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ABSTRACT

A study examined leadership training programs for college students. The study used a theoretical model of organizational effectiveness and leadership, developed by Robert Quinn (1988), which was adapted and applied to student leadership programs. A version of Quinn's Competing Values Self Assessment instrument was used to measure university student leaders on eight leadership roles. Subjects, 76 student leaders, answered a questionnaire for a 25% response rate. Overall results of the study indicated that: (1) student leaders saw themselves most often as mentors to others within their organization or club and least often as brokers to individuals outside their immediate unit; and (2) position of leadership, type of organization or club, student classification, and gender produced significant differences in the leadership roles performed. Recommendations include: student development specialists should provide training in areas where student leaders express self-perceived leadership role deficiencies; student leaders need additional opportunities to perform the broker leadership role, specifically to interact with university administrators; and a program should be created which allows seniors to peer-educate underclassmen. Future research should investigate not only how leaders presently see themselves performing leadership roles, but also whether they think they should perform these roles. (Contains 1 figure, 6 tables of data, references, and the survey instrument.) (CR)

Reconceptualizing University Student Leadership Development Programs: Applying the Competing Values Model

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Reconceptualizing University Student Leadership Development Programs: Applying the Competing Values Model

ABSTRACT

While an enormous amount of research on leadership has been conducted in business to test organization theory, relatively little empirical research has been directed toward leadership training programs for college students. In this paper, a theoretical model of organizational effectiveness and leadership developed by Robert Quinn (1988) is adapted and applied to student leadership programs. A version of Quinn's Competing Values Self Assessment instrument was used to measure university student leaders on eight leadership roles. Overall results of this study indicated that: (1) student leaders saw themselves most often as mentors to others within their organization/club and least often as brokers to individuals outside their immediate unit, and (2) position of leadership, type of organization/club, student classification, and gender produced significant differences in the leadership roles performed. Quinn's model and the results of this study are discussed as a means to reconceptualize and improve student leadership development programs.

Introduction and Purpose

One of the central purposes of student leadership development programs in American universities is to provide a comprehensive offering of activities and services to compliment an academic education. With the growing complexity of society and the need for students to cope with constant change, leadership programs assume great importance. Student participation in leadership development programs promotes intellectual and personal development. These programs assist students in the identification and enhancement of a personal philosophy of leadership that includes self-understanding, appreciation of others, and acceptance of responsibilities within the community.

Leadership programs support the educational mission of a university in that they take theoretical concepts and provide opportunities for application of theory. While student leadership programs teach various approaches to leadership, the main focus is on developing skills. Therefore, leadership programs are both educational and applied in nature.

Student Leadership Research in Higher Education

While an enormous amount of research on leadership has been conducted in business to test organizational theory, relatively little research has been done on leadership training programs for college students. The limited research in this area has sought to identify and describe the various methods of training programs conducted at universities.

Daniel Breen (1970) conducted a survey of leadership programs at colleges and universities. Questionnaires were sent to 148 colleges in Illinois, Iowa, Indiana, Michigan, and Wisconsin. Of the 60 respondents, 40 had leadership development programs. Six commonalities of these leadership programs emerged:

(1) students were almost always involved in planning the programs
(2) the student activities department took a major role in the planning and implementation of these programs
(3) the best programs cost money
(4) weekend retreat formats were very popular
(5) effective programs usually involved small groups and experience-based learning of an interpersonal and problem-solving nature with the theory and lecture kept to a minimum

(6) feedback sessions where participants were permitted to react to the program were very beneficial

In a more recent study, Robert Gregory and Sara Britt (1986), in conjunction with the Center for Creative Leadership, surveyed 1,331 institutions of higher education nationwide and found almost 500 leadership educational and developmental programs . Using methodology that included interviews, campus visits, and surveys, Gregory and Britt identified the major elements of many effective leadership development programs. However, they concluded that "The lack of data from scientific studies evaluating program effectiveness prevents selection of the best options from among the diverse elements" (p.35).

Similar results were found by Peter Simonds (1988). Of the 87 colleges and universities responding to his survey, the majority did not use scientific methods to evaluate the progress of their programs. As stated by Simonds, "...the subjective evaluation process used by most programs, which does not prove their effectiveness, leads to the conclusion that these programs do not exemplify rigorous scientific standards" (p.33).

These studies by Breen (1970), Gregory and Britt (1986), and Simonds (1988) reveal a pattern for the development and implementation of leadership training programs, but they do not disclose the necessary components to teaching students leadership skills. Therefore, research identifying the specific leadership needs of student leaders as well as the skills important to student leadership effectiveness are greatly warranted.

Purpose

This analysis has two primary objectives. First, findings of an empirical study of student leaders at a four-year university are presented. This investigation addresses several of the limitations of prior research on student leadership programs in higher education. The present study assessed eight leadership roles of student leaders using an adapted version of Robert Quinn's (1988) competing values model. The results of this empirical analysis provide important information on the leadership dispositions and activities of campus leaders.

Second, this paper discusses how student leadership programs can be reconceptualized by applying the theoretical model of leader values proposed by Robert Quinn. By using

Quinn's framework, theory can be put into practice. Strengths and weaknesses of student leaders can be measured, and leadership training and development programs can be coordinated to fit the abilities and needs of student leaders in the university setting.

Following an overview of Quinn's competing values framework, the procedures and results of the study of student leaders are presented. The paper concludes with a discussion of these results and suggestions on how such a system can be used to reconceptualize student leadership development programs.

