
November 2010

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Recommended Citation

Atkinson, Eric Ph.D.; Dean, Laura A. Ph.D.; and Espino, Michelle M. Ph.D. (2010) "Leadership Outcomes Based on Membership in Multicultural Greek Council (Mgc) Organizations," *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors*: Vol. 5 : Iss. 2 , Article 5.

DOI: <https://doi.org/10.25774/7pb3-rz74>

Available at: <https://scholarworks.wm.edu/oracle/vol5/iss2/5>

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LEADERSHIP OUTCOMES BASED ON MEMBERSHIP IN MULTICULTURAL GREEK COUNCIL (MGC) ORGANIZATIONS

Eric Atkinson, Laura A. Dean, and Michelle M. Espino

This study explored how involvement in Multicultural Greek Council (MGC) organizations promoted leadership development for five undergraduate students at the University of Georgia, a predominately White, research-extensive institution in the Southeast. Findings highlight significant leadership outcomes from involvement such as an increased sense of belonging to the campus community, opportunities for leadership development, interpersonal relationships influenced by organizational culture and peer expectations, and specific leadership skills development. Implications for practice are included.

Membership in fraternities and sororities has served as a springboard for leadership, fellowship, and service on college/university campuses for nearly two centuries. Thus, fraternities and sororities can serve as powerful learning environments that foster personal growth and development (Torbenson & Parks, 2009). Despite the opportunities afforded through membership in these organizations, historically White fraternities and sororities are often marked as exclusionary, particularly in recruiting students of color (Brown, Parks, & Phillips, 2005; Kimbrough, 2003). Organizations representing Latina/o, Asian, and Native American membership have recently expanded, as have distinct multicultural interest groups (Brown et al., 2005; Castro, 2004; Torbenson & Parks, 2009).

Larger national umbrella councils, such as the National Association of Latino Fraternal Organizations (NALFO) and the National Multicultural Greek Council (NMGC) formed to represent the interests of these organizations. Campus affiliates of these groups traditionally operate independently of campus Interfraternity Councils, Panhellenic Councils, and National Pan-Hellenic Councils. This study explored the experiences of students involved in groups affiliated with the National Multicultural Greek Council (NMGC), a national governing council currently comprised of 11 groups whose mission is to “act as an alliance to unite all multicultural and multiethnic, Greek-letter Fraternities and Sororities under one national entity” (NMGC, 2010). The local affiliate at the site of this study is the Multicultural Greek Council (MGC).

The mixed effects of involvement on members of historically White and historically Black fraternities and sororities are well established, especially with regard to alcohol and other drug abuse, retention, satisfaction with the college experience, service, philanthropy, academics, leadership, involvement, and hazing (Asel, Seifert, & Pascarella, 2009; Martin, Hevel, & Asel, 2008; see also Pascarella & Terenzini, 2005). A limited amount of this research has focused on experiences of students within MGC organizations, namely examining the factors that affect ethnic identity development and the leadership experiences of MGC organization members at predominately White institutions (Guardia, 2006; Guardia & Evans, 2008; Layzer, 2000; Montelongo & Ortiz, 2001; Reis, 2004).

Literature on other fraternal organizations and literature pertaining to participation in cultural student organizations and leadership development relating to MGC organization membership

is reviewed below. The objective of this qualitative exploration of leadership development among fraternity/sorority members was to understand the extent to which members perceived their involvement in MGC organizations affected leadership development.

Literature Review

In their most recent review of literature on involvement, Pascarella and Terenzini (2005) reported membership in fraternities and sororities can provide opportunities for peer interaction, academic support, campus involvement, community service, and leadership development. Actively involved fraternity/sorority members are more likely to assume positional leadership roles, make a difference in the campus life and the local community, remain active in civic issues after college, and be engaged in numerous student organizations, aspects that point to leadership development (Astin & Astin, 2000).

