. It was determined by the author that the actual names of the Alpha Phi Omega members would be pseudonymous during the course of this study.

## Chapter IV

### THE CASE

This portion of the study will describe APO membership and denote major campus leadership posts considered by this investigation. A description of the APO activities will focus on five factors: (1) co-operation, (2) participation in fraternity approved activities, (3) group identification, (4) developmental tasks, and (5) enculturation. These five factors will serve as a framework in Chapter V for analysis of the Fraternity's role in promoting leadership among its members.

During this investigation, the leadership achievements of the APO Fraternity have been seen as more than a chance factor. The number of leaders they produce consistently would indicate that various factors are at work within the group; these factors have been viewed as relating directly to producing leaders.

A college leader has been previously defined as an individual selected by his peers for a formal post of leadership within the college environment. The sample for this study is necessarily small since it is concerned with only one college campus and there are a limited number (21)

of leadership posts presently under consideration. The election to such posts is conducted by secret ballot by the student body at the college. The election procedure is carefully supervised by Student Government officers; ballots are numbered consecutively and each student must show his identification card prior to receiving a ballot. Upon being given a ballot, the student is listed as having voted. The wooden ballot box is padlocked when elections open and is unlocked only by the elections chairman in the presence of three student legislative officials at the close of the election period.

During 1971, 1972, and 1973, various APO members held an average of six major campus leadership posts out of a total possible number of 21; during each year of this study, an APO was the Student Government President. The following tables will describe the prestige factor and number of offices associated with the 21 positions under consideration (Table II) as well as the specific leadership positions held by the APO's at High Point College (Table III) during the same period of time.

At this point, it would seem appropriate to acquaint the reader with a description of the National APO affiliation and the local Mu Xi Chapter.

TABLE II

Major Leadership Positions with Comments Relating  
to the Prestige of each Position

Major Elective Campus Leadership Positions	Number of Posts Available	Comments Concerning the Leadership Positions
Student Government		
<i>President</i>	1	<i>Probably the most prestigious and sought after leadership post, it has been held by an APO during the three years of this study.</i>
<i>Vice President</i>	1	<i>The three supporting positions of the presidency are less powerful.</i>
<i>Secretary</i>	1	
<i>Treasurer</i>	1	
<i>Student Union Chairman</i>	1	<i>This position came into existence three years ago and the chairman has a great deal of power regarding Campus entertainment offerings.</i>
<i>Union Committee Chairman</i>	2	<i>These posts, too, have great financial power over the social affairs of the students and maintain much status on campus.</i>
<i>Speaker of the Legislature</i>	1	<i>This is a very powerful post.</i>

TABLE II (continued)

Major Elective Campus Leadership Positions	Number of Posts Available	Comments Concerning the Leadership Positions
<i>Judicial Chief Justice</i>	1	<i>This position has not historically held a great deal of prestige nor does the holder have a vote. However, the judicial system has been revised (November, 1973); the writer predicts more status will become associated with the position.</i>
<b>Class Officers</b> <i>(President, Vice President, Secretary of each class)</i>		
<i>Senior Class Officer</i>	3	<i>Each class presidency holds a limited amount of influence with the administration, with the senior president having the greatest prestige as the holder of this office speaks at graduation. The other officers hold less power with their peers and the administration.</i>
<i>Junior Class Officer</i>	3	
<i>Sophomore Class Officer</i>	3	
<i>Freshman Class Officer</i>	3	

TABLE III

Elected Positions of Leadership Held by APO Membership During a Three Year Study

1971 Positions Held	1972 Positions Held	1973 Positions Held
Student Government--  President Vice President Secretary	Student Government--  President Vice President	Student Government--  President
Student Union Chairman	Student Union Committee Chairman	Student Union Committee Chairmen (2)
Student Union Committee Chairman	Speaker of the Legislature	Speaker of the Legislature
Speaker of the Legislature	Sophomore Class President	Freshman Class Secretary
Senior Class President		Senior Class V. President
Total positions held -7-	Total positions held -5-	Total positions held -6-

### A Description of the APO Fraternity

The Alpha Phi Omega Fraternity (founded in 1925 at Lafayette College in Easton, Pennsylvania) is the largest undergraduate collegiate organization in the United States. There are approximately one thousand chapters around the world according to the 1972 Pledge Manual.<sup>1</sup> The Chapter under study has been designated as Mu Xi by the National Office.

Founded upon the same principles as the Boy Scouts of America, APO believes that the keystone of the fraternity is "service"; "leadership" has been held as another basic concept of the Fraternity as has the quite obvious one of "brotherhood."

Fraternity literature advocates a deep concern for the development of the individual in regard to positive values and self-understanding. Astronaut James Lovell, Jr., a Brother in APO and quoted in the Manual, recommended the Fraternity: ". . . This organization will give you a sense of fulfillment and will bring honor and distinction to your school."<sup>2</sup> The national poem "Silence", by Royal Scanlon of Rho Xi Chapter, stresses good citizenship which is one of the ideals of the Fraternity:

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<sup>1</sup>"The Three Worlds of Alpha Phi Omega," Pledge Manual. Distributed by the National Office, Kansas City, Missouri, 1972.

<sup>2</sup>Ibid., p. 1.

### Silence

A time for quiet, a time for thought  
 A moment in a moment, an hour in an hour  
 A realm within this place.

For once in my life my mouth is closed  
 And for awhile, I can hear  
 The sounds of sincerity, the sights of honesty,  
 The beauty in ugliness, the truth in fear,  
 The integrity of hope, the need of dreams.

So once again I will dream and forget,  
 Once again I will pretend and overlook.  
 Once again I'm me.

The poem characterizes Clyde Johnson's and Wright's previously stated opinions that fraternities promote positive citizenship and develop leadership potential.<sup>3</sup>

One of the Brothers states that to him the above poem meant ". . . how leader roles could develop me into a better rounded person and help me to see the plight of others. It causes me to make it my task to help other people."<sup>4</sup> Does adherence to such goals discriminate in the emergence of campus leaders?

#### A Description of the Mu Xi Chapter Membership

The age of the membership during the years of 1971, 1972, and 1973 ranged from 17 to 26 years with four married veterans being members of the brotherhood. During

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<sup>3</sup>Clyde Johnson, Fraternities in Our Colleges (Menasha, Wisconsin: George Banta Company, 1972) pp. 3; 54.

<sup>4</sup>The names of students used in this study have been disguised to protect student identity and avoid any possible personal embarrassment to individual members.



the years of 1971 and 1972, the local chapter at the College had a yearly membership of seventeen men. The membership was quite small during the fall of 1973 with fourteen men belonging to the Fraternity. No reason has been determined for the drop in membership; however, it should be noted that none of the service projects were discontinued due to a loss of members.

A compilation of all test records (Otis Intelligence Test) showed APO individual intelligence quotients ranging from 101 to 134. The majority of the scores over the three year period were in a range of 109-114. The above data would seem consistent with Trent's findings that there is a wide range of intellectuality among college leaders.<sup>5</sup>

Grades received by the group under study tended to vary a great deal from an average of two (of the average membership of 15) being on academic probation each semester to several of the membership attaining "B" averages or slightly higher. No student acquired a perfect "A" average during the period of the investigation. The APO's seem content with average grades. This observation supports Johnson's findings in his study that fraternity men appear

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<sup>5</sup>James W. Trent, "A New Look at Recruitment Policies," College Board Review, 1965-66, LXIII (1967), 7-11.

generally content with a "C" average; he did note, however, that it is difficult to make such a sweeping generalization as there are certainly exceptions -- some fraternities place great emphasis on high academic achievement.<sup>6</sup>

Earlier in this study, it was mentioned that there is no statement in the APO Charter which prohibits membership due to race or creed. During 1970 there was an Afro-American Brother; however, due to family responsibilities, he had to withdraw from college. It has also been noted by the investigator that the majority of the membership comes from a socio-economic background of middle to upper-middle class status.

Approximately eighty percent of the members have obtained the ranking of Eagle Scout. This investigator has not witnessed any Brother asking a potential pledge, "Are you a Scout?" It seems that those who have been in Scouting would desire to continue with service to mankind; thus, their interest would initially be drawn to the APO Fraternity during the rush period. However, it should be reiterated that membership with this group, as with any fraternity, is both selective and voluntary. Few organizations are without some degree of selectivity.

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<sup>6</sup>C. Johnson, op. cit., p. 175.

(It should be noted that all of the Eagle Scouts at the College are not in the APO Fraternity. During Scout Recognition Week in the City, several campus members participated in the activities who belong to other Greek organizations; additionally, several independents have also achieved the ranking of Eagle Scout.)

The intended college majors of the group vary widely and include such diverse fields as psychology, pre-law, religious education, history, physical education, and human relations. The major of human relations has been supported by the American Humanics Foundation located in Kansas City, Missouri. This college has been designated as one of only four institutions in the United States to offer such a major to train individuals to work in youth-allied fields such as YMCA, YWCA, Scouting and similarly related occupations.

The men in the local APO Chapter participate in many co-curricular activities. The vast majority hold part-time jobs with several working 40 hours per week; twelve hours was the average.

The following section of this investigation will present actual incidents and observations of the group under study which have a significant relationship to the development of leadership abilities.