Review of the Competing Values Framework

Quinn's Competing Values Framework

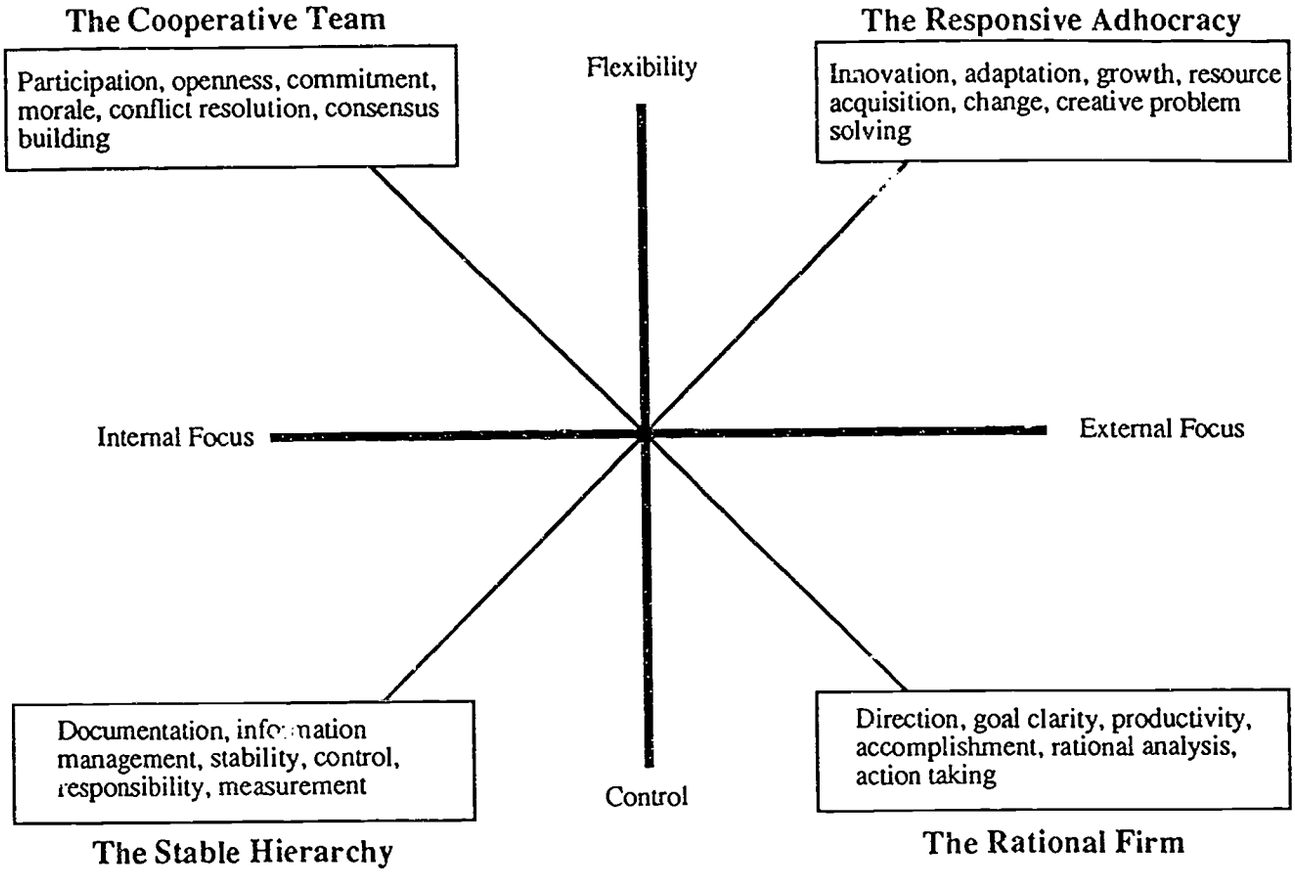
The competing values framework developed by Robert Quinn (1988) integrates a variety of organizational effectiveness criteria typically included in the analysis of organizations. Quinn indicates that each of these criteria for organizational effectiveness are values which are pursued by the organization. He organizes these sets of values in four models: the Rational Firm model, the Stable Hierarchy model, the Cooperative Team model, and the Responsive Adhocracy model.

The four models are organized along two axes. The horizontal axis is "organizational focus." It ranges from an internal, person-oriented emphasis (left) to an external organization oriented emphasis (right). The second axis, the vertical axis, is "organizational structure." It ranges from an interest in stability and control (bottom), to flexibility and change (top). Figure 1 illustrates the organizational models located in the four quadrants.

The Rational Firm model (located in the southeast quadrant) greatly values the end result of productivity. The emphasis is on producing as many goods or services as possible. In addition to the quantity or volume of production, this model values efficiency (i.e., production at the least cost). Attention is directed toward the bottom line and profits. In the rational firm model the means employed to achieve these results are planning and goal setting. Here the culture values goal and task clarification, direction, and decisiveness. It is assumed

Figure 1

Competing Values Framework



that workers will respond rationally and comply when directed by an authority figure administering financial rewards for work well done. Managers are expected to motivate workers to increase production and to accomplish stated goals.

The Stable Hierarchy model (located in the southwest quadrant) greatly values the end result of stability, control, and predictability. The means employed to achieve these results are information management and communication within the organization. Emphasis is placed on creating a well-structured hierarchy (i.e., bureaucracy) where workers are given well-defined roles as well as provided with explicit rules and policies which they are expected to follow. In the stable hierarchy model highly valued activities include monitoring worker compliance, conducting routine inspections, handling paper work, and using quantitative analyses to measure performance. Managers coordinate and maintain the system by scheduling activities, organizing work, and handling crises.

