

LEADERSHIP ATTITUDES AND PRACTICES OF RESIDENT
ADVISORS AND HALL COUNCIL LEADERS

By

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ABSTRACT

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This study examined leadership attitudes and the Leadership Practice Inventory scores of University of Wisconsin-Stout resident advisors and hall leaders. Differences in leadership attitudes were examined between the resident advisors and hall council leaders. Also differences in leadership attitudes and on scores on the Leadership Practice Inventory were compared based

on gender, academic classification, and other campus leadership roles.

The subjects were UW-Stout students who were hall council leaders and Resident Advisors during spring semester of 2000. These students all lived in the Residence Halls at the University of Wisconsin-Stout and ranged in academic classification from freshmen to senior. They completed the survey of leadership attitudes and the leadership practice inventory at a hall council meeting or a resident advisor staff meeting in February 2000. The students were asked to volunteer as participants in the survey. The instrument consisted of three sections. The first part of the instrument was the demographic section. The second section was Leadership Attitudes which were 26 statements developed by the researcher to determine how campus leaders viewed different leadership concepts. The third part of the instrument was the student Leadership Practice Inventory (LPI) developed by Kouzes and Posner (1993). The Leadership Practice Inventory focused on leadership behaviors and on the frequency with which the person engaged in those particular behaviors.

Data was collected and analyzed using frequency counts and percentages for all items. Mean scores were also used in all three sections of the survey. A t-test on Leadership Attitudes was also done by gender, and current leadership roles from the demographics for the two groups. Differences based on academic classification for the leadership attitudes and Leadership Practices Inventory of the resident advisors and hall council leaders were analyzed by using an ANOVA.

Overall, gender among the resident advisors made a difference on some leadership attitudes and on the Leadership Practice Inventory. Women scored the highest on the leadership attitudes and Leadership Practice Inventory. Academic classification also made a difference for the resident advisors.

On the whole, gender made a difference on leadership attitudes and the Leadership Practice Inventory among the hall council leaders. Once again women scored the highest on the leadership attitudes and Leadership Practice Inventory. There were no significant differences for hall council leaders based on

academic classification on leadership attitudes and Leadership
Practice Inventory.

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Chapter I Introduction

What is leadership? Leadership means different things to different people. According to Frank (1993) leadership is defined as an observable set of practices that can be learned. Frank further defined leadership as a group process that involves interaction between at least two persons in pursuit of a goal (Frank, 1993).

Leadership involves “being” as well as “doing.” A leader has the job of keeping the group together and of assuring that jobs or tasks are completed. An effective leader supplies a sense of direction and makes sure that each member’s effort toward reaching the organization goals are understood. By knowing and helping the group understand missions and rules which apply, a person is accepted by the group as a leader. A leader has an ability to see beyond “what is” to “what could be”. Those who lead others to greatness seek and accept challenges (Frank, 1993).

Leaders develop essential skills and concepts that are needed to make positive changes to the individual and the group as a whole. The ability to make decisions based on leadership skills

continues to grow in importance as society progresses toward the next century (Karnes & Stephens, 1999). Given the opportunity for feedback and practice, those with the desire and persistence to lead can substantially improve their abilities to do so (Karnes & Stephens, 1999).

Leaders hold many characteristics that can benefit others. They must be able to make and create options and opportunities for others. Leaders are encouraged to inspire and empower their followers. They listen to the situations of their followers and suggest possible solutions. Most of all leaders encourage followers to become leaders themselves (Graham & Cockriel, 1996).

There are many things a leader can do to strengthen the unity and purpose of a group. Qualities the leader must possess to have group members appreciate him or her include some specific characteristics:

1. Selflessness. A leader puts him/herself second and serves other's needs first.
2. Delegating responsibility. A leader must allow the group to share in taking responsibility.

3. Enthusiasm. This is reflected as an interest in his or her involvement with the group (Graham & Cockriel, 1996).

College students explore the nature of leadership, take on leadership roles and develop individual leadership styles. They learn and practice many leadership skills as part of their college experiences. Two types of college groups that develop these characteristics are resident advisors and hall council leaders. Resident advisors are hired to assist college students who reside in the residence halls. They provide assistance in the floor community building process by planning, providing, and assisting students in implementing programs. They also help recognize problems, provide help and refer students to the appropriate university personnel. Leaders from each residence hall floor are selected to hall council as spokespersons and voting representatives. These council members communicate ideas to their floor residents from the hall council meeting. They also inform other council members about upcoming events on their floor (Murrell & Denzine, 1998).

To be effective resident advisors and hall council representatives certain leadership characteristics are essential. Resident advisors try to

put the welfare of the residents before their own personal needs. Both resident advisors and hall council leaders need to delegate responsibility to the community and the hall council and hall committees. Enthusiasm and motivation are needed by both resident advisors and hall council leaders to achieve the goals of the resident halls (Murrell & Denzine, 1998).

Colleges and universities throughout the country are attempting to create new and effective ways to enhance the development of college students through campus leadership roles. This involves training resident advisors and hall leaders so they are able to work efficiently and effectively with residents and other campus organizations. One way to train the residence advisors and hall leader is by using the Leadership Practice Inventory (Posner & Brodsky, 1993).

The Leadership Practices Inventory (LPI) was developed as part of an extensive research project on the daily routine activities and behaviors of exemplary college student leaders. Posner and Kouzes (1988) have identified five practices that are common to most extraordinary leadership achievements. The Leadership Practices Inventory helps to determine the extent to which college

students utilize the five practices of: challenging the process; inspiring a shared vision; enabling others to act; modeling the way; and encouraging the heart (Posner & Kouzes, 1992).

This study measures leadership attitudes using the Leadership Practice Inventory with University of Wisconsin-Stout resident advisors and hall leaders. Differences in leadership attitudes are examined between the resident advisors and hall council leaders. Also differences in leadership attitudes and on scores on the Leadership Practice Inventory are compared based on gender, academic classification, and other campus leadership roles.