## FIVE FACTORS AFFECTING APO LEADERSHIP

The investigator determined that this case study could best be presented by means of five factors which indicate leadership development among its members by the Alpha Phi Omega Fraternity at the College. The anecdotal records and personal interviews used describe incidents witnessed by this writer; however, the actual names of the group members will not be used in order to prevent any possible embarrassment to the individuals concerned.

### Cooperation

A contention of this author is that the APO Fraternity promotes cooperation among its membership. Within the extracurricular experiences, the members have numerous opportunities to develop a sensitivity to the worth of the individuals who comprise the Brotherhood. Additionally, they have occasion to learn attitudes and skills which promote cooperative living and working conditions with their peers.

The literature has described fraternities as "... workshops in understanding and cooperation ..." and as educational laboratories in group living where young people learn to govern themselves.<sup>7</sup> The APO's learn

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<sup>7</sup>C. Johnson, op. cit., p.111.

cooperation through membership in their Fraternity. Members do not always get their own way; most of the group being studied live in the dormitory and have had to learn to follow the truism of "live and let live."

A large number of the APO's take an active part in fraternity affairs and provisions have been made for personalized involvement of all. The process of cooperation is fostered as the group selects its officers; each APO member has a vote. Since officers are elected twice yearly, leadership positions are available to the majority of the group members at some point during the academic year. A member is expected to attend weekly meetings and hear reports, participate in decision-making, and debate issues according to parliamentary procedure. Standards of the fraternal system at the national level are held by the local group as important guidelines and a specific challenge ". . . [an] acceptance of responsibility for a positive contribution to the educational functions of the sheltering institution . . . reverence to God, allegiance to country . . . devotion to personal liberty."<sup>8</sup>

One must not lose sight of the fact that APO membership although selective, is voluntary. As noted

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<sup>8</sup>"50th Anniversary Declaration of Principles," National Interfraternity Conference Yearbook. (New York: National Interfraternity Council, 1961), p.3.

previously, there appears a genuine concern as to whether both member and fraternity will benefit by the affiliation. The pledge members are well-informed that service to others is the primary aim of the Fraternity. Before a pledge is permitted to become a member, he is voted upon on three different occasions. Conversely, at a meeting, the pledge is permitted to make any comments he so desires about members of the group.

Tom, a former president of the group, said, "We work with the pledges in order to bring out qualities of cooperation and friendliness. We teach them how to work with other pledges. Each is also aware that an award will be presented to the 'outstanding pledge' as voted upon by the Brotherhood."

John, another former president, said, "We do not try to eliminate anyone who wishes to join with us; but remember, we're not a social fraternity. If he wants to drink and party all the time, he's in the wrong group and won't be happy [with us]."

At group meetings, the writer has observed first hand the development of leadership behaviors as the group sought to achieve cooperatively its goals. One past president tended to be autocratic in his leadership style and the group members objected to the manner by which he

introduced service projects and other matters affecting the Fraternity.

John said, "We do not hesitate to inform any officer when he is performing poorly. We speak up at meetings and tell if we think a project is being rail-roaded through." He further elaborated, "No one is allowed to ride rough-shod over the group. No officer is a 'boss'; we are Brothers." He also related other information about the former president: "We say, 'O.K., you help, too; don't be afraid to get your hands dirty.' You see, he always managed to delegate the hard, sweaty work to a group he wasn't with and that is not fair. Our pledges have to see the Brothers set a good example of hard work."

In regard to the example just noted, one of the Brothers at a regular meeting and during Comments for the Good of the Assembly said, "I am bothered by something, I think [the APO President] is going about things wrong. He is presenting projects and committing us to things before we have discussed them at a full meeting. I don't like it and want us to talk about it."

Several members voiced similar feelings and the president related that he had no idea that his actions were being perceived as autocratic. The same leader went privately to several of the members of the group and asked

for advice as to how he could change his actions. He admitted to this investigator that "he was bent out of shape" when the members first called him to talk over his leader behavior. He said, "I thought about it, and lost a lot of sleep, but you know, I began to see what they meant. If I mess up in the Fraternity I'll never get to be SGA [Student Government Association] President. (Later he did achieve his leadership goal on the College campus.)

John stated to this investigator at a later date regarding the autocratic behavior of the Fraternity officer, "He really learned and became a pretty good president. Before his semester of leadership expired, his methods changed and he became more democratic. He surely learned not to commit us [Fraterntiy] to a project before it was discussed and voted upon."

It should be noted that once a vote had been accepted by the membership, the group leader is expected to exhibit strong, positive direction. Members do not hesitate to criticize one another for inefficiency, unacceptable language, or inappropriate suggestions for group activity as was just noted by the previous example. Neither are the members timid at referring to each other's inattention to personal hygiene or unacceptable social behavior. On occasion some members would say to one of their group,



"Hey, did the laundromat break?" Such criticism, however, is kept within the Fraternity. Members do not criticize each other to outsiders. During meetings they bring up problems that are of individual and group concern. They do not hesitate to say, "You're not studying enough" or "You're drinking too much; what's the problem?"

For the most part, it would appear that the weekly meetings of the Fraternity are satisfactory to the membership with a major concern being exhibited for the development of the group in regard to positive values, self-understanding, and the opportunity for the learning of attitudes and skills associated with leadership. Occasional horseplay, unacceptable language, and behavior which seems unacceptable to the group norms fail to be encouraged by the group leadership and are thus discouraged by peer pressure.

This author has viewed numerous evidences of cooperation by the APO's as they sought to gain approval for ideas which they supported and for which they needed the backing of the college administration. They have been successful in large measure due to their positive working relationship with the college administration. They have been able, through a process of observation, to learn which ideas the administration seems to favor or disfavor.

Since alcohol on campus is taboo due to the religious affiliation of the college, the Fraternity has determined that any move by them to support a bill permitting drinking in the dormitories would be viewed with extreme disfavor by the administration. Nevertheless, each APO who has been a Student Government Association President has discussed with the college administration the fact that most students favor having alcoholic beverages permitted on campus. Such a stand has generated friction between the administration and the APO Fraternity. Only the student legislative body can actually present a bill to the College President. This has been done on numerous occasions and has always been met with a negative response from the Board of Trustees and the President.

The APO's have determined that power "trade-offs" have a relationship to leadership. The group directs traffic at the home of the College President which is located in an isolated area. He has responded by assisting the Fraternity with some free furnishings for their lounge and enabling them to acquire other purchases at cost. Other "trade-offs" have resulted in free meals for the group, easy accessibility to the offices of all administrators, and the concession for making college identification cards.

A further example of cooperation with the administration centers around "panty raids" on the girls' dormitories by male members of the campus. On the third consecutive night, the Dean of Students and this investigator had determined that such incidents were no longer numerous and that the large gatherings had the potential for possible physical harm to a student who became overly "carried away" by the implied freedom of such a situation. The male students were told by the Deans, "O.K., you've had your fun. Now please--go back to your dorms and let's get some sleep." ( It is a policy of the Student Personnel Office to not threaten students with expulsion nor hostile remarks; it has been determined that appealing to their sense of reason is a more effective policy in obtaining cooperation.) Of particular importance in the above example was the fact that several APO's, who were campus leaders and perceived by the administration to have a great deal of influence with their peers, were asked by the Deans to "spread the word--the fun is over." The APO's aided immensely in dispersing the crowd without generating animosity from the dean's request. Additionally, on the following day, the Dean of Students called in several APO's and asked them to get information to the other students that the President had stated that any future panty

raids would result in disciplinary action. The APO's responded in a positive manner; they told numerous peers: "Panty raids are no longer 'cool' and if you are involved the Dean has to take names; we've got to put a stop to them (panty raids) or the President will take away 'Open House.'"

Fortunately for all concerned, the word was effectively disseminated among the campus membership; and, as of this writing, there have been no more incidents of this nature. The author perceives that the APO's willingly aided the administration in a potentially troublesome situation. The members of the Fraternity clearly saw that further pranks of this nature would injure the coveted inter-visitation privileges. They were willing to tell their peers, in effect, that there had to be a "trade-off;" if the administration was to be concerned with frivolous student action late at night, unwanted publicity, and fear of physical harm to students participating in the antics, the students would be considered immature and not able to handle social concessions from the administration.

Although the fraternity has been seen as working well with the administration, it is not the intention of the author to imply that there have not been disagreements. Indeed there have been differences of opinion, and quite

divergent views have been held at times. An example of opposition was clearly illustrated when the APO Student Government President began his attempt to permit inter-visitation in the dormitories in 1971. Several administrators were opposed to the proposal. However, the leader of the movement, who was an APO, had the campaign well organized and had data compiled from other colleges of similar size who were permitting such visitation to occur; consequently, he managed to persuade the administration to permit visitation on a trial basis.

During a regular meeting, this investigator observed the APO's plan their campaign for co-educational visitation. They related that many of their peers wanted to date in the dorms and one APO said, "If we can pull this off, our slate [for upcoming campus elections] will win by a landslide."

Their efforts toward inter-visitation were also during a period of time when no unusual student problems such as panty raids or student unrest were claiming the attention of the administration. One APO said, "We must time our proposal to the President just right; don't go in on a Monday when everyone else will be telling him [their] problems."

The Fraternity was seen by this author to employ leadership tactics of persuasion, careful planning, and analysis of the prevailing power structure. They had previously discussed their desire for inter-visitation with the Dean of Student's Office and had promised to help with any problems which might occur--especially in regard to security.