Based on findings pertaining to the impact on students of membership in ethnic and cultural student organizations, MGC member organizations have the potential to facilitate ethnic/racial identity development and enhance a sense of belonging for students of color (Castro, 2004; Guardia & Evans, 2008; Mina, Cabrales, Juarez, & Rodriguez-Vasquez, 2004; Sidanius, Van Laar, Levin, & Sinclair, 2004). Ethnic or culturally based student organizations influence academic success through social support, access to faculty of color, and an increased level of self-efficacy that can lead to a stronger academic identity (Baker, 2008; Negy & Lunt, 2008). These factors can enhance satisfaction with the university, improve overall persistence, and solidify a commitment to serving communities of color and society after college (Brown et al., 2005).

Since MGC organizations focus on culture, members are generally expected to give back to their communities and serve as mentors and role models (Torbensohn & Parks, 2009). MGC organizations provide unity and a sense of belonging on campus, particularly at predominantly White institutions (PWI). This form of cultural involvement helps students of color feel connected to the institution by serving as a support mechanism (Chavous, 2000; Sidanius et al., 2004). Specifically, Mina et al. (2004) found that sources of support “reinforce pride in their heritage and cultural values” (p. 84). Culturally based student organizations help students gain cultural familiarity with others; serve as conduits for cultural expression and advocacy; and validate students’ lived experiences on campus (Museus, 2008).

The purpose of the present study is to document leadership development outcomes among MGC members. Strayhorn (2006) provided a definition of leadership development that guided the present inquiry:

Indicators of leadership development include the ability to articulate a leadership philosophy or style, serve in a leadership position in a student organization, comprehend the dynamics of a group, exhibit democratic principles as a leader, and exhibit the ability to visualize a group purpose and desired outcomes (p. 93).

Conceptual Framework

The student affairs division at the University of Georgia, where the study was conducted, developed a definition of leadership that was also used to interpret the data as every day practice. It is reflective of specific outcomes stemming from the *Frameworks for Assessing Learning and Development Outcomes* (FALDOs) (Strayhorn, 2006), a resource published by the Council for the Advancement of Standards in Higher Education (CAS). The Social Change Model of Leadership Development (Astin & Astin, 2000) was specifically integrated into the theoretical leadership context developed by CAS (Strayhorn, 2006). The Division of Student Affairs spent a year creating development and learning objectives for functional areas based on the FALDOs. The *Student Affairs Learning and Development Objectives* (SALDOs) were the result of this initiative (Campus Division of Student Affairs, n.d.).

For the purpose of this study, the operational definition of leadership development “involves self-awareness; direct and honest communication; respect for others; building trust; visualization of group purpose and desired outcomes; teamwork; risk taking; role modeling/mentoring; commitment to civic responsibility; initiation of change for the common good; responsibility and accountability” (Campus Division of Student Affairs, n.d.). By including this operational definition in the analysis, the authors were able to determine the extent to which leadership development was fostered among MGC members.

Methodology

This study employed a qualitative approach to understand the relationship between leadership development and participant involvement with MGC fraternities and sororities. Because the focus of the study was on participants’ lived experiences within a particular cultural context (i.e., a culturally based fraternity/sorority), an inductive strategy was essential (Creswell, 2007). Context is an important aspect of sharing narratives, because it involves the “historical moment of the telling; the race, class, and gender systems the [participants] manipulate to survive and within which their talk has to be interpreted” (Riessman, 1993, p. 21). As a result, the authors searched for meaning making as it pertained to the leadership stories shared by members of MGC groups at a PWI using narrative analysis (Riessman, 1993).

Institutional Profile

The site for the study was the University of Georgia (UGA), a predominantly White, research-intensive, institution in the Southeast. According to an official University publication, the undergraduate population totaled 25,335 in 2007 with an enrollment of 82% White students and 14% students of color (Campus College Portrait).