Statement of Problem

The purpose of the study is to determine the level of differences in attitudes of leadership and scores on the Leadership Practice Inventory (LPI) for Resident Advisors and Hall Council Leaders who differ in gender, academic classification, and leadership roles.

Null Hypothesis

1. There were no significant differences on attitudes about leadership between leadership roles (Resident Advisor and Hall Council Leaders).
2. There were no significant differences between Hall Council Leaders on attitudes toward leadership and Leadership Practice Inventory score based on gender, academic classification, and leadership roles.
3. There were no significant differences between Resident Advisors on attitudes toward leadership and Leadership Practice Inventory scores as based on gender, academic classification, and leadership roles.

4. There were no significant differences on the Leadership Practice Inventory scores between Resident Advisors and hall council leaders.

Definitions of Terms

Hall Council

The purpose of this organization is to provide an effective means of self-government; an environment for intellectual, cultural, and social development; and a means of communication with all the residents in the residence hall (Hansen Keith Milnes Chinnock Hall Constitution, 1999).

Hall Council Leaders

The hall council leaders are university students who serve as spokespersons and voting representatives for the interest of their floor. They communicate ideas to their floor from the hall council meeting. They also inform other members about upcoming events on the floors, hall and campus (Hansen Keith Milnes Chinnock Hall Constitution, 1999).

Resident Advisors

The Resident Advisors are university students whom assist the other students who reside in the residence hall on the UW-Stout campus. They are to assist in the floor community building process; plan, provide, and assist students in

implementing programming; and recognize problems, provide help and refer them to the appropriate university personnel (Housing and Residence Life, UW-Stout, Resident Advisor Job Description, 1999).

Chapter II Literature Review

In this review of literature, concepts related to student leadership in higher education were detailed. In particular the Leadership Practice Inventory and subsections was described.

Student Leadership

Leadership is important in our society. For example the President of the United States, the Chief Executive Officer of a company, a teacher in a school and the student who is president of an organization are all leaders. Individuals who possess leadership skills are sought for key positions.

Likewise college students have the capacity to be leaders. Students require meaningful experiences and responsibilities in order to help them reach their leadership potential. Without challenges, they lack opportunities to develop and improve their leadership skills. Higher education can enhance the leadership roles in leaders (Roberts, 1989).

One of the central purposes of higher education has been the preparation of students for positions of leadership, and it remains an essential component of the higher education mission. With education

growing in complexity, and the increasing tendency toward specialization in their majors, student leaders must be able to cope with change. The more invested college students are in higher education and co-curricular activities the more leadership skills they will develop for future opportunities (Roberts, 1989).

Professionals in student affairs are an important group whose purpose is to assist students in their total learning and development while in college. Models, dimensions, and theories about learning guide the developmental goals and activities of divisions of student affairs across the country. Attempts to help students to meet such appropriate goals have been made. The higher the expectancy of attaining a goal by a certain action, and the stronger the perceived value of that goal results in the advanced motivation tendency to perform the action of the students (Erwin, 1988). Evidence of motivation can be seen in a leadership position as well as in the student's academic work.

College leaders can generate student motivation by creating an atmosphere where academic success and motivation to learn are expected and rewarded. Leaders can create a culture conducive to learning by shaping the instructional climate and using activities and

symbols to communicate goals. The leaders can construct this environment by establishing policies and programs that stress goal setting and self regulation, offer student choice, reward personal best, foster teamwork and teach time management skills. A leader's organizational structure is another influence which can offer intrinsic rewards and enhance student autonomy (Renchler, 1993).

The personal rewards for developing leadership potential can affect achievement in academic course work and later life. To meet the diverse requirements of the future workplace, students need to develop problem-solving, decision-making, and communicating skills. The infusion of leadership skills and concepts into the college curriculum will help nurture the development of tomorrow's future leaders (Murphy, 1997).

Residence halls have a potential for making significant contributions to the learning and development of a college student. Residence halls have historically served as major sources of growth and development opportunities. As early as 1969, Feldman and Newcomb pointed out the value of student relationships that form with those who live in close proximity to each other. Chickering (1974) found that

students living in residence halls reported higher gains in personal and social development. Pascarella and Terenzini (1991) cited the beneficial direct influence of living in residence halls, both as a direct result of the experience there, as well as indirect influence of interpersonal relations fostered outside the residence halls (Murrell & Denzine, 1998).

The residence hall experience provides an opportunity to take on leadership roles. Two ways of accomplishing this are for students to volunteer for a hall council position or by being employed as a resident advisor. Through these residence hall leadership experiences, students develop personally and socially.

Since the 1960's, college programs have been focused on developing students as leaders. Campus organizations trained members as leaders but did not train students to be members of the group. Students developed basic membership skills on their own. No assessment was conducted to determine if this focus on leadership was helping students become more successful (McGinnity, 1991).

Unlike the previous three decades, the 1990's have been characterized by changes. Campus organizations have found planning for long-range goals more difficult. Competition for student involvement

among organizations has increased and college students have been demanding more from the organization in return for volunteering their time. Successful student organizations have developed programs designed to meet the members' perspectives (McGinnity, 1991).

Hall councils offer the opportunity to develop leadership skills and skills in working with members to achieve the goals of the residence hall. The residents determine what will be accomplished throughout the year and how much time they are willing to invest in the goals (Wyatt, 1984).

A difference between hall council leaders and resident advisors is that resident advisors typically have previous campus leadership experience. Resident advisors are front-line management positions, held by students who are selected and hired by the university's hall directors. In exchange for room and board, they are responsible for providing a living-learning environment that encourages academic achievement while assisting individual students and the floor community. Resident advisors are responsible for the safety and well being of the residents on their hall or floor and typically work with these residents, along with other resident advisors in their residence

hall, to provide extracurricular activities of both social and academic nature (Posner & Brodsky, 1993).

These leadership skills are essential because residence advisors use decision-making, problem solving and communicating skills from the time they assume their position. Thus a resident advisor's previous leadership role and experience helps to determine the success of the floor community.

The resident advisors need to demonstrate transformational leadership. As the semester progresses, the resident advisor facilitates the floor members develop of leadership and group member skills. This means that their floor has developed as a community fostering equality among floor members and allowing members to handle situations and develop their own activities (Wyatt, 1984).