The Cooperative Team model (located in the northwest quadrant) greatly values the end result of teamwork and human resource development. The group is stressed, and information sharing among workers as well as participative decision-making are common. In an effort to achieve these results, emphasis is placed on group cohesiveness, maintaining high morale, and developing skills in interpersonal communication. In this model managers are encouraged to be approachable, considerate, helpful, supportive, and empathic. They compliment others, facilitate group discussions, and serve as a mentor for subordinates.

The Responsive Adhocracy model (located in the northeast quadrant) greatly values the end result of growth and the acquisition of resources external to the organization. These results are achieved when the organization values flexibility, adaptability, and innovativeness. The organization is organic rather than mechanistic. In an effort to bring about change, it encourages creativity and experimentation. Motivation is based on an internal desire to achieve a new, challenging vision. Highly valued activities in the responsive adhocracy model include scanning the external environment for changes and serving as a liaison who links the organization with the environment.

Competing Leadership Roles

The values represented in the four models of the competing values framework have also been used to describe the different leadership roles present in an organization and the respective values of leaders (Quinn, 1988; Quinn & Kimberly, 1984). Quinn argues that all of the leadership roles are important to organizational effectiveness, but that these roles need to be balanced so as to avoid the blind pursuit of a narrow set of values.

Models that appear opposite each other possess values that stand in contrast with one another. Each model has an opposite. The Cooperative Team is in contrast with the Rational Firm. The Responsive Adhocracy is opposite of the Stable Hierarchy. Since each of these models embodies different values and criteria for effectiveness, each suggests different roles that managers must fulfill. Furthermore, the models help explain how managers play roles that are in conflict with one another. For example, subordinates want their managers to be sensitive, caring, and supportive, while top management often wants managers to be hard-driving and bottom-line oriented. This forms the premise of the competing values framework.

Descriptions of the eight leadership roles (two within each of Quinn's four models) are presented below.

Rational Firm Model Leadership Roles:

The Producer

In the producer role the leader is expected to get people to complete tasks and reach objectives. A producer is supposed to encourage organizational members to accept responsibility, complete assignments, and maintain high productivity. Here the leader creates a climate of productive accomplishments and establishing an achievement orientation or a set of "can do" attitudes.

The Director

As a director the leader is expected to provide direction, to clarify priorities, and to communicate the organization vision in a meaningful way. The strength of this role is centered around the abilities to plan, establish objectives, define roles and tasks, generate policies, prioritize and provide structure.

Stable Hierarchy Model Leadership Roles

The Monitor

As monitor the leader is expected to know what is going on in the unit, to monitor progress on assigned tasks and objectives, to develop measures and checkpoints, and to hold regular reviews. The monitor must have a passion for details and be good at rational analysis.

The Coordinator

In the coordinator role the leader is expected to bring a sense of order to the unit by helping people to plan, schedule, and organize. The person in this role is expected to be dependable and reliable. Behaviors include protecting continuity, minimizing disruptions, filing paper work, reviewing and evaluating reports, writing budgets, and writing and coordinating plans and proposals.

Cooperative Team Model Leadership Roles

The Mentor

In the mentor role the leader is expected to treat each individual in a caring way, to be empathetic, to listen carefully, to show concern for the needs of individuals, and to help people grow and develop. In acting out this role, the leader listens, supports legitimate requests, conveys appreciation, and gives compliments and credit. The strengths of mentors are their abilities to inspire high commitment and loyalty in organization members and to be successful at membership development.

The Facilitator

In the facilitator role the leader is expected to practice participation and team-building skills, to facilitate consensus building by helping people to express differences of opinion, to work through the differences, and then come to a common framework. In this role the leader is process oriented and has the ability to manage conflict and build teamwork through open discussion and participative decision making.

Responsive Adhocracy Model Leadership Roles

The Innovator

The leader in this role is expected to facilitate adaptation and change. The leader comes up with innovative ideas to experiment with new concepts, to do problem solving in creative ways, to continually search for innovations and improvements, and to generally envision needed changes. The innovator role requires the leader to be a creative dreamer who sees the future, envisions innovations, an packages them in inviting ways.

The Broker

The broker is particularly concerned with maintaining external legitimacy and obtaining resources. The leader is expected to exert upward influence to sell ideas and to generally influence decisions made at higher levels. In carrying out this role, the leader is expected to be persuasive, influential, and powerful. Image, appearance and reputation are important. The strengths of the broker are the abilities to influence, negotiate, and acquire resources.

The competing values framework suggests that leaders must be effective in several roles that appear to be contradictory (Quinn, 1988). Leaders must be innovative thinkers, but still pay attention to detail. They must maintain stability within the organization, but must be attentive to the external environment. They must support and listen to members, but know how to implement the policies and procedures for operation. The leader that can acknowledge these competing demands and embrace them effectively becomes what Quinn calls a "Master."

These managers transcend limited leadership styles by scoring high in all eight roles. They possess cognitive complexity and are able to think and behave in a variety of ways. It is to this "mastery" that all leaders are to strive.

Method

Measuring Competing Values

Quinn (1988) has developed a system of instruments to empirically test the competing values framework. These instruments have proven useful in academic, theoretical research as well as in applied research pursued by consultants and trainers.