The success of the APO leaders in obtaining inter-visitation was met with approbation by the student body. Comments such as "The APO's pulled off the impossible." and "I don't believe it!" were frequently heard over campus. Several students affirmed to this writer that no other group could have so successfully maneuvered the administration.

The APO's appear to understand the needs not only of their membership but of the total campus. In their perception of student desires for dormitory inter-visitation, the APO's did research and presented a workable proposal to the college administration. Their success was viewed favorably by the student population.

In summary, the factor of cooperation has involved bargaining behavior on the part of the APO's. For example, they explained to the administration that the inter-visitation request was for instigation on a trial, and

not a permanent, basis. Additionally, they have shown themselves capable of tolerating role conflict or ambiguity. They have related well to both their peers and the administration and have been able to satisfy the expectations of both groups.

The group members were also seen as giving and receiving feedback. Significant discussions were seen to take place at regular Fraternity meetings regarding leader behavior and activities of individual members with particular attention being given to behaviors viewed in a negative manner by the membership.

Thus, cooperation has been viewed as a factor aiding in leader development. The APO's acquire feelings of responsibility for one another and work toward group or individual (such as campus positions of power) rewards. They have sufficient influence with the administration and their peers to effectively represent and relate to each group.

#### Participation in Fraternity Approved Activities

A second factor of this study concerns the role of participation in Fraternity approved activities by group members. It has been previously noted by Howard Johnson that the college campus provides numerous opportunities for leadership training and demonstration and that

students should be encouraged to participate in leadership roles.<sup>9</sup> This investigator has determined that the APO Fraternity encourages its membership to actively participate in campus co-curricular activities, campus and community service projects, problem solving and decision-making experiences. A Brother in the Fraternity is expected to be involved in one or more of the Fraternity's approved activities which contribute to the expressed goals and objectives of the group.

Stogdill reviewed studies by Kahn and Tannenbaum (1957) and Tannenbaum and Smith (1964) regarding participation in which member activity was seen as". . . facilitated by a type of leadership encouraging consultation and participation in activities."<sup>10</sup> The same research denoted that "Member loyalty to the organization is also strengthened by participation in activities."<sup>11</sup>

An example of participation encouraged by the Fraternity is that of a Jaycee college chapter being instituted on the local campus in the spring of 1973.

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<sup>9</sup>C. Johnson, op. cit.

<sup>10</sup>Stogdill, op. cit., (1974), p. 391

<sup>11</sup>Ibid.



Out of an initial membership of 20 males, eight were APO's. When elections were held, the three major officers of president, vice-president, secretary-treasurer came to be held by APO members. The APO's seem to become totally involved in whatever task they undertake and are often elected to leadership positions by their peers. Yet, numerous opportunities for leadership and service are not being performed by other students due to the involvement of the APO's in the Jaycee organization. An organization, with such similar aims to the group being studied, could have been best left open for non-APO members in order that more students could be involved in campus affairs. However, the above example indicates that one Fraternity has been able to have unusual success in selecting members who were potential leaders and then proceed to train them for leadership positions.

In addition to the dimensions of extensive participation within the Fraternity and Jaycees, the young men take an active part in service contributions to the campus and city environs. The group has a requirement of 18 service hours per member during each semester of Chapter membership. The secretary records the service hours in a log. The activities of the organization are many and

varied. A partial list of these activities follows:

1. In conjunction with the Red Cross, a campus bloodmobile drive is sponsored twice yearly.
2. A clean-up campaign in the City of High Point involves the picking up of litter and the cleaning of unsightly areas.
3. Members are trained by the Internal Revenue Service to fill out Income Tax Returns for the poor and aged of the city.
4. APO's aid in numerous ways at special functions of the college. Examples would include the parking of cars at Homecoming, preparing and serving coffee at monthly Faculty Meetings, and giving campus tours to prospective students.
5. Errands are performed for various members of the faculty and administration. During an epidemic of measles on campus (spring, 1973), they aided the infirm staff for untold hours in the transportation of food for the patients; countless other tasks were performed by the group in regard to this health crisis.
6. A project of each brother "adopting" a needy little brother from the community is a service project of the membership. The local youngsters most often are fatherless and appear to relish the attention afforded through the "big brother" concept.

It appears to this author that the APO members have served themselves as they have learned to serve others through a process of participation and involvement. They have provided the membership with a self-

education in service and citizenship through their numerous endeavors.

This author has had numerous occasions to observe the systematic manner in which the group plans and executes projects. After a project has been discussed and voted upon, a call is given for volunteers. Those members who have not completed as many monthly service hours as others of their group are frequently asked if they wish to participate. Only rarely does the project chairman have to assign members to a task. Frequently the group has more than one project underway at any given time during the college semester. The group leader delegates responsible task completion to designated members and has the project details clearly stated prior to the adjournment of the meeting.

It should be noted that all members are expected to execute their task requirements in a responsible manner. A member who errs in the performance of a duty is called to task in front of the Brotherhood. This author has heard the project chairman say, "O.K., Joes, why weren't you at the gym at 7 o'clock? We had to do your part in the take-down (of equipment from a concert)." The member who fails to assume his responsibilities in project participation is fined a monetary sum or assigned extra service hours beyond the required 18 per semester. In all

cases, any necessary disciplinary action is voted upon by the Brothers at a regular meeting of the group. Participation must be viewed as providing leadership opportunities in numerous ways. The group seeks ways in which to serve others, they learn to accept responsibility and work with many kinds of individuals.

Thus, the APO's value group involvement and social interaction. The Chapter expects its members to participate fully in its activities and pressure is exerted on any member who attempts to shirk his responsibility. Stogdill, as previously noted, has stated that member loyalty to a group is strengthened by participation in activities. Too, undesirable student behavior has been seen to change due to the active participation and involvement by APO leaders in problem solving at the request of the administration. The APO's have learned how to handle role conflict and that a role in a leadership situation often entails much stress. Yet, they have been able to learn to deal effectively with the sometimes conflicting demands of the administration and their peers.

#### Group Identification

A third variable for the case under consideration is group identification. Through this process, the APO's acquire group solidarity and also have been seen as achiev-

ing social experiences which are necessary for total personal development. Group identification may be characterized by the members having an opportunity for the satisfaction of the basic human needs -- acceptance, status, and belonging. Fraternities have been characterized as "complex" organizations which contribute greatly to " ... developing a rich, well-balanced personality ..." according to Johnson's review of sociological literature.

Thus, leadership may not be viewed as developing in a social vacuum. Through their commitment to their Fraternity, the APO's have been able to maintain productivity and accomplishment on a college campus while maintaining their unique group identity.

Although the campus image of the APO Fraternity must be a subjective judgment of the writer, it would appear that some groups -- particularly non-Greek -- seriously resent the campus leadership dominance of the APO membership. Yet, the dissident groups have been unable to foreclose on such positions. An accurate observation, however, is that the Fraternity is highly respected by most other campus groups for several reasons. First, the membership has become so well ensconced in a

variety of leadership posts that they have become formidable opponents. Next, much prestige has come to be associated with the group and may in part be attributable to student rights obtained by the Student Government Association President and similar officers who have become highly regarded by the vast majority of the campus population. One might finally deduce that the APO leader has access to the inner workings of the formal communication network on the campus. Such an understanding would appear to aid in begetting additional leadership activity. According to Bass, the successful activity increases the groups' (campus members) willingness to follow the same of similar leaders in the future.<sup>12</sup>

Yet, the reader must not gain the opinion that the Fraternity under consideration has always been successful in its endeavors; such has not been the case. Failures have occurred in the academic, personal and political realms. They have been encouraged by this investigator in her capacity as their advisor to achieve more academic success and have been counseled in regard to personal problems which dealt with those common to people of late adolescence and young adulthood. For example, the trauma

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<sup>12</sup>Bernard M. Bass, Leadership, Psychology, and Organizational Behavior (New York: Harper and Row, 1960).

of parental separation has plagued several APO's; others have "broken-up" with a girl friend. Frequently, the APO's just want someone to listen to their problems and let them talk it out of their system. However, on occasion they have been taken to task by this writer for various pranks which could have been physically harmful to themselves and others or have gotten them into trouble with legal authorities. One such example would include the taking of a sheep from a Trustee's farm as a requirement of the 1971 Pledge Class; another such episode involved the cutting of a Christmas tree for their lounge by the Pledges. This, too, was taken from a Trustee's farm and not known to this investigator until some time later. The Brothers thought the incidents were hilarious and were not overly concerned that they might have gotten into difficulty with the property owners. They said to this author, "It was all done in fun and we wouldn't have really harmed anyone's property. The Christmas tree was just a little scrub, not even four feet tall."

Despite these minor shortcomings, the Fraternity as a social training center has been able to successfully bring together young men with widely divergent personalities. The members appear to play as hard as they work. Traditionally two dinner-date parties have been held during the year as well as sponsorship of several

other social activities of a less formal nature. When a member has become formally engaged to marry, he is thrown ceremoniously into a nearby lake by several members of the Brotherhood. All seem to enjoy his momentary discomfort and gain satisfaction from their comraderie. Because of the gregariousness, members are frequently asked by the Admissions Office to serve as campus tour guides for prospective students. It has been said by various administrators that the members exhibit a warm personality and present the campus to newcomers positively.