Effective leadership is necessary for a hall council to be a responsible, well-functioning unit. The constituents of the hall council should consider selecting a floor member to represent them who wants to meet their needs and serve them in the best way possible. Care must be taken to ensure that this group of floor leaders are representative of the campus residence hall system (Wyatt, 1984).

The level of a person's leadership skills level provides clues as to understanding how he or she will want to lead or participate in an organization. Being an effective student leader requires certain technical skills. Developing competence in all aspects of leadership skills and continually working on the enhancement of these skills is necessary to be an effective student leader. Specific leadership skills include: planning, delegation, communication, decision-making, relationship building, risk taking, and rewards (Sawyer, 1988).

Planning

Planning is the basic skill needed in leadership. Through creating a program from the initial stages, student leaders experience the challenge of estimating needs, setting goals, recognizing others interests and utilizing resources. The planning stage allows interaction and communication with administration and faculty on campus (Sawyer, 1988). This also allows student leaders to establish a timeline of completion dates. When establishing goals, student leaders should take into consideration if they can complete projects within the timeline (Barsi, 1985).

Delegation

Once planning is mastered, delegating is the next leadership skill needed. Delegation occurs when the leader gives tasks to other members of the organization to complete. Delegating responsibility is one of the best methods of achieving goals and completing a task. A typical leadership structure requires a student leader to identify the tasks that need to be completed. Taking into account the talents and skills in individual members is important in delegating these tasks (Sawyer, 1988). This can make an organization more representative, and can provide direction from the constituents instead of an elite group, such as an executive board of the hall council (Barsi, 1985).

Communication

Another essential leadership skill is communicating with the members in an organization or floor community. When student leaders take on leadership roles from the beginning to completion, there is a constant two-way flow of oral and written communication with the members. Calling meetings, establishing agendas and reviewing tasks are important communicating skills. Communication is essential throughout the residence halls due to the need to confront others in the

community. This skill is also important to members developing a sense of community and programming (Sawyer, 1988).

Decision Making

Through the constant need for leadership, the student leaders are faced with the basics of making decisions and judgments. Leadership roles in the residence halls require individual decisions and group decisions. Individual decisions revolve around delegating tasks, making minor purchases or other expenditures, meeting times and setting agendas. Group decision- making is important in hall councils because it is the voice for all campus residents. Decision making skills provide the opportunity for the residence halls members to accomplish the goals they have set (Sawyer, 1988).

Relationship Building/Human Relations Skills

The need to develop a team and build relationships is required as student leaders work together to complete a common goal. Student leaders demonstrate human relation skills by identifying supportive skills and fostering characteristics among the group (Sawyer, 1988).

A genuine liking for people and the ability to work effectively with all campus constituencies is crucial for a leader. A leader who establishes good relations with others will often be the recipient of confidential information. The successful leader never violates the trust that has been placed in him or her by betraying a confidence. As a residence advisor, he or her needs to acquire a positive relationship with floor members to establish a sense of community (Barsi, 1985).

Risk Taking

Risk taking is defined as taking a chance with a degree of probability of succeeding. Whenever leaders experiment with innovative ways of doing things, they put themselves and others at risk. If they want to lead efforts to improve the way things are, they must be willing to take risks. The key to success is getting people to venture beyond the limitations that they normally place around themselves.

Sometimes a dramatic event evolves into a radically new condition. Through an environment that encourages creativity and a healthy competitive spirit, student leaders engage in decision making and planning that carry the potential for failure or disappointment. Through the careful consideration of expectations, risk is well within limits and control. The notion of risks is varied since it largely depends on the individual and what he or she perceives as being risky (Sawyer, 1988).

Insight

Insight is defined as the ability to see and understand clearly in a situation. This ability to comprehend the inner nature of events and the awareness and understanding of outside forces on the situation comes through being open. Leadership requires insight and perception of self and others in the group. The true leader has the capacity to evaluate conditions and events as they actually exist rather than as others suggest they are. This can be difficult when the overwhelming consensus is that everything is “ok.” Offering creative solutions to problems, rather than merely noting “negative” or “critical” label as being their existence, can help to avoid situations (Barsi, 1985).

Leaders remove the protective boundaries in which organizations often seal themselves. Leaders are willing to hear, consider and accept ideas from sources outside the organization. Using other resources allows them insight into the context.

Self Concept

The effective leader possesses a healthy, positive, and realistic self-concept. Above all else, he or she is mature and actively welcomes the responsibility of serving as a role model for the group. Intrinsic satisfaction can be defined as an essential part or belonging to of the group. Intrinsic motivation must be present if leaders are to do their best. Extrinsic satisfaction is not being part of the group. Dedication to extrinsic motivators severely limits an organization's ability to excel and to utilize the full potential of its leaders. Constant, positive reinforcement from the group is not necessary if the student leader has the ability to gain intrinsic satisfaction from a job well done (Barsi, 1985). True leaders tap into peoples' hearts and minds, not only their hands and wallets (Posner & Kouzes, 1995).

Gender Stereotypes

There are definite gender stereotypes of leadership styles. The stereotypically masculine leader emphasizes achievement of organizational goals, whereas the stereotypically feminine leader emphasizes people and relationships. Until recently, however research has found that there were not sufficiently clear to conclude that women and men do actually engage in different leadership style and practices.

In a comprehensive meta-analysis that included a large number of organizational, laboratory and assessment studies there are some reliable gender differences in leadership style whereby women leaders emphasize both interpersonal relations and task accomplishment more than do men. The tendency to lead democratically or autocratically demonstrated that women tended to adopt a more democratic style than men. They concluded, that there was some demonstrated support for the notion that women lead in a feminine manner (Gardiner, & Tiggemann).

Leadership Practice Inventory

Posner and Kouzes (1988) developed the original Leadership Practice Inventory. It is based upon case studies and interviews of the “personal best leadership experiences” of over 1000 managers and leaders. The Leadership Practice Inventory was developed through a combination of qualitative and quantitative research methods and studies. Posner and Kouzes research design could be successfully applied to understanding the behaviors of college students (Posner & Brodsky, 1993).