A total of 59 fraternities and sororities were registered as student organizations at the institution at the time of the study. Each chapter belonged to one of four governing councils advised through the Greek Life Office: the Interfraternity Council (IFC), MGC, National Pan-Hellenic Council (NPHC), and Panhellenic Council (NPC). Each of these groups is the local collegiate council that centralizes the campus efforts and activities of its member chapters. After only 10 years of existence at UGA, the eight MGC chapters, representing Asian, South Asian, and Latina/o cultures, comprised 12% of the total fraternity/sorority membership on campus. With

NPHC groups representing another 8% of fraternity/sorority membership, the proportion of students of color across the fraternity/sorority community was higher than the proportion in the undergraduate student body. The UGA MGC groups have provided students from various cultural backgrounds with opportunities to participate in fraternal organizations while also developing relationships based on shared cultural identities.

Participants

Following IRB approval for the study, a purposeful sample of five undergraduate students, two males and three females, were selected. Participants were recruited based on their active involvement (defined for the study as a dues-paying member of a MGC-affiliated chapter who was in good standing with the organization); each had at least one year of experience as an initiated member, and two of them played a role in the formation of their specific chapter or the MGC itself. Students were not chosen based on having leadership roles; however, the interviews revealed that holding a leadership position is the norm for students involved in MGC. Brief profiles of the participants are reflected in Table 1.

Table 1

Participant Demographics (pseudonyms chosen by participants)

Pseudonym	Year	Organization type	Affiliation Year
Sara	4 th year	Asian interest sorority	1 st semester freshman
Hanna	2 nd year	Asian interest sorority	1 st semester freshman; Legacy
Sally	3 rd year	Latina interest sorority	1 st semester freshman
Zach	3 rd year	South Asian, multicultural fraternity	1 st semester freshman
John	4 th year	Latino interest fraternity	2 nd year; founding member

¹ A legacy is an individual who has a family member who joined the same fraternity or sorority.

Trustworthiness and Researcher Role

The primary researcher was a student affairs professional who supervised the Greek Life area, and all three authors are members of a fraternity or sorority. The authors acknowledge ethical considerations and potential biases inherent in being supporters of fraternity and sorority communities (Bogdan & Biklen, 2007). Participants could have perceived the primary researcher as an authority figure with power over the Greek Life area, MGC, and/or individual organizations. Therefore, the primary researcher, who interviewed the participants, worked to ensure a safe atmosphere based on a strong rapport and sense of trust with the council.

The researcher first attended a council meeting, explained the study, answered questions and concerns, and asked for volunteers. Prior to the interviews, the researcher reviewed the consent form with each participant, stressing that participation was voluntary. The participants were also informed that there were no negative outcomes for not participating. Participants could elect not to answer any question without having to explain why. No discomforts or stresses were anticipated. The primary researcher further explained that foreseeable risks would be minimized, as no identifiable information about the participant would be collected or shared with others. All participants were asked to choose pseudonyms to ensure confidentiality, and chapters were described by cultural identity.

Data Collection and Analysis

Data were collected through individual, semi-structured interviews conducted over a three-week period during the fall 2008 semester. The interview protocol consisted of eight questions focusing on participant level of involvement in their chapters, leadership development (as defined by the participants themselves to avoid constraining their conceptualization of leadership), and moments when leadership was demonstrated. Transcribed interviews were analyzed using the constant comparative method (Bogdan & Biklen, 2007). This form of analysis is intended to result in the recognition of recurring patterns, which is a process of meaning making drawn from rich descriptions ultimately leading to the creation of underlying themes. Participants drew on their experiences, which were then compared with emerging categories of leadership development as defined by the site institution's Division of Student Affairs.

Findings and Discussion

Participants in this qualitative study of leadership development initially sought membership in MGC fraternities and sororities to find and develop close friendships. Equally important was the avenue to celebrate one's devotion to cultural awareness. Opportunities fostering the development of leadership skills were readily and, at times, immediately available for newly initiated members. As a result, their stories of leadership development also included the pressure to be a leader as an underlying theme.