Another personal characteristic rewarded by APO is a sense of humor. Several APO's visit the writer's office on a daily basis. They are anxious to relate their latest antics, willing to laugh at themselves, and appear ever ready to have fun.

Their humor and fun are also evident in their participation in intramural sports. One member said, "We show them we're good sports even though we loose."

One anecdote especially reveals their sense of humor which causes them to believe that "all work and no play make . . . a dull boy." Halloween has had a particular appeal for the group in regard to pranks. The administration building has a tall steeple which can be reached only by a dark and narrow staircase to the attic



and thence to a steeply slanted outside roof. Several members were determined to place around the steeple base a large white sheet which read, "The Great Pumpkin Lives," and several colorful cartoons which were readily visible to all passersby. The excitement of the 1971 episode reached a climax as the four culprits began their descent inside the building. The campus security guards, believing the building had been burglarized, apprehended the young men on the third-floor landing. When the then Student Government President, John, reached into his pocket to produce his college identification card, the guard drew his pistol thinking the "burglar" was reaching for a firearm. A second guard called the Dean of Students. A sleepy dean came over at 2:30 A.M. and found the intruders to be four major officers of the student government (president, vice-president, secretary, and speaker of the legislature), all Brothers in Alpha Phi Omega. As the dean and this writer were going for a conference at 7:00 A.M. on the same morning with one of the "burglars" accompanying them, an interesting ride occurred. Although the Dean of Students pretended to be irate for awhile, the incident was accepted as a prank in good fun.

A second illustration serves to show the group's sense of sociability and group cohesiveness. Due to health regulations, it has become a dormitory rule that no

pets be allowed in the residence halls. One dormitory, which was built in 1969, has a suite-type arrangement affording living quarters for eight persons. One such suite was wholly occupied by a group of APO's; and a Brother from Florida, upon returning from a trip to his home, brought three alligators to the college. They quickly became well ensconced members of the suite and had one of the bathtubs as their home complete with rocks, a heat lamp and clean water provided daily. Of course, the dormitory personnel did not report any such rule violations to the residence counselor!

One day, and purely by accident, the writer was visiting the group in their lounge prior to attending a meeting. Upon being invited to see some new decor in one of the rooms, she heard a large splash. Inquiry as to the sound produced varying and dubious explanations. It was evident that no occupants were bathing as all were ready for a scheduled meeting.

Curiosity overcame their advisor; and upon entering the bathroom, it was very evident to her that the alligators were having a merry time as they splashed away while enjoying the warmth of the heat lamp. One of the animals was two feet long although the others were smaller.

As one would expect, the alligators were sent home. The culprit managed to take them by airplane, in a travel

container, and had one opportunity to frighten his seat-mate when he showed a young co-ed what was in his flight bag!

The most recent antic (November, 1973) involved a removal of business signs on Main Street during "self-help" week. The pledges were required to remove a hanging sign from a downtown furniture concern which read "We Ship Anywhere" and affix it to a mortuary sign on the same street beneath their sign "Chapel of Flowers." Assistance was rendered to the rather frustrated and apprehensive group by the local police in that they did not inhibit any of the pledges' activities on Main Street. (The local police had been informed in advance by some members of the Brotherhood that such an incident would occur on a given night, and that as soon as the pledges photographed the affixed signs, the property would be properly restored.)

One final happening will conclude the section on humorous activities concerning the group under study. Annually, a secret committee of the APO's anonymously grants the "Flush Gordon" award. The recipient for 1973 acquired a wooden commode seat of 1945 vintage with an attached placard which read: "To Flush Gordon for his dedicated and overflowing service to the commodes of the College." Of interesting significance was the selection of the recipient -- the campus Superintendent of Buildings

and Grounds who had been regarded by many campus members as unreceptive to student complaints regarding dormitory maintenance. The Award, which was attached to his office door, apparently was taken in good stride. This writer's office did not receive any notification from him that such an event had transpired.

The advisor to the group being studied has noted few negative experiences. Of all the members, only three have been severely brought to task by this writer. The conference was held privately in the writer's office on a matter of behavior considered socially unacceptable. Although there was a conflict of opinion between the advisor and the group, the matter appeared to resolve itself in a manner agreeable to all parties concerned.

It has been concluded that the APO Fraternity has developed a feeling of worth and importance through a process of group identification. They have, through a multi-faceted process, come to understand one another as unique individuals. The process of socialization has also been concerned with the development of individual member talents and opportunities to develop leadership skills. Their pranks demonstrate the credibility of the group and serve also to demonstrate to student peers that the APO's are not always serving as a "rubber stamp" of the administration. Their humorous activities involve some risk-taking and

planning procedures; the total process of personal development serves to strengthen the group's interdependence and cohesiveness. It was the observation of this author that these activities enabled the APO's to maintain leadership skills while giving vent to normal adolescent exuberance. The pranks serve to accommodate the need for rebellion while remaining within the framework of normal social acceptance. Thus, the above incidents illustrated the group's sense of balance and spirit.

As previously noted, institutions of higher education have been chastised for not producing leaders. It has been found by this author that the cohesiveness of members in the APO Fraternity has resulted in their having a good understanding of actual human situations. They have learned how to associate in harmonious living and working situations. They have developed the capacity for cooperative living, participation in activities, and simple fun and enjoyment.

Colleges have a challenge to develop leadership qualities in the student populace, as has been noted by Williamson, Eisenhower, Gardner and others. Leadership, we have affirmed, does not develop in a social vacuum. Newcomb revealed that the most influential members on

campus were those who represented accepted values.<sup>13</sup> The APO's have been viewed as adhering to values held by the administration while maintaining their own group identity and peer acceptance.

It is apparent that these young men gain satisfaction for camaraderie and are amused at the incongruity between what they find themselves doing and their own self-image of being a leadership fraternity. Thus, the APO's have been viewed by this writer as members of a group which has seen the need for fulfilling the many needs of its members through the process of group identification.

#### Developmental Tasks

A fourth factor deemed important to this study is that of developmental tasks. Havighurst has stated that primary tasks necessary for young adults -- those of achieving a socially responsible nature -- are most easily achieved through churches and fraternal organizations.<sup>14</sup> The APO Fraternity has maintained an atmosphere of assistance to its members. However, social power has been used on occasion to reprove erring members and generate conformity.

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<sup>13</sup> T. M. Newcomb, Personality and Social Change (New York: Dryden, 1943).

<sup>14</sup> Robert J. Havighurst, Human Development and Education (New York: Longmans, Green and Company, 1973), p. 331.

Occasionally when some member behaves irresponsibly, the group seeks to provide the erring person with an opportunity to rectify the situation without chastisement in a formal meeting. One such incident is available from anecdotal records maintained by this investigator. During a one-month period, the door to the APO Lounge had been found left unlocked on six separate occasions. Tom, the APO president, called a special meeting of the group and said, "Look, somebody blew it! The door has been left open and we've got to stop it. Everyone has a key and we must all be responsible. Our TV could be ripped off and the furniture messed up." Tom and Ned (the vice-president) were of the opinion that whoever had been negligent would not be so again. This investigator knows of no other occasion when the door has been left unlocked.

When a problem persists, the president of the Fraternity asks, "Who did it?" Most often the negligent party identifies himself and promises to be more responsible in the future. Members Greg and Gart observed that complaints are aired openly within the group and that members are always reminded of the "reputation" and "image" of the Fraternity. As a final report, disciplinary measures such as a monetary fine and/or additional service hours are required of the negligent member.

Ned said, "Bad news travels fastest and we don't need bad publicity." Greg, another member, said, "We have a good image and others respect us. No member has the right to do something stupid and hurt our reputation." In the same vein, the current president related, "We teach frankness and honesty; we do not criticize Brothers outside of meetings. If someone is displeased with another's behavior, it's done in the meeting and in a positive manner."

It was evident to this investigator that the developmental tasks of the APO's particularly were aimed at a common purpose even during their "rush" procedures. In regard to survival of a group, Stogdill related that it

. . . is dependent upon a type of leadership able to keep members and subgroups working together toward a common purpose, maintain productivity at a level sufficient to sustain the group or to justify its existence, satisfy member expectations regarding leader and group.<sup>15</sup>

The perpetuation of the group will be shown through the following examples.

Since the APO's seek to increase their membership each fall by the recruitment of pledges, it has been difficult for this investigator to assess how the selection

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<sup>15</sup>Stogdill, op. cit., (1947), p. 419.



process actually occurs in relation to leadership potential. Williamson has pointed to the need for educators to learn more about the methodology used by fraternal bodies in identifying leaders.<sup>16</sup>

The explanation for the APO success in the selection of freshmen who are potential leaders and their apparent success in training them for campus posts of responsibility probably begin with their informal selection process, a highly personalized contact system. All new male students are invited to the APO Lounge (a small, neatly furnished area, located in the oldest men's campus residence hall) on two occasions for "Open House." Refreshments of Coke, potato chips and cookies are available. Although they all talk at once, it is not uncommon for thirty to forty individuals to be in the lounge at one time. The Brotherhood has no access to new student personnel data nor past leadership records. All information must be gained through verbal interaction in a social group encounter. Of course during the pandemonium of rush week when the other four Greek fraternities are seeking pledges too, the positive assets of some students are overlooked. Later, the APO's meet and reflect upon those who have attended the "Open House" functions. The usual questions have

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<sup>16</sup>Williamson, op. cit.

been: "Is he interested?" "What will he contribute?" and "What will belonging do for him?"