The actions that make up these practices were translated into behavioral statements. Following several iterative psychometric processes, the resulting instrument has been administered to managers and non-managers across a variety of organizations, disciplines and demographic backgrounds.

The Leadership Practice Inventory is based upon responses to the Personal-Best Leadership Experience Questionnaire. This survey is 12 pages long and consists of 38 open-ended questions such as these: Who initiated the project? What made you believe you could accomplish the results you sought? What special, if any, techniques or strategies

did you use to get other people involved in the project? Did you do anything to mark the completion of the project? What key lessons would you share with another person about leadership from this experience (Posner & Kouzes, 1995)?

For the most part, findings are relatively consistent across people regardless of their genders, and ethnic and cultural backgrounds. Similar results were seen across various organizational characteristics. This instrument is useful in assessing individual leadership behaviors and in providing useful feedback for enhancing one's leadership capabilities.

Posner and Kouzes identified the key actions and strategies of leaders and proposed a five factors framework including five factors for conceptualizing how leaders behave (Posner & Brodsky, 1993). The five factors include: Challenging the Process; Inspiring a Shared Vision; Enabling Others to Act; Modeling the Way; and Encouraging the Heart

Challenge the Process

The first practice in the Leadership Practice Inventory is Challenge the Process. This addresses leaders as persons who face

obstacles through opportunities. Individuals who lead others to greatness seek and accept barriers (Posner & Kouzes, 1994).

Every leadership opportunity involves some kind of challenge. Some leaders challenge the process. The challenge may develop an innovative new product, a cutting-edge service or a groundbreaking piece of legislation (Posner & Kouzes, 1994).

Leaders innovate, experiment and explore ways to improve the organization. They are willing to take risks, to innovate and experiment in order to find new and better ways of doing things. To challenge the process involves searching for opportunities and experimenting and taking risks. Leaders learn by leading, and they learn best by leading in the face of obstacles (Posner & Kouzes, 1994).

Enable Others to Act

The second practice is Enable Others To Act. Leaders know that they cannot do it alone and need to rely to others. By doing this, leaders create an atmosphere of trust and respect. This practice provides leadership as a team effort. They proudly discuss teamwork, trust, and empowerment as essential elements of their

efforts. The leaders infuse people with spirit-developing relationships based a mutual trust. Leaders stress collaborative goals actively involving others in planning and giving them discretion to make their own decisions (Posner & Kouzes, 1994).

Leaders involve all those who must live with the results and make it possible for others to do the work well and be successful. Leaders enable others to act. They know that no one does his or her best when feeling weak, incompetent, or alienated; they know that those who are expected to produce the results must feel a sense of ownership (Posner & Kouzes, 1994).

Empowering others is essentially the process of turning followers into leaders themselves. Leaders realize how power is not a fixed-sum quantity but and expandable resource. The process of strengthening others is facilitated when people work on tasks that are critical to the organization's success, when they exercise discretion and autonomy in their efforts, when their accomplishments are visible and recognized by others, and when they are well connected to other people of influence and support (Posner & Kouzes, 1998).

Enabling Others to Act involves fostering collaboration and strengthening others. These leaders work to make others feel strong, capable and committed to the organization. Leaders enable others to act not by hoarding the power they have but by giving it away (Posner & Kouzes, 1994).

Inspire a Shared Vision

The third practice from the Leadership Practice Inventory is called Inspire a Shared Vision. Leaders have described their leadership experiences by imagining an exciting, highly attractive future for their organization. They had visions and dreams of what could be completed (Posner & Kouzes, 1994). The leaders must have enlisted others in a common vision by appealing to their values, interests, and hopes so that others clearly understand and accept the vision as their own (Posner & Kouzes, 1998). They look toward and beyond the horizon. The organization should envision the future with a positive and hopeful outlook. People must believe that leaders understand their needs and have their interest at heart (Posner & Kouzes, 1994).

Leaders communicate their passion through vivid language and an expressive style. They are expressive and attract constituents through their genuineness and skillful communications. The leaders own enthusiasm was catching; it spread from leader to constituents. The leaders beliefs in and enthusiasm for the vision was the sparks that ignited the flame of inspiration (Posner & Kouzes, 1994).

Leaders inspire a shared vision. They have a desire to make something happen, to change the way things are, to create something that no one else has ever created before. Their clear image of the future pulls them forward in the organization. To Inspire a Shared Vision involves envisioning the future and enlisting the support of others (Posner & Kouzes, 1994).

Model the Way

The fourth practice of the Leadership Practice Inventory is Model the Way. In this practice leaders are clear about their values and beliefs. The philosophy is to have a set of standards by which organization is measured, a set of values about how others in the organization should be treated, and a set of principles that make

the organization unique and distinctive (Posner & Kouzes, 1998). They keep people and projects on course by behaving consistently with these values and modeling how they expect others to act. Leaders must be clear about their guiding principles. They are supposed to stand up for their beliefs, so they better have some beliefs to stand up to (Posner & Kouzes, 1994).

The leaders go first. They set an example and build commitment through simple, daily acts that create progress and momentum. Leaders model the way through personal example and dedicated execution.

Leaders also planned and broke projects down into achievable steps, and created opportunities for small wins. They needed operational plans. They steered projects along a predetermined course, measure performance, gave feedback, met budgets and schedules, and took corrective actions. Modeling the Way involved setting an example and planning small wins (Posner & Kouzes, 1994).

Encourage the Heart

The fifth and final practice in the Leadership Practice Inventory is Encourage the Heart. When it comes to motivating people to the highest standards of performance, nothing works more powerful as the recognition of individual effort and achievement. This leadership skill is one that many leaders find hardest to command. Encouraging the heart develops into the art of encouragement and reveals the practice and techniques exceptional leaders use to inspire extraordinary performance in others (Posner & Kouzes, 1994).