Friendship and Cultural Awareness as Organizational Purpose

Participants reported experiencing a difficult time fitting into undergraduate university life, and joining a MGC group helped them establish close friendships based on sisterhood and brotherhood. Sara (Asian-interest sorority member) shared, "there might be a lot of [other] organizations, however, just being from a small town and also being from a minority group, those were not an option for me." Other participants also noted that the institution, and the nature of the mainstream fraternity/sorority community in particular, were not welcoming places. Sally (Latina-interest sorority member) indicated that she did not "relate to other students on campus," and John (Latino-interest fraternity member) believed that establishing a new fraternity would help him feel "truly welcomed" in the institution. MGC organizations publicly emphasize principles of sisterhood/brotherhood. Students clearly stated MGC groups allowed them to form close relationships that led to a sense of security on campus.

Participants believed the mission and purpose of MGC organizations was to develop close sisterhood/brotherhood bonds and to increase and sustain cultural awareness. Sara stated, "our main mission is to spread Asian awareness, and through this sorority I have gained more confidence in being Asian American on campus. We always say [the sorority is a] home-away-from-home." John stated a similar conviction, "[our mission is] cultural awareness and being role models to our [Latino] community. To provide a family away from home." Sally believed that giving back to the Latino/a community was an important part of her sorority's responsibility, stating "The mission of our sorority is to provide sisterhood...and being role models for others that are not in college, younger people." The participants' social lives often revolved around activities that promoted or celebrated cultural awareness. These activities included sponsoring

philanthropic events that improved an aspect or quality of life affecting the population of a particular culture and mentoring high school students, both in the local campus community and at home, who shared the same cultural identity.

Leadership as a Benefit of Involvement

The participants believed leadership development was a direct benefit of involvement in MGC organizations. Participants shared examples of being involved (at high levels) as opposed to just being a member listed on the chapter's role. This involvement could be characterized as active participation:

Leadership is definitely a part of what we do and who we try to become as sisters.... [It is one of the] benefits of becoming a sister or being a part of the organization, you do gain that leadership experience. I feel that everybody who has come into our sisterhood has grown as a leader in some way (Hanna, Asian-interest sorority member).

According to participants, members tend to stay actively involved in positions of leadership during their entire undergraduate careers, thus creating a "leadership ladder" of opportunity. Participants explained how they first started in smaller leadership positions, which ultimately led to more responsibility over time. Many of the participants held positions as chapter president or vice president.

Participants' membership in an MGC-affiliated chapter allowed these students to identify personal leadership styles and philosophies. Sara said, "You can be a different type of president or different type of leader without doing the same things as long as you find your own way to make things work." Chapter members looked for leadership potential as they sought new members. Sara confided, "I think sometimes what other people don't know is when we rush girls, one of the things we look for is leadership [potential]." Although not always publicly stated on MGC or chapter Web sites (Campus Multicultural Greek Council, n.d.), as reflected in the quotations above, these groups looked for leadership qualities in new members to advance the organization.

Expectations of Leadership

Participants eagerly described involvement with their respective organizations. Most of them believed that all active members were expected to assume some type of leadership role(s) within the chapter. The small chapter size (approximately 13 members per MGC group as compared to the average chapter size of 9 with NPHC groups, 83 with IFC groups, and 203 with NPC groups) afforded members the opportunity to hold numerous leadership positions. John stated, "As a small organization we each must take up a leadership role. Sometimes you have to pick up the slack because we have so few members." Zach (South Asian-interest, multicultural fraternity member) reflected on a brother who exhibited leadership within the chapter without holding a formal title. He indicated this was possible due to the size of the chapter and the need for someone to get the job done. "He [a member] got to that point where he was a leader not because of position title but because he bonded with so many different people – the fraternity does provide people with a bond of leadership."