The writer has observed that the Brotherhood, while talking with prospective pledges, placed emphasis on interpersonal, organization-supporting values. Additionally, the leadership attributes of the Fraternity are alluded to at the second "Open House." Never has the writer heard leadership mentioned at the first party nor does she have any explanation to offer regarding the actual process of pledge selection. Since "bid offering" is very secretive, the investigator has never attended such a meeting.

The APO's are proud of their ability to attract and develop leaders. Much attention is given to the selection of prospective pledges and, on a few occasions, near violent arguments have had to be resolved. Prospective pledges are chosen after very careful consideration. Bohrnstedt has affirmed that fraternities tend to select pledges with values similar to their own.<sup>17</sup> The men who accept the bid attend a brief candlelight ceremony where they become the recipients of a pledge pin which may be taken as symbolic of tentative selection. The pledge must prove himself

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<sup>17</sup>George Bohrnstedt, "Process of Seeking Membership in and Recruitment by Voluntary Social Organizations." Unpublished Doctoral dissertation, University of Wisconsin, 1966.

worthy of Brotherhood by surviving "self-help" week as well as assimilating the major goals of the Brotherhood.

At the college, however, there has been no evidence of physically injurious practices to the APO pledges during Self-Help week. There are numerous trivial chores for the pledge class to perform. They must count windows in specific structures, get a Playboy centerfold signed by various members of the administration, participate in a scavenger hunt which extends over a fifty mile radius, and perform chores for the Brotherhood. Apparently "self-help" week has aims of recognizing the positive and negative characteristics of the pledge group, permits creativity to be expressed, allows for problem-solving, and seeks to achieve a feeling of cohesiveness and solidarity among neophytes. Much would seem to suggest that the APO's hold a positive regard for the pledges and offer them guidance in adjusting to college and fraternity life. For example, prior to becoming a Brother and in a specially designated meeting, pledges could criticize any one in the Chapter who was present. The person criticized was not allowed to comment in return. The criticisms included "making too much noise in the dorm," "bumming cigarettes," to "uncomplimentary language to ladies on campus" and "leaving the dormitory suite dirty." This type of meeting

has been viewed by this author as educational in nature and of great assistance in helping to correct habits and behaviors viewed as undesirable by group peers.

Furthermore, members Evan and Gary explained that pledges always have a goal to work toward. Gary said, "During pledge week we teach them how to get along with each other. They elect their own pledge class officers. You know if they can't keep their own [pledges] guys going, they can't work with others."

Rhame, another Brother, stated, "We teach them to work with other groups and help with service to all. For instance the book exchange is a prime example. It helps all the students save money on books and not be 'rooked' by the Bookstore. We also have pledge training to reduce apathy. If a guy can become so involved and committed to our group during pledge week and sees that we care about him, chances are that he'll make a fine member."

Another APO, Randall, said, "Pledges conduct their own meetings and have their own projects for a period of eight weeks. They have to raise money and buy the Fraternity a gift. They have sold candles, done yard work for the College President, and cleaned up the gym after concerts."

One can readily discern that the Brothers give pledges a great amount of responsibility during pledgship. They have an opportunity to express creativity in seeking

out projects to raise money. Leadership is at work among the pledges; decisions must be made, the goal of a present for the Fraternity is before them, and they must learn how to work together effectively and how to choose effective leaders.

Thus, the Fraternity may be summarized as a complex organization comprised of a membership which has a strong feeling of group identification and has concern for the success and failures of its group through task development. Much evidence suggests that the group maintains a high level of coordinated attitudes and actions. Members are expected to adhere to the major values and commitments for the fulfillment of group goals of leadership, service, and Brotherhood.

#### Enculturation

A final factor being considered in this study is that of enculturation, the process by which a person assimilates values and practices of the APO Fraternity. Since the APO's have demonstrated leadership ability, they have been accorded status by members of the college student body. Their successful attempts at campus leadership have served as motivating factors toward additional attempts in leadership endeavors. It has been an observation of this investigator that the APO's view themselves as leaders; they

act as leaders and the newer group members emulate their Brothers. Thus, the cycle of leadership perpetuates itself. An APO leader involves himself in other campus groups and frequently chooses some of his Brothers for committee work, thus paving the way for the APO Fraternity to become actively involved in the totality of campus governance.

In an analysis of APO leadership through the process of enculturation, Randy, an APO, said, "Members learn leadership by watching our officers as they lead. If we see a problem, for instance in the Student Union, we announce it at our meeting, and urge interested Brothers to attend Union meetings and try to get them (APO's) to help solve the problems." Reporting with familiarity as to what transpires during the meetings, this author sees evidence of the members' sincere concern for the welfare of the group and the individual.

Johnathan said, "We get our guys active on campus and have them seek committee positions whereby they may learn about the structure of an organization. They learn the power structure and, too, our APO's become responsible members of other groups such as the Student Government Association and then they become officers. Because of our own efforts, we become leaders."

In a discussion in this investigator's office, a member noted that the national APO Office (Kansas City) viewed the positive attributes of leadership to be those of eagerness, expertness and example. Negative aspects of leadership were said to be dabbling, directing and driving. The members appeared to be much influenced by the ideas of their national office.<sup>18</sup>

It would appear to this investigator that the APO membership has been quite successful at following the positive attributes of leadership. Greg related his impression of the local Fraternity, "When I came to this College, I had no intention of joining a fraternity. I had been to a junior college and joined a social fraternity and my grades were barely average. But, you know, the APO's were guides for new students during Orientation Week, they were making [student] identification cards, and seemed so happy. As I observed what was going on and tried to get adjusted to a new college, I saw the president of the Student Government was an APO and the senior class president was too. You know, I decided that group had to be doing something fantastic and I decided to go out for rush. Now am I ever glad I'm a Brother."

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<sup>18</sup>Pledge Manual (1972) op. cit., p. 14.

On one occasion, the investigator asked a group of APO's who were in her office for a meeting, "Just how do you think leadership is developed by your Fraternity?" Fortunately a tape recorder was being used since all of the group began to speak at once. From the discussion, (December 1, 1973), the following characteristics were felt by the group to be associated with leadership:

1. Well-spoken; ability to express himself
2. Outgoing personality
3. Good reputation; well liked
4. Reliable; conscientious
5. Neat personal appearance
6. Gets along well with others
7. Learns how to handle the guys
8. Good attitude toward the Fraternity and the college.

All of these variables were seen as necessary for an APO to develop fully as a responsible campus leader. Several members of the group gave pertinent examples of leader development. Tony, as a first-semester freshman, appeared to be reserved and somewhat lacking in self confidence. Since he was a business major, he was appointed treasurer of the Brotherhood. His reports were always accurate and he seemed eager to serve. As is usual, a well-performed task is complimented during the meeting (Comments for the Good of the Brotherhood). Tony became interested in Student Government activities and asked to work on the treasurer's committee. He performed well, attended meetings, became known to upperclassmen, was



appointed to the Student Legislature, and held several committee positions. The group stated that Tony's contributions were positively reinforced and that through watching other group leaders perform and through initiative of his own, this young man has emerged as a campus leader while a freshman.

In regard to leader training, the APO's have found positive reinforcement of member accomplishments to be very important in aiding task development. Robert, a freshman, was from the beginning loyal to his pledge class and the Fraternity. He became so interested in service and group activities that he was unable to acquire a "c" average his first semester. To further compound the academic problem, Robert is considered legally blind. John said to the Brotherhood, "If we can't help one of our own, how can we help others? I move here and now that we begin reading Robert's assignments to him and help him get his average." The motion was passed unanimously by the group. Robert also worked hard and now has become a Brother in good standing. Several members of the group have been particularly impressed by Robert's favorable outlook on life since he has no financial backing nor parental encouragement in his academic endeavors.

Randall said, "I think the most important event in Robert's life was when I put his pin on him and Tom shook his hand and called him 'Brother'." Several of the group members related, "We've given him a family."

Member values and individual attitudes are thus important variables in the development of leadership functions by the APO's. As Halpin noted, leader and follower behaviors were found to be closely related and determined by group goals.<sup>19</sup>

A description of meetings must necessarily include data pertaining to the political endeavors of the local chapter. Miller's finding that fraternity men are politically conservative is compatible with the observations of this investigator.<sup>20</sup> The APO members have frequently expressed political views closely allied with those held by the administration. No attempt has been made to oppose major college policy in any disruptive manner. However, some APO political aspirants have found some college rules and regulations antiquated. Through appropriate legislative channels, most of the

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<sup>19</sup>Andrew Halpin, "The Behavior of Leaders," Educational Leadership, XIV (December, 1956), 170-5.

<sup>20</sup>Norman Miller, "Social Class and Value Differences Among American College Students." Unpublished Doctoral dissertation, Columbia University, 1958.

desired changes were effected and the APO leaders acquired much esteem in the eyes of most of the campus population. Some victories required a great deal of hard work and manipulation; evidences of charisma were also observed.