The "Competing Values Instrument" is a measurement tool consisting of 32 items using Likert-type scales (7 options). The instrument contains four items for each of the eight leadership roles proposed by Quinn. One version of the instrument asks managers to indicate how frequently they exhibit the listed behaviors "Now," and another version asks them to assess how frequently they "Should" exhibit the same behaviors (see Quinn, 1988, p.175). Upon completion of the instrument, managers can assess their dominant and recessive roles in order to create a strategy for improvement or change.

Variations of the "Competing Values Leadership Instrument" have been created for subordinates, peers, and superiors to complete on a manager. In these adaptations the same 32 items are used, but they are reworded to fit the individual completing the scale.

To assess how student leaders perform the various leadership roles, a modified version of the Competing Values Self-Assessment "Now" scale was developed. This assessment measure included 32 statement, with four items for each of the eight leadership roles. Statements were modified to fit the setting of a university environment and the context in which student leaders operate. (See the "Organizational Leadership Assessment" scale in the Appendix.) A pilot study was conducted using a combination of full-time staff and former organizational officers. A total of 10 people participated in the pilot to check for clarity of wording in the modified version of the scale.

Procedures

The final version of the questionnaire was sent to the 300 leaders of the 100 registered student organizations and clubs at a four-year university in the southwestern United States. Surveys were mailed via campus mail. Officers included president, vice-president, and secretary/treasurer. Types of organizations included: service, Greek (fraternity and sorority). departmental, special interest, professional, religious and sports. To increase the response rate, a follow-up telephone call was made to all organization/club presidents. In addition, surveys were distributed during a developmental workshop for organizations, and 100 additional surveys were mailed to organizations. All respondents were asked to complete the questionnaire one time only.

Results

Demographic Results

A total of 76 student leaders completed and returned the questionnaire for a 25% response rate. Thirty (45.5%) were presidents of their organization/club, 18 (27.3%) were vice-presidents, and 18 (27.3%) consisted of the combination of secretaries/treasurers. Thirty-two were in Greek organizations (44.4%) and 40 were non-Greek (55.6%). Forty-two (62.7%) were seniors and 25 (37.3%) consisted of a combination of freshmen, sophomores and juniors. Twenty-five were male (36.8%) and 43 were female (63.2%). Forty-eight were white, non-Hispanic (64.9%) and 26 were non-white (35.1%).

Reliability

While the response rate was lower than expected, reliability of the scales was good. Reliability values for seven of the eight leadership roles indicated strong, acceptable alpha coefficients of .70 or higher (see Table 1). The mentor role remained the only category below the .70 level, with an alpha of .636. These findings confirm that the scales were reliable and can be deemed as consistent measures.

Overall Results

Table 1 displays the overall results for the survey. The means reflect the average scores for each leader role using the 7-point Likert-type scale. Overall, student leaders saw themselves playing the mentor role most frequently (ranked 1) (M=6.20). They were least likely to perform the broker role (ranked 8) (M=4.42). A distinct gap in mean scores between these two roles is evident.

Table 1
Overall Results

	OVERALL N=76			RELIABILITY
	Mean	St. Dev.	Rank	Alpha
Rational Firm				
Director	5.70	0.94	2	.824
Producer	5.47	0.84	4	.767
Stable Hierarchy				
Monitor	5.38	0.90	6	.718
Coordinator	5.66	0.80	3	.738
Cooperative Team				
Mentor	6.20	0.73	1	.636
Facilitator	5.32	1.06	7	.752
Responsive Adhocracy				
Innovator	5.45	0.84	5	.720
Broker	4.42	1.24	8	.800

The Cooperative Team quadrant revealed extreme diversity in the two roles, with the mentor role ranked first (M=6.20) and the facilitator role ranked seventh (M=5.32). For the Responsive Adhocracy quadrant, the two roles were more closely ranked, but distinct differences were evident in mean scores for the innovator role (ranked 5) (M=5.45) and the broker role (ranked 8) (M=4.42). Results also revealed that student leaders frequently play the two roles in the Rational Firm quadrant. In this quadrant the director role was ranked second (M=5.70) and the producer role was ranked fourth (M=5.47).

Results by Position of Leader

The findings for position of leader (see Table 2) show minimal differences in rankings compared to the overall results. Presidents' rankings were slightly different compared to the overall in the monitor role (ranked 6 overall, ranked 7 by presidents) and the facilitator role

Table 2
Results by Position of Leader

	OVERALL N=76		PRES n=30			V.PRES n=18			SEC/TRES n=18		
	Mean	Rank	Mean	SD	Rank	Mean	SD	Rank	Mean	SD	Rank
Rational Firm											
Director	5.70	2	5.95	0.92	2	5.50	1.08	3	5.55	0.83	2
Producer	5.47	4	5.73	0.73	4	5.37	1.01	4	5.20	0.79	6
Stable Hierarchy											
Monitor	5.38	6	5.62	0.92	7	5.25	0.92	6	5.36	0.86	4
Coordinator	5.66	3	5.87	0.70	3	5.70	0.76	2	5.41	0.88	3
Cooperative Team											
Mentor*	6.20	1	6.50	0.62	1	6.09	0.71	1	5.90	0.76	1
Facilitator**	5.32	7	5.67	1.02	6	4.94	1.24	7	5.14	0.82	7
Responsive Adhocracy											
Innovator	5.45	5	5.70	0.85	5	5.30	0.91	5	5.23	0.76	5
Broker	4.42	8	4.31	1.17	8	4.50	1.56	8	4.36	1.02	8

* A significant difference was found between groups in the mentor role ($F(65)=4.80$, $p<.01$)
** A significant difference was found between groups in the facilitator role ($F(64)=3.11$, $p<.05$)

(ranked 7 overall, ranked 6 by presidents). Vice-president rankings were similar with the exception of the director role (ranked 2 overall, ranked 3 by vice-presidents) and the coordinator role (ranked 3 overall, ranked 2 by vice-presidents). The combined category of secretary/treasurer was similar with the exception of the producer role (ranked 4 overall, ranked 6 by secretary/treasurers) and the monitor role (ranked 6 overall, ranked 4 by secretary/treasurers).