Older members conveyed an expectation of leadership to new members through both encouragement and pressure. All participants passionately expressed the feeling of

“responsibility” to assume their chapter’s legacy. Sara said, “When I crossed [was initiated] it was more about survival on our campus.... There was a lot of need to step up and carry on the legacy of what we built.” Sara also shared the expectations for leadership that older members placed on her:

[They] told me they could see me as president. There was tremendous pressure from the founding line or the founder or older sisters to say our job is not done even though we are founded, we have other goals. I would like to call it encouragement, but sometimes it’s a lot of pressure.

Hanna shared a similar experience.

I know as a neo [newly initiated member], I was always encouraged to take on leadership positions. As you transition between leadership positions...the older people who are already in that leadership position will tell you their experiences and teach you how to do things and how to get things together.

All participants held multiple leadership titles and roles within their respective organizations. The multiple leadership roles were the direct result of small organizational size. Each member was expected to assume numerous responsibilities to ensure that the chapter was operating at its maximum potential.

Leadership Skill Development

The participants shared personal examples of times when they or a member of their organizations exhibited leadership. Through these stories, participants demonstrated how they believed leadership skills were learned and mastered through involvement in an MGC organization. Specifically, themes emerged that highlighted initiative and the ability to hold others accountable.

MGC organizations have great dependence on the initiative of of student leaders to advance the organization. MGC chapters are not as institutionalized as other student organizations or other fraternities/sororities with alumni/ae advisors and decades of involvement on campus. The participants described leadership experiences planning and coordinating retreats, meetings, stroll competitions, service projects, and conventions, with little guidance from external groups such as alumni/ae boards or inter/national leadership staff. For example, Sara proudly shared her experience coordinating a national convention that included hosting 10 chapters from Illinois and Ohio and alumnae from New York, and involved over 100 active members and alumni/ae.

Participants also gained valuable leadership skills through positive and negative experiences and the execution of chapter initiatives. Sara stated, “Leadership is something you have to acquire through experience.” Hanna believed that, “Leadership is the ability to make things happen. Whatever that may be, collaborating with others, listening to others, keeping things moving as well as being able to stop and assess what is going on.” Zach shared a personal story about a leader in his chapter whom he admired:

Our external president stepped up and put himself on the line to face criticism. Got up in front of everybody in the chapter and said “Look, we are not going to go anywhere if we keep doing this. We need to do what we promised to do when we first started this [chapter].”

Membership in MGC organization allows for a wide variety of leadership skills development. Participants learned through leadership roles how to work with others and collaborate. As chapter president, Sara shared, “It was tough working with different people. I really had to think about how I presented myself. That was something that grounded me and something I do not think I would have acquired without being in my sorority.” Hanna admired a chapter officer’s leadership who reflected “a willingness to listen” in order to incorporate the ideas and beliefs of all members. Others learned how to be problem solvers. Zach felt like a leader because he “inspired others to do something that they wanted to do but maybe didn’t have the right tools or resources at the time. So, I provided the tools and resources to help them along.”

Participants identified delegation, time management, and flexibility as skills learned through leadership positions. John was the most vocal participant describing his experience as chapter president. He developed “organizational skills as well, like running the meeting and coordinating events, planning the agenda and calendar, and financing. Public speaking as well. [I also learned] multi-tasking.” He believed that being a fraternity member “has definitely been a great opportunity to work in my development of leadership skills. You have to be able to affect people’s lives to be a leader. Essentially motivate them into action.”

Holding other members accountable provided the participants an opportunity to demonstrate a learned skill. Although this was difficult at times, it was a necessary action for the success of the fraternities and sororities. Zach shared his view on holding fraternity brothers accountable:

You are my brother and I love you but look, you can’t make this mistake again. Learn from your mistakes, don’t do this again. That is an important part of any organization. If you can’t hold people accountable, you will not get anywhere.

Some MGC participants shared that holding members accountable was not practiced in non-culturally based student groups to which they belonged on campus. John articulated this theme clearly:

It goes back to the expectation. Whatever you are trying to make happen, your level of accountability is higher in a Greek chapter than in a club. By being one of those people making things happen, you allow yourself to develop leadership skills. Greek Life [sic] has been very beneficial [in that area]. You have to risk that friendship to make sure that things are being done. You might have to say something that is not being received warmly, but it needs to be said and people need to know. You have to stand for what you want to accomplish in the wake of being everybody’s best friend.