The investigator has concluded that the Mu Xi Chapter systematically plans what officers and leadership posts are desired for each ensuing semester and then seeks in a methodical manner to plan an effective, low-key campaign. The group would choose a Brother who had certain undefined (to the investigator) leadership characteristics which the group had deemed appropriate for the requirements of a particular post. Their success in selecting members with an appropriate leadership style is phenomenal. During the three years of this study, an APO member has held the post of Student Government Association President. During the past seven years in which this writer has worked with the Fraternity, a member has held this chief student leadership post for five of those seven years. They have been able on many occasions to influence the student body to believe that the APO candidate was the most capable candidate for campus political office.

In 1971, the group held 7 out of 21 campus leadership positions; in 1972, they held five out of the same such posts and in 1973 the number of offices attained was six (see Table III, p. 75). On each occasion, the APO membership was a disproportionately small percentage of the total male population.

This author has concluded that a process of very careful selection of candidates and a campaign with well-constructed methodology contributed to favorable results in their leadership endeavors. Past success in the attainment of such posts would appear to be a contributing factor as would the prestige accorded to the APO's by other campus groups.

Additionally, this author has observed the process of Fraternity officer selection. The APO president would make a nomination, "What do you have to say for Mr. Rhame?" The reply was, "He can make an executive decision and he is level-headed. He is enough of a P.R. man [public relations] to say 'we're sorry' and can get us out of a bind without hard feelings. He can logically think through a problem." This example shows how the group chooses members who can best meet the task at hand. The group also appears to analyze leadership characteristics necessary for particular political positions and then present a slate of potential officers to the Brotherhood for election.

Also, this author perceives that the office of Student Personnel is held in high esteem by the Fraternity. They run errands and make themselves generally indispensable to members of that office. In return, they frequently are able to obtain a campus vehicle for necessary errands and have received carpet for thier Lounge. It would seem a fair assumption that the group has observed the administration and has learned the process of "trade-off;" for services rendered, some privileges are gained. The APO's view leadership responsibilities in a very positive manner. Members have been enculturated with the idea that involvement as leaders in campus affairs is desirable. Thus, through a process of group identity and expectation of membership involvement, the APO's have been successful in reinforcing effective leader behavior.

The variable of enculturation has thus been viewed as a pattern of emulation, group cohesiveness, and awareness of the college campus as a formal organization. The success of the APO's as leaders has been attributable to successful leadership which has kept members working together for common goals and the satisfaction of member expectations.

Further, the Fraternity leaders have been observed as challenging group members to seek campus posts of responsibility. This author has viewed the

process of enculturation as a process which perpetuates itself. The APO's view themselves as leaders, they act as leaders, and are elected to leadership posts by their peers.

#### SUMMARY

The literature has called for a better understanding of the process of leader development in our society. Several researchers believed that a study of college fraternities would provide valuable insights into leader-follower relationships.

Therefore, it was determined that employment of the case method of research would be an appropriate technique for the study of a Fraternity on a small, liberal arts campus in the southeastern United States. Employment of the case study has permitted an unposed picture of behavioral activities of the Fraternity; the author's data were secured from anecdotal records, tape recordings, interviews, and observations.

The study of the Alpha Phi Omega Fraternity presented an insight to young men who had consistently held a disproportionate number of leadership posts on a college campus during a three-year period. Descriptions were given which related to a history of the Fraternity and characteristics of the group membership. The Chapter focused on five

factors which were determined by the investigator as aiding in leader development; (1) cooperation, (2) participation in Fraternity approved activities, (3) group identification, (4) developmental tasks, and (5) enculturation.

Research noted that a leader is similar to his group in characteristics, values, and attitudes. The data found by the case method in this study reinforced such findings. The APO Fraternity was seen as maintaining member satisfaction and group cohesiveness, effectively handling role conflict and ambiguity, and having an awareness of the power structure of the formal organization of the College. They also maintained a close alliance with the social desires of their peers. Additionally, this group trained its neophyte members in the assumption of leadership tasks and responsibilities.

The success of the Fraternity in attempting to lead on the campus was viewed as reinforcing the expectation of further leadership success. Thus, through a process of enculturation, the APO's seemed able to choose and train members for additional leadership posts and perpetuate their reputation as a campus leadership group.

The following chapter will analyze more fully the process of leader development according to the five factors presented in Chapter IV and will also consider the three key assumptions held by this investigator.

## CHAPTER V

### ANALYSIS OF THE CASE

In the preceding chapter (employing the case method as the research design), attention was given to the study of a small group of fraternity men on a college campus (1971-1973). A descriptive analysis of the group focused on the characteristics of the membership and the campus positions of leadership held by members of the Fraternity. Additionally, the APO's were viewed as a complex organization within the framework of a small group setting. The Fraternity was seen as being able to release the creative leadership talents of its membership. Five factors were presented which concerned the process of leader development.

This chapter will seek to analyze the activities of the group and their relation to the employment of leadership skills as evidenced by group affiliation. The same factors as presented in Chapter IV (cooperation, participation in Fraternity approved activities, group identification, developmental tasks, and enculturation) will also be the framework used in analysis of the data in this chapter.



Many of the skills observed as being related to leader emergence within the group were not formalized by the APO's in a definitive manner but appear to be more than accidental. Numerous group actions seemed to reinforce leader behavior in a positive manner.

An analysis of the key assumptions basic to the research undertaken will be considered in the concluding portion of this chapter. Research indicated that many concepts were involved and inextricably interwoven as one sought to extrapolate variables concerned with leader development.

#### ANALYSIS OF FIVE FACTORS

##### Cooperation

The cornerstone of the APO Fraternity has been the process of self-governance. As a concept, cooperation is worthy of study in its relationship to leader development. It has been declared in the Report from President Truman's Commission on Higher Education that the role of the extra-curriculum is to train students for citizenship and that ". . . more students must participate [in leadership opportunities]."<sup>1</sup> The APO's have encouraged participation

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<sup>1</sup>The President's Commission on Higher Education. Higher Education for American Democracy. Vol. 1, Establishing the Goals (New York: Harper and Brothers, 1948), p. 61.

in the democratic process in the conduct of their meetings to Robert's Rules of Order and in processes of debate and their group decision-making style. Peer pressure has been exerted toward any group leader who evidenced an autocratic style.

It has been established that persons learn cooperative skills when democracy is practiced in daily group situations. Professor Riper, a member of Cornell University's political science department, has been cited by Johnson as giving systematic attention to the study of fraternities and their relationship to the American political system.<sup>2</sup> Riper held the opinion that fraternities provide more democratic and cooperative training than any other existing educational device and that research in the areas of fraternity government and procedures would aid in a better understanding of the American political structure.<sup>3</sup>

The process of leader development has been seen as one encompassing conflicting demands upon the APO's. They were asked by the administration to influence their peers

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<sup>2</sup>Clyde S. Johnson, Fraternities in Our Colleges (Menasha, Wisconsin: George Banta Company, 1972), p. 114.

<sup>3</sup>Paul P. Van Riper, Chairman, American Fraternities: An Agenda of Needed Research (New York: National Interfraternity Conference, 1967), p. 16. (Mimeographed.)

to cease participation in "panty raids." Conversely, they proposed co-educational dormitory visitation and voiced support for alcoholic beverages on campus which could have resulted in disfavor to the group by the administration. The APO's have been able to handle a variety of roles without apparent stress and thus to generate peer support for their candidates as effective campus leaders.

The group members have learned that cooperation within their small group is vital to group cohesiveness. The "younger group" members have been seen to weigh their more experienced Brothers' ideas very carefully and usually voted with them on matters of importance at group meetings.

The process of cooperation has been aided by the weekly group meetings of the Fraternity. The members have discussed their perceptions of the administrative hierarchy and various issues which could result in political "trade-offs." Group members were seen to study problems in a systematic manner and facilitate task achievement.

It is evident that survival of a group depends upon cooperation. The APO's have employed effective means of leader development which have enabled their membership to strive toward a common purpose of service and leadership, maintain cohesiveness, and generate enthusiasm for Fraternity activities.

### Participation in Fraternity Approved Activities

Participation may be said to hold a great deal of significance as a variable in the present study of leadership emergence. It would appear that the group being studied has emulated previous APO members being actively involved in numerous types of activities during their college tenure. In regard to Student Government candidacy posts, the young men appeared to systematically plan what posts they would seek. Not all such actions of the Fraternity were observed as being so methodically planned as those which relate to emergent leadership.

The preceding chapter established that a disproportionately large number of the APO membership was actively engaged in campus activities. In addition to the dimension of extensive participation, the group members appeared to encounter experiences of an intensive nature. The students were seen attending chapter meetings, debating in a process of democratic action, being involved in civic (Jaycee) activities, as well as numerous political and service-related campus endeavors.

Supporting the findings that the Fraternity under study has attributes making for campus influence out of all proportion to the size of its constituency was a report published by a team of social scientists at Cornell

University and edited by Dr. Eliot Friedson.<sup>4</sup> The data is being introduced here due to its emphatic confirmation of the findings that fraternity men hold the major campus positions of leadership and due to the applicability of the data that APO members hold a disproportionate number of such posts at the College.

Friedson noted that the typical student body president ". . . participates in more than six campus activities -- testimony either to the social necessities imposed by aspiration to the office, or his inherent sociability and taste for joining."<sup>5</sup> The investigators also confirmed other findings of this dissertation. The fraternity, as a microscopic group within the macroscopic whole of the college campus, generated powerful feelings of group loyalty and solidarity. One may conclude from Friedson's data that group stimulus and backing for campus leadership posts was an effective political endeavor and may be related to this study as having a positive value in leadership attainment.