The findings show a significant difference between groups in the mentor role ($F(65)=4.80$, $p<.01$) and the facilitator role ($F(64)=3.11$, $p<.05$). Presidents saw themselves as more of a mentor ($M=6.50$) compared to vice-presidents ($M=6.09$) and secretary/treasurers ($M=5.90$). Presidents also indicated playing the facilitator role ($M=5.67$) more so than vice-presidents ($M=4.94$) and secretary/treasurers ($M=5.14$). Both roles are included in the Cooperative Team quadrant.

Results by Type of Organization/Club

The findings for the type of organization/club (see Table 3) show minimal differences in rankings compared to the overall rankings. Greek rankings were similar to the overall results with the exception of the producer role (ranked 4 overall, ranked 7 by Greeks) and the

Table 3
Results by Type of Organization/Club

	OVERALL N=76		GREEK n=32			NON-GREEK n=40		
	Mean	Rank	Mean	SD	Rank	Mean	SD	Rank
Rational Firm								
Director	5.70	2	5.77	0.84	2	5.63	1.04	3
Producer	5.47	4	5.40	0.93	7	5.46	0.78	4
Stable Hierarchy								
Monitor	5.38	6	5.45	0.87	6	5.34	0.86	6
Coordinator	5.66	3	5.67	0.86	3	5.65	0.73	2
Cooperative Team								
Mentor*	6.20	1	5.92	0.81	1	6.36	0.60	1
Facilitator	5.32	7	5.51	1.01	4	5.17	1.02	7
Responsive Adhocracy								
Innovator	5.45	5	5.48	0.85	5	5.38	0.82	5
Broker	4.42	8	4.46	1.10	8	4.41	1.28	8

* A significant difference was found between groups in the mentor role ($t(70)=-2.62$, $p<.01$)

facilitator role (ranked 7 overall, ranked 4 by Greeks). Non-Greek rankings were similar to the overall results with the exception of the director role (ranked 2 overall, ranked 3 by non-Greeks) and the coordinator role (ranked 3 overall, ranked 2 by non-Greeks). Compared to non-Greeks, Greeks viewed themselves less in a producer role (ranked 7 by Greeks, ranked 4 by non-Greeks) and more in a facilitator role (ranked 4 by Greeks, ranked 7 by non-Greeks).

A significant difference was found between groups for the mentor role ($t(70)=2.62$, $p<.01$). Non-Greeks ($M=6.36$) indicated a significantly greater disposition to perform the mentor role compared to Greeks ($M=5.92$).

Results by Classification of Leader

The findings for classification of the leader (see Table 4) show a slight difference in rankings compared to the overall results. Senior rankings were similar to the overall results with the exception of the producer role (ranked 4 overall, ranked 5 by seniors) and the innovator role (ranked 5 overall, ranked 4 by seniors). The combined group of freshmen, sophomores and juniors was similar to the overall results with the exception of the monitor role (ranked 6 overall, ranked 5 by freshmen/sophomores/juniors), the facilitator role (ranked 7

Table 4
Results by Classification of Leader

	OVERALL N=76		SENIOR n=42			FR/SOPH/JUN n=25		
	Mean	Rank	Mean	SD	Rank	Mean	SD	Rank
Rational Firm								
Director	5.70	2	5.73	0.99	2	5.59	0.81	2
Producer	5.47	4	5.55	0.89	5	5.31	0.67	4
Stable Hierarchy								
Monitor	5.38	6	5.52	0.95	6	5.21	0.67	5
Coordinator	5.66	3	5.72	0.84	3	5.49	0.71	3
Cooperative Team								
Mentor	6.20	1	6.15	0.68	1	6.11	0.82	1
Facilitator	5.32	7	5.41	1.15	7	5.12	0.86	6
Responsive Adhocracy								
Innovator*	5.45	5	5.59	0.87	4	5.12	0.73	7
Broker	4.42	8	4.43	1.40	8	4.32	0.78	8

*The innovator role showed a significant difference between groups ($t(65)=2.28$, $p<.05$)

overall, ranked 6 by freshmen/sophomores/juniors), and the innovator role (ranked 5 overall, ranked 7 by freshmen/sophomores/juniors).

The innovator role showed a significant difference between groups ($t(65)=2.28$, $p<.05$) with seniors ($M=5.59$) viewing themselves as more of an innovator compared to the combined group of freshmen, sophomores and juniors ($M=5.12$).

Results by Gender of Leader

The findings for gender of the leader (see Table 5) show slight differences in rankings compared to the overall rankings. Male rankings differed from the overall results in the producer role (ranked 4 overall, ranked 6 by males), the monitor role (ranked 6 overall, ranked 5 by males), and the innovator role (ranked 5 overall, ranked 4 by males). Females differed in ranking compared to the overall rankings in the monitor role (ranked 6 overall, ranked 5 by females), the facilitator role (ranked 7 overall, ranked 6 by females), and the innovator role (ranked 5 overall, ranked 7 by females).