These leaders encourage the heart of their constituents to carry on are established in this practice. There are genuine acts of kindness can uplift the spirits and draw people forward. Encouragement can come from dramatic gestures or simple actions. Leaders encourage people to persist in their efforts by recognition with accomplishments, visibly recognizing contributions to the common vision. They let others know that their efforts are appreciated and express pride in the team's achievements. The leaders make others feel like heroes by telling

the rest of the organization about what individuals and the team have accomplished. Leaders also find ways to celebrate milestones (Posner & Kouzes, 1994).

Leaders have high expectations both of themselves and of their constituents. They provide people with clear direction, substantial encouragement, personal attention, and meaningful feedback (Posner & Kouzes, 1998).

Posner and Kouzes found that 60% of participants thought they needed encouragement to do their best; the others who could achieve on their own. The basic message is, when you set high standards and believe in your heart that people can achieve those standards, and when you recognize individual achievement publicly, you are going to get higher levels of performance (Salopek, 1999).

Student Version of Leadership Practice Inventory

Most of the leadership development programs designed for college students are based on studies and models that were developed with managers in business and public-sector organizations. College students differ from managerial populations by age, experience, and types of

organizations. College students are also different because they primarily work with volunteers and people from their own peer group and, alternately, enjoy and suffer from built-in high rates of turnover (Posner & Brodsky, 1992). Posner and Kouzes (1998) concluded which “valid instruments designed specifically for college students to measure their leadership development did not exist.” The student version of the Leadership Practice Inventory was developed to fill this gap (Posner & Kouzes, 1998).

The student Leadership Practice Inventory provides a mean by which students can conceptually understand their leadership responsibilities and translate and apply this framework in practical personal behaviors and actions. Those working with college students can more easily diagnose conceptual misunderstandings of leadership role requirements and behavioral opportunities to make a difference. The student Leadership Practice Inventory can help identify and specify areas for cultivating the personal skills necessary to be an effective student leader. The student Leadership Practice Inventory might also be used to measure and assess the extent to which individual student leaders have made progress in enhancing their leadership capabilities.

Overall, the student Leadership Practice Inventory holds promise in the development of leadership skills among college students (Posner & Brodsky 1992).

The initial student group, for the leadership practice inventory, consisted of outstanding student leaders. The students were asked to think about their personal-best experience as leaders and to make notes about the behaviors they believed were most critical to the success of their endeavors. The findings did indicate that college student leaders do engage in the leadership practices and that this conceptual framework is relevant to the college student's leadership experience (Posner & Kouzes, 1998).

According to Brodsky & Posner, the same ideas are used, in the practices, when looking at resident advisors. The leadership practices of Resident Advisors are related to assessments of their effectiveness, and this relationship is apparent not only to others but also to one's self. Those Resident Advisors who view themselves as most effective also see themselves acting like leaders significantly more than do their floor mates. Constituents reported a statistically clear and consistent relationship between assessments of their Resident Advisors'

effectiveness and the extent to which their Resident Advisors engaged in these five leadership practices outlined by Posner and Kouzes (Posner & Brodsky, 1993).

Summary

Wanting to lead and believing that you can lead are departure points on the path to leadership. Leadership is an observable, learnable set of practices Leadership development is a process of self-development. The belief that leadership can not be learned is a far more powerful deterrent to development than is the nature of the leadership process itself.

College students are able to be leaders. Without challenges, they lack opportunities to develop and improve their leadership skills. Higher education can have an impact on the leadership development of students.

Residence hall experiences provide leadership experiences for college students through being hall council leader and being employed as a resident advisor. Resident advisors and hall council leaders develop leadership attitudes such as planning, delegation, communication, decision-making, relationship building, risk-taking,

insight, self-concepts, and gender. Planning allows estimating needs, developing goals, and utilizing resources. Delegation occurs when the leader gives tasks to other members to accomplish. Communication is the way leaders express their ideas and concerns with in the organization. Decision-making provides an end to a goal. Student leaders demonstrate human relations skills through supportive skills and fostering characteristics among the group. College student leaders take risks in trying something new and having the opportunity to achieve. Leaders develop insight and perceptions that help them to accomplish their goals.

The Leadership Practice Inventory, developed by Posner and Kouzes, is based on case studies and interviews of the “personal best leadership experiences.” The instrument was useful in assessing individual leadership behaviors and providing useful feedback for enhancing one’s leadership capabilities. The inventory includes five subscales: Challenging the Process; Inspiring a Shared Vision; Enabling Others to Act; Modeling the Way; and Encouraging the Heart.

Each Leadership Practice Inventory subscale addresses a specific leadership behavior. Challenging the Process addresses leaders as a

person who face obstacles through opportunities, lead others to greatness and seek and accept barriers. The subscale of Enable Others to Act is a team effort emphasizes the need to rely on others. Inspire a Shared Vision describes by imagining an exciting, attractive future for the organization. The leaders enlist others in a common vision by appealing to their values, interests and hopes. Modeling the Way is being clear about their values and beliefs, behaving consistently with these values, and modeling how they expect others to act. The subscale of Encourage the Heart develops the art of encouragement and reveals the practice and techniques leaders use to make others feel like heroes by telling what individuals and the team have accomplished.

The student version of the Leadership Practice Inventory provides a mean by which students can conceptually understand their leadership responsibilities and apply this framework in practical personal behaviors and actions. It can help measure and assess the extent to which individual student leaders have made progress in enhancing their leadership capabilities.

Chapter III Methodology

This chapter is a presentation of the research, the purpose, hypotheses and subjects design used in this study.

Purpose of the Study

The purpose of the study is to determine the level of differences in attitudes of leadership and scored on the Leadership Practice Inventory (LPI) for Resident Advisors and Hall Council Leaders who differ in gender, academic classification, and leadership roles.

Null Hypothesis

1. There were no significant differences on attitudes about leadership between leadership roles (Resident Advisor and Hall Council Leaders).
2. There were no significant differences between Hall Council Leaders on attitudes toward leadership and Leadership Practice Inventory score based on gender, academic classification, and leadership roles.
3. There were no significant differences between Resident Advisors on attitudes toward leadership and Leadership Practice Inventory

scores as based on gender, academic classification, and leadership roles.