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<sup>4</sup>Eliot Friedson, editor. Student Government, Student Leaders and the American College. Philadelphia: U.S. National Student Association, 1955, p. 34.

<sup>5</sup>Ibid., p. 64.

Yet simply belonging to the APO Fraternity does not automatically permit a member to hold a Fraternity position of leadership. However, each pledge class must elect its own officers and conduct separate meetings. This process aids in the development of leader skills within a sub-group of the Fraternity. Upon initiation into membership, other opportunities are available for leadership. A hard-working member who perfects his leadership skills according to acceptable group norms often emerges as a leader.

Several studies have been cited by Clyde Johnson as equating fraternity leadership to those who would hold post-college leadership positions. For example, in a 1963 listing by Fortune magazine, three out of four chief executive officers of 750 major corporations and industrial concerns were fraternal members.<sup>6</sup>

One executive (William Burkhart, chairman of Lever Brothers Company) was quoted by Johnson from a 1964 Interfraternity Conference: "A fraternity teaches that self-interest is secondary to the interest of the group and as the group succeeds, so too do the individual members; this principle is basic in the business world and becomes a guide to individual success."<sup>7</sup>

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<sup>6</sup>C. Johnson, op. cit., p. 317.

<sup>7</sup>Ibid., p. 318.

The APO's have been observed as embodying the precepts of group success as noted above. Additionally, they have built on members' strengths in fostering leader development through a process of intensive participation in co-curricular activities.

Thus, it would seem evident that a small group of extremely active young men, with an average fraternal membership of sixteen, have been able to influence the majority of the campus community to elect their candidates to leadership positions.

#### Group Identification

In an attempt to discern what factors typify the success of the Alpha Phi Omega leadership endeavors, a third facet relating to leadership emergence would seem appropriate for inclusion at this time--values held to be significant in relation to group identification and productivity.

The Fraternity has been characterized as favoring group participation and adhering to the precepts of intensive as well as extensive involvement. They have been characterized as valuing group participation as pledges. The chosen neophytes were found to be self-confident and assertive while holding value patterns similar to those held by the group brotherhood. Thibaut and Kelly reported that individuals have expressed an affinity for groups from which

favorable outcomes may be anticipated.<sup>8</sup> The APO pledges have been able to view first hand the numerous leadership positions held by members of the Fraternity and appear eager to earn political posts for themselves.

A factor relating to the concept of values and having an impact upon the leader emergence philosophy is cohesiveness. The APO's have been viewed as a tightly-knit group of young men who communicate an aura of oneness to potential pledges albeit predetermined or not. Raven and Eachus found that groups with cooperative members were more likely to develop leaders.<sup>9</sup> This investigation has tended to confirm their survey. The data previously held by Scott affirm the proposition that pledge recruitment emphasized interpersonal, organization-supporting values held as a factor in leader emergence.<sup>10</sup>

The Fraternity would appear to value the prestige factor which has been attributed to membership within this group. It would appear that the ascription of such a value has served as a process of leadership enculturation. Tannebaum has stated that persons could be trained for

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<sup>8</sup>J.W. Thibaut and H.H. Kelley, The Social Psychology of Groups (New York: Wiley and Sons, 1959).

<sup>9</sup>B.H. Raven and H.T. Eachus, "Cooperation and Competition in Means - Interdependent Triads," Journal of Abnormal Social Psychology, LXVII (1963), 316.

<sup>10</sup>William A. Scott. Values and Organizations: A Study of Fraternities and Sororities (Chicago: Rand McNally and Co., 1965), p. 285.



leadership posts.<sup>11</sup> Perhaps obliquely, the members and pledges, in particular, persist for values that were not so readily apparent when they initially joined the fraternity, but found such values to become more significant as they became immersed in member activities. They have learned to relate effectively to both their peers and the administration while maintaining their separate identity as a unique sub-group of the campus.

To recapitulate, the membership being studied has developed leadership among its constituency through processes of cooperation, cohesion, prestige, and the reinforcement process of member expectations for successful political encounters.

#### Developmental Tasks

An analysis of the APO Fraternity would appear to be enhanced by attention to the fourth concept of leader development -- developmental tasks. Stogdill and Shartle reported that leadership must be studied as a relationship between peers and as an aspect of organizational activities, structures and goals.<sup>12</sup> In order for one to gain a better understanding of the leadership fraternity under consideration, it would appear that the concept of developmental

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<sup>11</sup>Tannebaum, op. cit.

<sup>12</sup>Stogdill and Shartle, op. cit.

tasks would be germane for inclusion. Students in the fields of psychology and education have become acquainted with the concept of "developmental tasks," formulated by Robert J. Havighurst, who has characterized life as a series of steps to be mastered in an appropriate time sequence if positive development of the individual were to occur.<sup>13</sup> An appropriate "task" example would be that of achieving socially responsible behavior relating to positive values, self-understanding, and the learning of appropriate leadership skills.

It may be said with some assurance that the APO's establish critical norms for individual accomplishment. All members are expected to participate in Fraternity activities and adhere to group goals. The collateral collegiate learning of values, attitudes and personal relations may be seen as exerting a significant influence upon the APO in his search for successful attainment of task development.

#### Enculturation

In an analysis of the APO leadership through the process of enculturation, it has been seen that the APO's are significantly involved in numerous facets of campus life

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<sup>13</sup>Robert J. Havighurst. Human Development and Education. New York: Longmans, Green and Co., 1973.

while holding to the values and practices deemed important to the Fraternity.

Stogdill has written in regard to leader emergence as it relates to the factor of enculturation: "The greater the extent to which a group member absorbs the norms and values of a group, the greater probability of his emergence as a leader."<sup>14</sup>

It has been established by the literature that there is a need for effective leadership in our society and that fraternities provide a means for leadership training and development. John Gardner noted, ". . . we cannot choose to do without them [leaders]."<sup>15</sup> Further credence to the factor of enculturation was given by Holland's study. When personalities and environments were seen as congruent, greater self-confidence and achievement were said to occur.<sup>16</sup>

Thus, enculturation would appear to positively enhance leader emergence. The APO members have found modes of being respected as individuals while also having a concern for others. The Brothers have been able to achieve

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<sup>14</sup>Stogdill, (1974), op. cit., p. 270.

<sup>15</sup>Gardner, op. cit., p. 11.

<sup>16</sup>Bass, op. cit., 1960.

political power on campus and stimulate their newer members to aspire to similar posts. Bass has given data which reinforced the concept of enculturation; successful leadership activity has been seen as making followers willing to accept similar future leadership activity.<sup>17</sup>

The reader is referred to Table 1, page 30, for a review of Stogdill's table on Leadership Factors. One may readily see a high relationship between those skills being held by the APO's and those Stogdill found to be positively related to leadership.

The APO Fraternity has been able to discern what type of leadership was desired by its campus and proceeded to influence group members to seek such skills through a process of group prestige, activity patterns, positive group-member reinforcement, and cooperative self-governance. Resultant behavior was that a preponderance of campus leadership posts were acquired by the Fraternity through a process of enculturation, and the cycle of leader behavior has been perpetuated within the Fraternity.

Through the process of enculturation, members were observed as exhibiting loyalty to their Brothers, planning political campaign strategy, and learning the process of "trade-off"; for services rendered, some privileges were

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<sup>17</sup> Bass, op. cit., 1960

gained. It cannot be held that the APO's became campus leaders by chance. However, their dominance may be seen as attributable to emulation of those leaders within the Fraternity who also became campus leaders and encouraged their Brothers to do likewise.

To summarize the first portion of this chapter, it has been seen that the group under study has encouraged leadership skills within its membership through an analysis of five factors: (1) cooperation, (2) participation in Fraternity approved activities, (3) group identification, (4) developmental tasks, and (5) enculturation.

The concluding section of this chapter will consider the key assumptions of this author.

#### THE KEY ASSUMPTIONS CONSIDERED

Much has been written on all phases of leader development. The research presented has illustrated the fact that past leadership performance will predict future leadership performance. This final section will discuss the validity of the three assumptions being considered as relevant to presentation of this case study.

As seen from the evidence of the factors investigated by this study, there were no observed differences in the selection procedures employed by the APO's and those

of the other Greek fraternities. APO pledges are selected from the total male population of the College campus. The Brothers who seek pledge members have no access to the personnel records of the recruits. It must be remembered that fraternity membership, although selective, is voluntary. Prospective pledges would seem to have a great deal of interest in the concepts of service, leadership and brotherhood which have been seen as the raison d'etre for Alpha Phi Omega.

Moreover, the APO members were not significantly more intelligent than are the members of the other fraternities. A compilation of all test records showed APO individual intelligence quotients to range from 101 to 134. The majority of the scores fell in a range of 109-114 according to data produced by the administration of the Otis Intelligence Test.

Although there was a wide range of intellectuality among the membership, no data could be found which would indicate that the members were more intelligent than were the members of the other fraternities.

The three assumptions of this study follow.

1. APO membership serves as an enculturating function and causes members to aspire to campus leadership positions.

The fraternity experience has been seen as a training ground in cooperation and democratic self-governance. Factors of accumulated member experience, Fraternity continuity, group expectations for leadership, and the subsequent positive reinforcement of goal accomplishment provided evidence that leader evolution was positively reinforced through a process of member-expectations. The above assumption may be affirmed; APO membership serves as an enculturating function and causes members to aspire to leadership positions.