A significant difference between groups was found in the mentor role ($t(66)=2.96$, $p<.01$) with females indicating a greater inclination toward mentoring ($M=6.36$) than their male counterparts ($M=5.85$).

Table 5
Results by Gender of Leader

	OVERALL N=76		MALE n=25			FEMALE n=43		
	Mean	Rank	Mean	SD	Rank	Mean	SD	Rank
Rational Firm								
Director	5.70	2	5.58	0.96	2	5.73	0.91	2
Producer	5.47	4	5.24	0.82	6	5.53	0.85	4
Stable Hierarchy								
Monitor	5.38	6	5.34	0.69	5	5.48	0.97	5
Coordinator	5.66	3	5.54	0.76	3	5.70	0.82	3
Cooperative Team								
Mentor*	6.20	1	5.85	0.68	1	6.36	0.69	1
Facilitator	5.32	7	5.19	1.07	7	5.45	1.02	6
Responsive Adhocracy								
Innovator	5.45	5	5.47	0.76	4	5.44	0.91	7
Broker	4.42	8	4.47	0.81	8	4.37	1.38	8

* A significant difference between groups was found in the mentor role ($t(66)=-2.96$, $p<.01$)

Results by Ethnicity of Leader

The findings for ethnicity of the leader (see Table 6) showed minimal differences compared to the overall results. Whites differed from the overall results in the director role (ranked 2 overall, ranked 3 by whites), the producer role (ranked 4 overall, ranked 5 by whites), the coordinator role (ranked 3 overall, ranked 2 by whites), and the innovator role (ranked 5 overall, ranked 4 by whites). The combined category of non-whites differed

Table 6
Results by Ethnicity of Leader

	OVERALL N=76		WHITE n=48			NON-WHITE n=26		
	Mean	Rank	Mean	SD	Rank	Mean	SD	Rank
Rational Firm								
Director	5.70	2	5.59	0.98	3	5.84	0.88	2
Producer	5.47	4	5.41	0.89	5	5.51	0.76	4
Stable Hierarchy								
Monitor	5.38	6	5.40	0.94	6	5.39	0.82	7
Coordinator	5.66	3	5.68	0.81	2	5.61	0.81	3
Cooperative Team								
Mentor	6.20	1	6.24	0.69	1	6.04	0.78	1
Facilitator	5.32	7	5.28	1.10	7	5.47	0.90	5
Responsive Adhocracy								
Innovator	5.45	5	5.44	0.87	4	5.40	0.79	6
Broker	4.42	8	4.34	1.34	8	4.53	1.00	8

from the overall results in the monitor role (ranked 6 overall, ranked 7 by non-whites), the facilitator role (ranked 7 overall, ranked 5 by non-whites), and the innovator role (ranked 5 overall, ranked 6 by non-whites). No significant differences were found across all 8 roles between whites and non-whites.

Discussion

Discussion of Overall Results

Overall, the student leaders at the university saw themselves most often as mentors and least often as brokers. This indicates that student leaders place a high priority on cultivating relationships within the organization/club. According to Quinn (1988), those performing high in the mentor role inspire high commitment and loyalty and are successful at membership development. This shows a strong internal commitment by the leaders of the various organizations/clubs.

In contrast, respondents saw themselves least in the broker role. Brokers are concerned with maintaining legitimacy and obtaining resources, mostly by exerting upward or external influence. Therefore, the student leaders either see little need to perform this role or feel there is a lack of opportunity for them to exert upward or external influence. It could also be possible that the environment in which they are required to operate already provides them with a gatekeeper to the larger university structure. Therefore, student leaders do not see the value of performing this role themselves. Student organizations/clubs are required to update the registration of their organizations biannually in the Office of Campus Activities and Student Organizations. Leaders may view this office as the representative voice for the organizations and a liaison to the larger university community. However, a focus on obtaining a direct link from the student leaders to the administration is warranted in order to further develop the skills of the student leaders, especially as brokers.

The remaining roles in the overall results have similar mean scores. The respondents view themselves as frequently performing the roles of director, producer, monitor,

coordinator, facilitator, and innovator. The only visible discrepancy in the quadrants was in the Cooperative Team, where the mentor and facilitator roles were ranked 1 and 7 respectively. Leaders might see themselves as less of a facilitator, because in this role the leader must be adept in managing conflict and mediating problems. This could indicate that the leaders do not have the ability to deal with conflict or do not experience enough conflict within the organization/club to engage in this role.

Discussion of Results for Demographic Breakdowns

For position of the student leader (i.e., president, vice-president, secretary/treasurer), a significant difference was found between groups in the mentor and facilitator roles. Both of these roles are included in the Cooperative Team, which emphasizes consensus building, cohesion, morale and interpersonal relationships. This seems to indicate that presidents are the officers most inclined to perform the behaviors associated with this quadrant. Vice-presidents, secretaries, and treasurers have more defined task roles and therefore do not engage as frequently in human resource activities.

The combined category of secretary/treasurers indicated a slightly greater willingness to participate in the facilitator role than did vice-presidents. This could be an indication that secretary/treasurers mediate more due to the types of tasks in which they normally engage. For example, secretaries are recorders. They can also serve as mediators during meetings. Treasurers deal with money, which is often an argument inducing topic for most organizations. Vice-presidents on the other hand, are second in command and are usually those who enforce the rules. Their duties often require them to be firm and committed to the task. In this case, vice-presidents would rarely engage in conflict negotiation activities.