4. There were no significant differences on the Leadership Practice Inventory scores between Resident Advisors and hall council leaders.

Subjects

The subjects were college students that held in Hall Council Leader positions and Resident Advisors. There were 89 Resident Advisors and 82 Hall Council Leaders that are involved with campus leadership in the spring of 2000. These students all lived in the Residence Halls at the University of Wisconsin-Stout. These students ranged in class status from freshman to graduate students.

Instrumentation

The instrument consisted of three sections: demographics, leadership attitudes, and the student Leadership Practice Inventory. The first part of the instrument was the demographic section. This section included questions regarding the categories of gender, academic classification, employment, and campus leadership roles.

The second section on leadership attitudes included 26 statements regarding leadership roles. Some concepts included were: planning experience, decision- making, delegating, communication, relationship building, risk taking, stress, evaluation, and rewards. This section was used to determine how campus leaders viewed different leadership concepts. The researcher developed 26 attitude statements. The responses to the statements utilized on a Likert Scale as follows: (SD= Strongly Disagree, D= Disagree, U= Undecided, A= Agree, SA= Strongly Agree) and were scored on a 1 to 5 scale.

The third part of the instrument was the student Leadership Practice Inventory (LPI) developed by Kouzes and Posner (1993). The Leadership Practice Inventory contained 30 statements—six statements for measuring each of the five leadership practice subscales. Each of the five leadership practices is assessed with six statements on the Leadership Practice Inventory. The statements focused on leadership behaviors and on the frequency with which the person engaged in those particular behaviors. A higher value represented greater use of leadership behaviors.

Administration of Data Collection

Subjects completed the survey of Leadership Attitudes and the Leadership Practice Inventory during February and March 2000 at a Hall Council meeting or a Resident Advisor staff meeting. The survey was distributed by the researcher to students who participated on a voluntary basis. It took the respondents approximately 20 minutes to complete the survey.

Data Analysis

The data analysis used in section one were simple frequency counts. The data analysis used in the second section were T-tests for resident advisors and hall council leaders (independent groups). T-tests on Leadership Attitudes were also done by gender, employment, and current leadership roles from the demographics for the two groups.

Once the scores were tallied on the Leadership Practice Inventory, and the appropriate practices were chosen for each subject, the t-tests for independent groups were used. Differences between the leadership practices for the Resident Advisors and the Hall Council Leaders were analyzed.

The reliability of the leadership attitudes and Leadership Practice Inventory subscales were calculated. Cronbach's Alpha reliability coefficient was used.

Chapter IV Results and Discussions

This chapter presents and discusses the findings of a survey administered to a group of resident advisors and hall council leaders during their staff or hall council meetings. The survey consisted of demographic information, leadership attitudes, and Leadership Practice Inventory.

Demographic Information

The purpose of the demographic section (Section I) was to obtain information from resident advisors and hall council leaders on age, gender, academic classification, major, grade point average, employment and hours per week, and other leadership involvement.

Age: The age of the subjects was asked on the survey. The results of the survey showed an age range of 18 to 24 and older. Of the 169 surveys returned, the largest category of the respondents was 20-21 years old (See Table 1).

TABLE: 1
AGE CATERGORY OF RESPONDENT

Age	Frequency	Valid Percent
18-19	52	30.8
20-21	84	49.7
22-23	29	17.2
24-older	4	2.4
Total	169	100.0

Gender: Table 2 indicates the results of the gender of the respondents. The results showed that more females completed the survey than males. Over half of the respondents were female 54.2% and 45.8% were male.

TABLE: 2
GENDER OF RESPONDENT

Gender	Frequency	Valid Percent
Male	77	45.8
Female	91	54.2
Total	168	100.0

Academic Classification: Respondents were asked to indicate their academic status. Results of the survey indicated that more sophomores (31%) completed the instrument than any other academic classification. However the percentage of respondents at

the four academic classification levels of freshman, sophomore, junior and senior were quite similar (See Table 3).

TABLE: 3
ACADEMIC CLASSIFICATION OF RESPONDENT

Academic Classification	Frequency	Valid Percent
Freshman	35	20.8
Sophomore	52	31.0
Junior	46	27.4
Senior	34	20.2
Graduate	1	.6
Total	168	100.0

Major: The major of the subjects was asked on the survey. See Table 4. The survey results indicated a wide variety of majors. The major of Hospitality and Tourism Management had the largest percentage (14.2 %). The second most common major was General Business Administration with 12.4%.

TABLE: 4
 MAJOR/PROGRAM IN COLLEGE OF RESPONDENT

Major	Frequency	Valid Percent
Undecided	2	1.2
Applied Math	7	4.1
Art (B.F.A.)	11	6.5
Art Education	5	3.0
Dietetics	1	.6
Early Childhood	13	7.7
Fam & Consum Educ	5	3.0
Food System &Tech	1	.6
Hospit &Tour MGMT	24	14.2
Human Dev & Family	7	4.1
Psychology	10	5.9
Spec Ed Certification	1	.6
Vocational Rehab	1	.6
Apparel Design/Manuf	7	4.1
Construction	9	5.3
Gen Business Admin	21	12.4
Graphic Commun MGMT	4	2.4
Industrial Tech	3	1.8
Manufact Engineer	5	3.0
Marketing Educ	3	1.8
Retail Merch & MGMT	4	2.4
Service MGMT	3	1.8
Technology Educ	14	8.3
Telecommunication	5	3.0
Voc, Tech & Adult	1	.6
Program/not @ Stout	1	.6
Home Economics	1	.6
Total	169	100.0

Grade Point Average: Subjects were asked to indicate their grade point average on the survey. Forty-eight students responded to

having a 3.50-4.00 grade point average at UW-Stout. Only eight people indicated they were below a 2.50 average. See Table 5.