2. APO members experience a feeling of worth and acceptance by the group and thus develop greater feelings of responsibility to the group goal of maintaining leader status.

It has been determined by the literature that individuals appear to achieve their greatest satisfaction and feeling of belonging when their personalities and environments are congruent. It may be said that groups prefer their membership to possess and develop qualities which would be advantageous to the group. The prestige and leadership status associated with APO membership would seem to mutually reinforce inter-member expectations. One may consider Assumption 2 to hold a positive relationship with the findings of this study.

3. APO membership encourages and reinforces leader behavior appropriate to positions of college leadership.

The literature has shown that fraternity members are expected to adhere to established group norms which would also include an over-all acceptable type of behavior. The APO Fraternity has been viewed as holding views similar to those held by the college administration. However, on occasion, they have supported divergent views and thus won widespread peer approval. It may be said that APO members have aspired to leadership positions and their behavior has been accepted as an appropriate style of leadership behavior in a collegiate environment.

Table III, page 75, has shown the Fraternity to hold a number of the major leadership posts on campus. However, APO membership of an uninvolved or negative nature did not result in political success. It has been evidenced by the Case Study that APO members are actively engaged in many organizations and appear to capitalize on their individual and group strengths. Beal and others have shown that leadership could be learned,<sup>18</sup> and the APO's have said, "By our own efforts and hard work we become leaders."

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<sup>18</sup>Beal, op. cit.



There was much to suggest that the APO's systematically plan to seek specific leadership posts. It would also appear that their organization has been strengthened by the relative continuity of group goals and membership. They have become well ensconced in the inner workings of the total political structure of the campus and they are cognizant of the strengths and weaknesses of the entire formal organization of the college. It may be concluded that APO membership can make a significant difference in one's successful attainment of political office at the college.

The three assumptions held by this author revealed that group cohesiveness and continuity, member satisfaction, high goal expectation, and success in achieving leadership posts contributed to a framework for leader development. The APO membership was observed as serving an enculturating function -- members were expected to lead and successful goal achievement led to continued leader development and success in political attainment. Through a process of positive reinforcement, the APO Fraternity was seen to hold an unusual number of campus positions of responsibility.

## SUMMARY

In seeking to analyze some of the concepts thought to be associated with leader development within the fraternity, specific attention was given to five factors: (1) cooperation, (2) participation in Fraternity approved activities, (3) group identification, (4) developmental tasks, and (5) enculturation. The examination of a single leadership skill could not be judged alone but was viewed as a process incorporating many behaviors. It appeared evident that Fraternity members did not think through, in a definitive manner, all of the skills necessary for leader development. It did appear that some attention was methodologically given to the attributes necessary for attainment of a particular position of leadership.

The Fraternity was viewed as generating feelings of group loyalty and solidarity. Encouragement toward perfection of group skills was seen as a consistent pattern of emergent leadership.

Recent research tended to emphasize the fact that colleges and universities need to provide more opportunities for leadership experiences among their student populations. Several studies provided evidence that leadership in college

held a positive relationship to post-college leader activity. Thus, a knowledge of the relationships viewed in this study as relevant in peer preference and leader development such as rewards, expectation of a reachable goal, personal acceptance, group status as leaders, was seen to contribute toward the building of leader self-confidence. These relationships were viewed as having a positive influence on the accrument of post-college leader roles. The process of leader development through enculturation was seen as having a long range significance in the study of the concept of leadership.

The concluding portion of this chapter considered the three basic assumptions of this investigator. All were found to relate in an affirmative manner to the data obtained through the research for this study.

The following and concluding chapter will present a summary of the findings. The discussion will probe the leader-group relationships. Conclusions will be drawn from the research presented and recommendations will be made for further pertinent research.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

Although this study has dealt with numerous factors said to relate to and be associated with leader development, the investigation of one fraternity and its achievements of leadership posts was the basic task of the dissertation. Inasmuch as significant results were found, this chapter will present relationships and conclusions and provide recommendations for further research.

This study has attempted to present the raison d'etre of leadership within a service Fraternity on a small, liberal arts campus during a three year period. The case method of research was deemed appropriate as significant insights could be gained, through observation and anecdotal records, to the inner workings of the group.

The relationships found provided evidence that a "primary group" such as the Fraternity studied was influential in satisfying the basic human needs for belonging and acceptance, for the achieving of status, and for socialization. The preponderance of evidence suggested

that an individual did not become a leader due to personal traits but that he must be closely allied to group goals and activities of the followers if he wished to assume a leadership role.

The research findings substantiated much of the literature dealing with leadership characteristics and the group-follower relationships. Without question, the process of leader development was seen as exceedingly complex and interrelated to other factors such as: cooperation, participation in Fraternity approved activities, values, developmental tasks, and enculturation. These five factors provided the framework for the study and analysis of leader development as evidenced by the Alpha Phi Omega Fraternity who were consistently seen as holding a preponderance of campus leadership positions.

The Alpha Phi Omega Fraternity was observed and studied over a three year period. The data revealed that the Fraternity selected new members who evidenced similar values and attitudes as held by the Fraternity members. The Fraternity was found to be an "educational organization" in that it encouraged its members to aspire to leadership posts and provided leadership training within the APO Chapter framework regarding group productivity, cohesiveness,

spirit and member satisfaction. The dignity and uniqueness of individual members were seen as being highly respected by the group as a whole.

The data seemed clear and were verified by the literature that successful leadership attainment at one point in time led to attempted leadership behavior in similar situations at a later time and was one of the essential factors related to leader development. Thus, successful leadership generates the expectation of further success in leading and was so evidenced in this study.

The case approach attempted to avoid a stereotype of the APO member but several general characteristics of the group were noted. The membership seemed able to release the leadership talents of its group through a process of cohesiveness, group goals related to high member expectations, and an understanding of the formal organizational structure of the College campus. The Fraternity was cognizant of the processes of critical timing, "trade-offs" in power, and campus peer approval.

The Fraternity membership was both voluntary and selective with the aspirant and recruiter sharing the purpose of establishing and maintaining friendships. It was found that strong Fraternity leadership enculturated its

newer members with aspirations of becoming leaders themselves. The general atmosphere of the Fraternity appeared to be one of encouragement and assistance to all members.

#### CONCLUSIONS

An appropriate question might well be: "Just what kind of fellows are these APO Fraternity members?" The answers are not neatly determined and packaged, but the membership has certain commonalities from which conclusions may be drawn. The Fraternity has been identified as meticulous in its training of pledges and new members. The development of individual member potential was observed as a task given great attention by Fraternity leaders. The group studied appeared to contribute to the inter-personal and leadership competence of their membership.

The APO Fraternity has been able to select new members with leadership potential and train them for subsequent posts of campus power. They have held a preponderance of campus posts of leadership by virtue of being elected to such positions by their peers. The literature revealed a positive relationship between college leadership activity and post-college leadership which would indicate that this Fraternity presents a training ground for the future leaders of our society. The Fraternity presents

a portrait of self-discipline, hard work, self-government, and adaptability to changing needs.

The prognosis is bright for this group to continue to develop leadership talent. A graduating senior may not be equipped to assume the post of a college chancellor nor the command of a business enterprise, but he has learned how to work with people and is familiar with the factors associated with leader development. The data has clearly indicated that the fraternity men may use the lessons learned in their "primary group" in the solving of later problems connected with macrocosmic living.

This research would contend that the greatest potential for leadership resides within the rank and file APO member and that the Fraternity has the responsibility for identifying his leadership capacities and subsequent development of the potential evidenced. There is much to suggest that this group plans what campus leadership posts it will seek for attainment. The success of the membership may be attributed to a process of enculturation, the holding of similar values, charisma, and an aptitude for hard work. Thus, the continued leadership success of the group studied cannot be attributed to chance.



## RECOMMENDATIONS

1. The literature has supported the findings of this study---fraternities identify and nurture qualities which are sought for later leadership roles. It is recommended that the phenomenon of fraternity leadership be given more attention by the research scientists in sociology and psychology. University scholars and student personnel workers could add further insights which would aid in the understanding of the workings of this group of young men. Just what is the process used by fraternal members in the selection and training of officers? More attention might be given to encourage fraternities toward a more exciting cohesion of living and learning. Too often, campus fraternal groups receive little administrative support and encouragement.

2. A second recommendation would be for more longitudinal studies with larger samples than those evidenced by the review of the literature. Factors of leadership could thus be more appropriately analyzed. In fact, very little attention has been given by scholars to the study of campus fraternal organizations.

3. No precise pattern of leadership development exists. There would seem to be a need for fraternities to

give systematic attention to the development of leadership potential. It is recommended that a longitudinal study of the Alpha Phi Omega Fraternity be conducted with emphasis placed on post-college leadership activities.

4. A fourth recommendation, and closely allied to the just cited one, would be that a study be undertaken with the APO Fraternity Chapter studied in order to ascertain more fully how the leadership potential of the group is released. A cooperative relationship with the Center for Creative Leadership Institute's Leader Development Program (Greensboro, North Carolina) would appear to be able to release especially pertinent data and of uncalculated significance and influence on emergent leadership.

5. The socio-economic background of APO members could well have an important bearing on leadership potential. Other students of leadership may wish to pursue this particular aspect of leader influence in a study of group leadership.

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