Little difference was indicated overall for Greeks compared to non-Greeks in regard to the roles they play. However, a significant difference was found between groups in the mentor role. Non-Greeks view themselves in a mentor position more so than Greeks. This could be because the cultivation of relationships is something already built into the Greek system. With the emphasis on fraternal bonding and ritualistic practices, Greeks have a unique system to

build interpersonal relationships. Non-Greeks, on the other hand, do not have this inherent system, and the leaders have to initiate the team-building and relationship building activities.

A significant difference was found between seniors and the combined group of freshmen, sophomores, and juniors for the innovator role. The innovator experiments with new concepts, problem solves in creative ways, and envisions needed changes. Seniors saw themselves as being more innovative. This is most likely due to the level of expertise of seniors. By the time a student leader becomes a senior, he or she has usually spent an appropriate amount of time gaining a comfortable set of valued experiences that an underclass student has not yet encountered. This experience allows seniors to find new and better ways of doing things.

A significant difference was found between males and females in the mentor role. Females indicated a greater disposition to practice mentoring than their male counterparts. This could be because males do not value cultivating interpersonal relationships as much as females. The disposition of male leaders could prohibit them from engaging in behavior where concern is shown for individuals. Females, by socialization practices, are know to engage in activities that support relationship building; therefore, they are more inclined to perform as mentors.

No significant differences were found between whites and non-whites in regards to the various roles they play. This indicates that there is little to no difference in the way student leaders of different ethnicity view themselves playing the various roles.

Conclusions and Recommendations

By participating in co-curricular activities, student leaders are able to supplement their traditional academic education and develop additional skills and abilities. The results of the study reported here indicate that student leaders are primarily mentors to their peers but do not exert much upward influence outside their organization/club. Overall, they self-report frequently to very frequently playing most of the eight roles that comprise leadership effectiveness.

Recommendations for Student Leadership Training

It has been stated previously that leadership training is an important part of a student's co-curricular development process. The results of this study indicate several things that can be done to improve leadership training on college campuses. The following specific recommendations are offered for consideration.

First, student development specialists should provide training in areas where student leaders express self-perceived leadership role deficiencies. Once these deficiencies have been identified, the leader must have the opportunity to develop skills in these areas of need. For example, a student leader measuring low on the coordinator role could be directed toward a workshop on project management. A complete curricula of training could be developed based on the eight roles posed in this study. Quinn (1988) sees the most effective manager as a "master manager" who plays all roles well and exhibits an appropriate balance in the delivery of these roles. In like manner, student leaders need training in a variety of leader roles if they are to be effective "master leaders."

Second, student development specialists should provide specific training sessions based on demographic differences. The data indicated specific needs for training by position, classification, gender of leader, and type of organization. For example, vice-presidents and secretary/treasurers were found to be significantly less prone to perform mentor and facilitator roles. These roles, included in the Cooperative Team quadrant, value consensus, cohesion, morale, and interpersonal relationships. Therefore, workshops on interpersonal communication, team-building, and conflict management could help develop the mentor and facilitator roles. In addition, the data indicated that the combined category of freshmen/sophomores/juniors was deficient in the innovation role compared to seniors. This suggests a need for creativity training for underclassmen. Student leaders need to understand the value of a paradigm shift, to be able to adapt to change, and envision future improvements. In regards to specific training sessions by gender and type of organization, performance of the mentor role was found to be deficient in males compared to females and Greeks compared to

non-Greeks. Mentoring involves empathy, caring, and concern for individuals to grow and develop. A workshop on recognition and praise is in order for this role. This workshop should demonstrate how to inspire high commitment and loyalty in organization members through reward and praise.

Third, student leaders need additional opportunities to perform the broker leadership role. More specifically, they need opportunities to interact with administrators in the university community who have policy making power. One way this could be accomplished would be through a regularly scheduled roundtable discussion or informal brown bag lunch for student leaders and administrators. In addition, a student organization board could be established to act as a liaison to administrative officials. These activities would not only provide invaluable learning opportunities in performing as a broker, but they would also allow student leaders a chance to influence key decision makers and acquire resources for their organizations/clubs.

Fourth, student development specialists should create a program which allows seniors to peer-educate underclassmen. Data from the present investigation indicate seniors, compared to freshmen/sophomores/juniors, are more experienced in performing the various roles. With proper instruction, seniors could provide training for certain roles and also supply relevant examples from their own experiences. This would be beneficial for seniors as well as underclassmen. Seniors would find the experience to be motivating and altruistic. In addition, they would gain status and recognition for their insights. In like manner, freshmen/sophomores/juniors would find this more personal approach to learning very desirable. Their uncertainty about performing various leadership roles would be reduced in a systematic, interactive manner.

Finally, student development specialists should continually assess the skill level of leaders. The training of student leaders is an ongoing process. It is vital to assess skill levels in order to determine where current leaders are deficient and the progress the program has made. A certain amount of the fiscal budget should be allocated for the continuation of student leadership assessment. Data collected on an annual or semi-annual basis can reveal patterns

and trends. Without consistent and reliable data, it is difficult to make informed decisions on programs for student leaders. In addition, data demonstrating the progress made in a student leadership development program can be helpful in justifying the costs and activities of such a program as well as useful in other analyses conducted at the university.