TABLE: 5
CUMULATIVE GPA OF RESPONDENT

Grade Point Average	Frequency
Below 2.00	2
2.00-2.49	6
2.50-2.74	11
2.75-2.99	22
3.00-3.23	39
3.24-3.49	30
3.50-3.98	47
3.99-4.00	1
Total	159

Resident Hall Role: The resident hall role of the subjects was asked on the survey. Table 6 shows 51.5% were resident advisors while 48.5% were hall council leaders.

TABLE: 6
HOW ARE YOU INVLOVED IN THE RESIDENCE HALLS

Resident Hall Role	Frequency	Valid Percent
Resident Advisor	87	51.5
Hall Council/Floor	82	48.5
Total	169	100.0

Job Status: Respondents were asked to indicate their job status. The respondents showed that 81.7% held a job while 18.3% were not employed. See Table 7.

TABLE: 7
DO YOU CURRENTLY HAVE A JOB

Job Status	Frequency	Valid Percent
Yes	138	81.7
No	31	18.3
Total	169	100.0

Hours Worked Per Hour: Subjects were asked to indicate their hours worked per week. The results of the survey indicated that 52.2% of respondents worked 16 or more hours in one week, while 13.8% worked one to five hours per week. See Table 8.

TABLE: 8
IF JOB HOW MANY HOURS PER WEEK DO YOU WORK

Hours Worked Per Week	Frequency	Valid Percent
01-05 Hours	19	13.8
06-10 Hours	29	21.0
11-15 Hours	18	13.0
16 or More	72	52.2
Total	138	100.0

Other Leadership Roles: Respondents were asked about other leadership roles they held on campus or within the community.

Table 9 indicates 74.6% of these UW-Stouts students were involved in leadership outside of the residence halls.

TABLE: 9
ARE YOU CURRENTLY INVOLVED IN LEADERSHIP ROLES

Other Leadership Roles	Frequency	Valid Percent
Yes	126	74.6
No	43	25.4
Total	169	100.0

The purpose of this section was to review the results from the leadership attitudes and Leadership Practice Inventory of the survey. This section indicates the results of the Leadership Practice Inventory, reliability, and the hypothesis testing from the resident advisors and the hall council leaders. See Table 10-24.

Leadership Attitude

In Table 10, the results of the rank ordered leadership attitudes are given. “An effective leaders is important” and “Listening is a key characteristic of leaders” were ranked the highest with a mean of 4.65. The next ranked leadership attitude was “ Adventure and fun is important to everyone’s work” with a mean of 4.45. “Leadership is important to my career” (X=4.42) was

ranked fourth. The fifth ranked item had a mean of 4.40
“Relationships are important in organizations.”

The lowest means of the 26 Leadership Attitudes were the following. Ranked 22 with a mean of 2.93 was “I limit the number of hours a week I am active in leadership opportunities.” “My leadership involvement interferes with my work,” (X=2.61) was ranked as 23 from the resident advisors and hall council leaders. The 24th ranked item was “I am not interested in being a leader” with a mean of 2.02. The 25th ranked leadership attitude item was “Good communication skills are not needed to be a leader,” with a mean score of 1.87. “I do not make mistakes,” (X=1.83) was the lowest ranked attitude statement.

TABLE: 10
LEADERSHIP ATTITUDES-RANK ORDER FOR TOTAL GROUP

Leadership Attitude	Mean	Rank
An effective leader is important	4.65	1
Listening is a key characteristic of leaders.	4.65	1
Adventure and fun is important to everyone's work.	4.45	3
Leadership is important to my career.	4.42	4
Relationships are important in organizations.	4.40	5
I have a daily calendar.	4.25	6
Presenting material for a program is useful.	4.34	7
Leadership is a pursuit of goals.	4.16	8
Leadership styles are crucial to my organization.	4.11	9
I try to motivate my organization.	4.09	10
I utilize other leaders in the organization.	4.04	11
Feedback is utilized after an evaluation.	4.02	12
My learning style relates to my leadership styles.	3.94	13
I feel a strong sense of teamwork among the group.	3.91	14
I am a risk taker.	3.89	15
I try to delegate tasks to others.	3.76	16
I follow by example.	3.73	17
There needs to be a sense of ownership in the organization.	3.72	18

Conflict can be avoided from my organization.	3.43	19
Advisors are utilized to their potential.	3.37	20
I am only interested in being a leader.	2.95	21
I limit the number of hours a week I am active in leadership opportunities.	2.93	22
My leadership involvement interferes with my work.	2.61	23
I am not interested in being a leader.	2.02	24
Good communication skills are not needed to be a leader.	1.87	25
I do not make mistakes.	1.83	26

Leadership Practice Inventory

Table 11 is a rank order of the 30 item means of the Leadership Practice Inventory. The highest item mean was 4.57 in “I treat others with dignity and respect.” The second highest was “I praise people for a job well done” with a mean of 4.40. The third ranked item was “I give people freedom to make their own decisions” with a mean of 4.30. “I give people encouragement on projects” (X=4.21) was ranked fourth. The fifth ranked items had a mean of 4.18 and they were “I develop cooperative relations with

people I work with”, and “I behave in a manner consistent with the standards.”

The lowest means on the 30 items in the Leadership Practice Inventory were the following. The two items ranked 25th received a mean of 3.64 and were “I describe what can be accomplished in the future” and “I share with others dreams about possibilities.” The 27th lowest ranked item had a mean of 3.60; “I talk about interests by working for a common goal.” “I challenge the way we do things in our organization” was ranked 28th with a mean score of 3.56. The 29th rank item in the Leadership Practice Inventory was “Ask can we learn when things do not go as planned” with a mean score of 3.45. While the lowest mean was “I explain to others what my leadership style is” with a mean score of 3.21.