Through holding others accountable, participants recognized the difference between friendship and brotherhood/sisterhood when confronting individual behavior. Sara described the dual role conflicts involved in being a leader and being a friend.

[As a leader], you really have to split business from personal. They can still be your friend, but [they] did not do what [they] were supposed to do, so you must draw the line and not take advantage of people just because they are your friends.

John thought that holding others accountable had a broader implication affecting the entire academic community> “[A leader] has to be willing to call somebody out and setting that example not just for the chapter but for the campus.”

Summary

An overview of the findings highlights significant leadership outcomes from involvement in MGC organizations. First, the participants sought membership in MGC fraternities and sororities to find and develop close friendships. As minority students at a PWI, the participants initially did not feel a part of the campus community. They were drawn to the visible mission and purpose of MGC organizations, which included forming close bonds of friendship and spreading cultural awareness. Second, the MGC groups provided participants with a true sense of belonging at UGA. Soon after joining, participants were expected to assume leadership roles within their organizations. This expectation was directed from older active members and alumni/ae. Third, the small size of the chapters required each participant to assume multiple leadership roles. The participants felt a strong sense of responsibility to lead and enhance the organization, but the leadership expectations were also experienced as a form of pressure

Fourth, leadership development and personal growth was described as a direct outcome of these opportunities. The participants held numerous formal leadership positions and could easily describe leadership experiences and outcomes. They stated that learning leadership skills was a direct benefit of membership in an MGC organization. Fifth, a wide variety of leadership skills development occurred. Participants specifically highlighted taking initiative and holding others accountable as learned traits. Although it was expected that some level of leadership growth would be validated through participant interviews, the volume of leadership experiences shared by the students was surprising. The individual chapters and the governing council both served as a laboratory for growth and development.

Relation to Division of Student Affairs Learning and Development Objectives

One lens through which to view leadership development is through the intended outcomes of the campus Student Affairs Learning and Development Objectives (SALDOs). According to this framework, leadership development is characterized by “self-awareness; direct and honest communication; respect for others; building trust; visualization of group purpose and desired outcomes; teamwork; risk taking; role modeling/mentoring; commitment to civic responsibility; initiation of change for the common good; responsibility and accountability” (Campus Division of Student Affairs, n.d.). Using this leadership objective to interpret the data, the findings indicate that involvement in MGC organizations further developed participants’ leadership skills.

The research themes identified directly connect with the division’s definition of leadership. The theme of friendship and cultural awareness as an organizational purpose related to leadership objectives of self-awareness, building trust, commitment to civic responsibility, and visualization of group purpose and desired outcomes. Leadership as a benefit of involvement allowed for self-awareness as students identified personal leadership styles and philosophies. Peers who served as role models and mentors shared expectations of leadership involvement. Initiative and accountability involved risk taking and the initiation of change for the common good of the organization by holding others responsible and accountable for their actions.

By incorporating this operational definition in the analysis, the researchers were able to assess the extent to which leadership development, so defined, was fostered within the MGC organizations. Students clearly and passionately described their beliefs through descriptions and

examples confirmed through the interviews. Participants were able to articulate, demonstrate, analyze, and synthesize leadership development as defined by the division. Thus, there appears to be a strong relationship between student leadership growth and participants' involvement with their MGC organizations.

This study was unique in that the nature of leadership was explored in the context of cultural expression. Latina/o and Asian cultural contexts affected the way that the participants expressed leadership elements. Cultural affiliation specifically enhanced the meaning of their leadership experience and development. Students stated feeling a different kind of obligation and accountability towards their cultural identities and communities of color. Unlike some other student organizations found in campus life, the cultural component of MGC groups made it personal to each participant (Torbenson & Parks, 2009).