Recommendations for Future Research

The present study was limited in several ways; however, future research should correct these weaknesses and move in new directions. Due to the limited number of subjects in this study, a comprehensive and diverse sample of student leaders was not obtained. A primary reason for this shortcoming is the medium chosen to distribute and collect the questionnaires. Data for this research were obtained through a mail-out to registered student organization leaders. In an effort to obtain more responses in future analyses it is advisable to go to each organization and ask student leaders to fill out the questionnaire in a face-to-face meeting. A larger number of respondents with a more representative sample should improve future investigations.

Future research also needs to investigate not only how leaders presently see themselves performing certain leadership roles "now" but also whether they "should" perform these roles. The present study investigated only the "now" dimension of leadership. A "should" questionnaire could be developed which would ask respondents to indicate whether they should perform each of the various leadership roles. Comparisons between the "now" measure and "should" measure would provide greater insight into how student leaders view each role. This new information would help clarify the leader's perceived need for change as well as identify the different demands of certain leadership positions, such as presidents or vice-presidents.

Another limitation of this study was the self-report nature of the data. The present study measured student leaders' perceptions of their performances, but it did not address the issue of effective implementation of the leader roles. Additional research should focus on leadership effectiveness based on the perceptions of those who observe the leader. Quinn

(1988) designed an additional questionnaire for subordinates of the manager to complete which provides an alternative perception of the roles played by managers. This instrument could be re-worked and used by organization/club members at the university to assess perceptions of their leaders. Scores from both the leader self-report and the evaluations of organization/club members could be used to better understand leader effectiveness.

The present study provides a framework for applying an established model of leadership in a university setting. Implementation of the recommendations presented above should create a more comprehensive understanding of leadership roles employed by student leaders. In addition, these recommendations can assists student development specialists in providing the best possible leadership training for the student body.

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Appendix

Organizational Leadership Assessment

Please circle the following as it applies to you:

Type of Organization:	Position (Office) held:	Classification:	Ethnic Data:
Departmental (0)	President (0)	Grad (0)	White,Non-Hispanic (0)
Service (1)	Vice President (1)	Senior (1)	Black,Non-Hispanic (1)
Greek Fraternity(2)	Secretary (2)	Junior (2)	Hispanic (2)
Greek Sorority (3)	Treasurer (3)	Sophomore (3)	Asian (3)
Special Interest (4)		Freshman (4)	American Indian (4)
Professional (5)			Alaskan Native (5)
Religious (6)	Gender:		Other_____(6)
Sports (7)	Male (0)		
Other _____(8)	Female (1)		

Listed here are some behaviors that a leader might employ. Using the following scale, please indicate the frequency with which each one is now used. Please answer questions honestly.

1. Almost Never 2. Very Seldom 3. Seldom 4. Occasionally 5. Frequently 6. Very Frequently 7. Almost Always

As a leader, I would describe myself as someone who:

_____ 1. Comes up with inventive ideas **(Innovator Role)**
_____ 2. Exerts upward influence in the SWT community **(Broker Role)**
_____ 3. Creates a climate of productive accomplishment in the organization/club **(Producer Role)**
_____ 4. Clarifies the organization/club's purpose **(Director Role)**
_____ 5. Aids in organization/club members resolving coordination issues **(Coordinator Role)**
_____ 6. Holds regular reviews of progress on projects **(Monitor Role)**
_____ 7. Facilitates consensus building in the organization/club **(FacilitatorRole)**
_____ 8. Listens carefully to organization/club members **(Mentor Role)**
_____ 9. Experiments with new concepts and ideas **(Innovator Role)**
_____ 10. Influences decisions made at higher levels in the SWT community **(Broker Role)**
_____ 11. Develops a productive "can-do" attitude among people **(Producer Role)**
_____ 12. Develops and communicates strategic plans for the organization/club **(Director Role)**
_____ 13. Brings a sense of order into the organization/club **(Coordinator Role)**
_____ 14. Develops checkpoints for reviewing assignments **(Monitor Role)**
_____ 15. Brings up key differences among members of the organization/club, and then works participatively to solve them **(Facilitator Role)**
_____ 16. Shows empathy and concern in dealing with organization/club members **(Mentor Role)**
_____ 17. Does problem solving in creative, clever ways **(Innovator Role)**
_____ 18. Gets access to people at higher levels in the SWT community **(Broker Role)**
_____ 19. Gets people in the organization/club to work productively **(Producer Role)**
_____ 20. Communicates the organization/club's vision in a meaningful way **(Director Role)**
_____ 21. Anticipates workflow problems, avoids crisis **(Coordinator Role)**
_____ 22. Keeps track of what is going on in the organization/club **(Monitor Role)**
_____ 23. Help people express different opinions and then come to an agreement **(Facilitator Role)**
_____ 24. Treats each individual in the organization/club in a sensitive, caring way **(Mentor Role)**
_____ 25. Searches for innovations and improvements **(Innovator Role)**
_____ 26. Persuasively sells new ideas to higher-ups in the SWT community **(Broker Role)**
_____ 27. Develops an achievement orientation in others **(Producer Role)**
_____ 28. Clarifies the organization/club's priorities and directions **(Director Role)**
_____ 29. Helps people plan, schedule, organize, and coordinate efforts **(Coordinator Role)**
_____ 30. Monitors progress on assigned tasks and objectives **(Monitor Role)**
_____ 31. Develops consensual resolution to openly expressed differences **(Facilitator Role)**
_____ 32. Shows concern for the needs of organization/club members **(Mentor Role)**

Adapted from Competing Values Instrument. Robert Quinn (1988).