Implications for Practice

The results of this study reveal that students gain a variety of leadership skills through involvement in MGC. Advisors including campus advisors, local advisors, and inter/national fraternity/sorority leaders can have a significant impact on their leadership development. Several implications for professional practice emerged that can direct the design and delivery of leadership education programs and services.

Student affairs administrators and advisors need to better understand campus organizations such as the MGC organizations as the demographics of the United States population and of those coming to college continue to change. Professionals are instrumental in developing purposeful plans to impact student learning within this unique community. Fraternities and sororities have the capacity to grow in record numbers, and professionals need to be prepared to help shape tomorrow's leaders by working more intentionally with these important student groups and their members.

Leadership development is a compelling value; the leadership skills developed through involvement in MGC organizations should be supported and documented. Leadership outcomes should be determined and measured by the individual MGC chapter in conjunction with its respective inter/national organization and the campus fraternity/sorority life office. Perhaps, in this manner, inter/national organizations will consider including leadership skills as part of their espoused values. Sharing significant leadership accomplishments and opportunities may be a beneficial outcome that can demonstrate contributions of MGC organizations to the campus learning environment and attract potential members during fraternity and sorority recruitment.

Although participants were forthcoming about their knowledge and understanding of leadership, fraternity/sorority professionals, when available to work with these groups, could have a significant impact on this learning. They can challenge members to more clearly define and articulate personal leadership philosophies and styles, especially as they relate to a unique culture. Fraternity/Sorority professionals can help students reflect on their experiences, process the learning that occurs, and apply this new knowledge for future use. It appears that students are currently only processing this leadership self-assessment on their own or with their peer groups.

Culturally aware fraternity/sorority advisors, including campus advisors, local advisors, and inter/national fraternity/sorority leaders, have the opportunity to help students reflect on their leadership experiences within the students' cultural contexts. In terms of leadership involvement, it is important for advisors to comprehend the tensions these students feel in leading their organizations. A major finding in this study indicated that participants openly shared the anxiety they felt when they immediately assumed a leadership role(s) as active members. Advisors could help new student leaders incorporate time management skills, exercise moderation, set priorities, and manage stress.

Finally, healthy behavior is a potential concern for those who work directly with these student leaders. Campus advisors, local advisors, and inter/national fraternity/sorority leaders could intentionally infuse strategies aimed at enhancing personal wellness and balance. A needs-assessment could identify what specific leadership education programs, activities, and interventions are needed to help new MGC fraternity/sorority members succeed. Advisors could also help students use peer influence for positive change and productivity; assist students in identifying and setting measurable, manageable, and meaningful personal and organizational goals; and improve these organizations by further inspiring and developing students committed to leading with integrity and core ethical values. A published statement of leadership benefits may also be used to bring about enhanced skill development and should be documented in student affairs annual reports and specific leadership program funding proposals to stakeholders.

Limitations and Further Research

This qualitative study was based on only one PWI and the experiences of five undergraduate students. There was no intent at generalizability, though professionals working with students in similar organizations may find many parallels. Further, participants knew the topic of the interview prior to the researcher's interaction and may have tailored some of their responses based on that knowledge to elicit positive self-perceptions and presentations of their fraternity/sorority involvement. A final limiting factor is that the data were collected solely through self-report. There were no objective measures or corroborating perceptions of reported leadership skills or development.

Future research should include studies of other learning and development outcomes of involvement in MGC organizations, as well as research using objective measures of such outcomes. Based on findings such as those, targeted interventions can be developed to yield more intentional outcomes, and the effectiveness of those interventions can be assessed.

Conclusion

Member involvement in MGC fraternities and sororities was found to promote leadership development, particularly given the expectation members have of holding a variety of leadership positions. It is clear that leadership, one of the UGA Student Affairs Learning and Development Objectives, was an outcome of involvement in these groups. Membership in an MGC organization increased members' sense of belonging to the campus community, offered leadership development opportunities, involved the expectation that members assume

leadership roles, and developed specific leadership skills including initiative and accountability.

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