TABLE: 11
LEADERSHIP PRACTICE INVENTORY-RANK ORDER FOR TOTAL
GROUP

Leadership Practice Inventory –Rank	Mean	Rank Order
I treat others with dignity and respect.	4.57	1
I praise people for a job well done.	4.40	2
I give people freedom to make their own decisions.	4.30	3
I give people encouragement on projects.	4.21	4
I develop cooperative relations w/ people I work/w.	4.18	5
I behave in a manner consistent w/ the standards.	4.18	5
I include others in planning activities/programs.	4.12	7
I look for new ways improvements can be made.	4.12	7
I give people support/appreciation for contribution.	4.08	9
I show excitement about what we can accomplish.	4.08	9
I provide opportunities for others to lead.	4.08	9
I make sure people are recognized for contribution.	4.06	12
I look for opportunity that challenges my skills.	4.05	13
I create an atmosphere of mutual trust.	4.04	14
Make certain people uphold standards agreed upon.	4.03	15
I clearly communicate a positive outlook for future.	3.93	16
I look ahead/think about our organization.	3.91	17
I make certain in planning projects/manageable.	3.90	18
I let others know how we can be run effectively.	3.90	18
I find ways to celebrate accomplishments.	3.86	20
I keep current about events affecting our organization.	3.85	21
I make sure goal/plan are made for program/project.	3.80	22
I let others experiment/take risk w/new approaches.	3.79	23
I make it a point to tell about the good work done.	3.75	24
I describe what can be accomplished in the future.	3.64	25
I share w/others dreams about possibilities.	3.64	25
I talk about interests by working for a common goal.	3.60	27
I challenge the way we do things in our organization.	3.56	28
Ask can we learn when things do not go as planned.	3.45	29
I explain to others what my leadership style is.	3.21	30

Subscale of the Leadership Practice Inventory:

Table 12 indicates the five subscale means of the Leadership Practice Inventory and the items that are included within each sub-scale. Enabling Others to Act had the highest mean subscales score of 4.21. The second highest subscale was Encouraging the Heart with a mean score of 4.05. Modeling the Way had a mean of 3.83 and Challenging the Process had a mean of 3.80. The fifth subscale had a mean of 3.79 and that was Inspiring a Shared Vision.

TABLE: 12
SUBSCALE (MEAN) OF THE LEADERSHIP PRACTICE INVENTORY
FOR TOTAL GROUP

Subscales	Mean	Standard Deviation
Challenging the Process I look for opportunity that challenges my skills and abilities. I keep current about events and activities which might affect our organization. I challenge the way we do things in our organization. I look for new ways that improvements can be made in our organization. I ask “what can we learn?” when things do not go as planned. I let others experiment and take risks with new approaches to our work even when there is a chance of failure.	3.80	.59
Inspiring a Shared Vision I describe to others in our organization what can be accomplished in the future. I share with others my dreams and aspirations about the possibilities for our organization. I talk with others about how their interests can be fulfilled by working for a common goal.	3.79	.69

<p>I look ahead and think about what will happen to our organization. I show my enthusiasm and excitement about what I believe our organization is capable of accomplishing.</p> <p>Enabling Others to Act I include others in planning our organization’s activities and programs. I treat others with dignity and respect. I give people freedom and responsibility to make for the future of our organization. I develop cooperative relationships with the people I work in our organization. I create an atmosphere of mutual trust in our organization. I provide opportunities for others to take on leadership responsibilities.</p> <p>Modeling the Way I explain to others what my leadership style is. I make certain that in planning projects they are recognized for their contributions. I make certain that people uphold the standards that have been agreed upon. I let others know my beliefs on how our organization can be run most effectively. I personally behave in a manner consistent with the standards agrees upon. I make sure clear goals are set and specific plans are made for programs and projects.</p> <p>Encouraging the Heart I give people encouragement as they work on projects. I make sure that people in our organization are recognized for their contributions. I praise people for a job well done. I give people in our organization support and appreciation for their contributions. I find ways for our organization to celebrate accomplishments. I make it a point to tell others on campus about the good work done by our organization.</p>	<p>4.21</p> <p>3.83</p> <p>4.05</p>	<p>.50</p> <p>.50</p> <p>.60</p>
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For both Leadership Attitudes scale and the five subscales of the Leadership Practice Inventory prediction, Cronbach’s Alpha and Standardized Item Alpha were used. The leadership attitude

section received an Alpha of .6747 and a Standardized Item Alpha of .7239. All five subscales-Challenge the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way and Encouraging the Heart were adequate for group prediction purposes. See Table 13.

TABLE: 13
RELIABILITY OF LEADERSHIP SCALE AND SUBSCALES

Scale	Items	Reliability Coefficient	
		Alpha	Standardized Item Alpha
Leadership Attitude	26	.6747	.7239
Challenge the Process	6	.7481	.7548
Inspiring a Shared Vision	6	.8430	.8452
Enabling Others to Act	6	.7767	.7787
Modeling the Way	6	.7094	.7156
Encouraging the Heart	6	.8128	.8237

Hypothesis Testing

To test the hypothesis that there were no significant differences on leadership attitudes between resident advisors and hall council leaders, a T-test was used. There were seven significant differences on attitude items between resident advisors and hall council leaders.

At the .001 level of significant there were two differences on the leadership attitude scale items between the two groups. See Table 14. On item 3 “I am only interested in being a leader,” the

hall council leaders scored significantly higher ($X=3.22$) than the resident advisors ($X=2.69$). Likewise the hall council leaders scored significantly higher ($X=3.68$) than resident advisors ($X=3.08$) on item 13 “Advisors are utilized to their potential.”

At the .01 level there were significant differences on two leadership attitude items between hall council leaders and resident advisors. On item 16 “Leadership is a pursuit of goals,” the hall council leaders scored higher ($X=4.31$) than resident advisors ($X=4.02$). In item 25 “There needs to be a sense of ownership in the organization,” the resident advisors scored higher ($X=3.93$) than the hall council leaders ($X=3.49$).

At the .05 level there were three significant differences on the leadership attitudes between hall council leaders and resident advisor. On item 2 “Leadership styles are crucial to my organization,” hall council leaders scored significantly higher ($X=4.23$) than the resident advisors ($X=3.99$). Likewise the hall council leaders scored significantly higher ($X=2.04$) than resident advisors ($X=1.63$) on the item 6 “ I do not make mistakes.” The third significant difference was on item 2 “ I follow by example,”

with hall council leaders scoring higher ($X=3.86$) than the resident advisors ($X=3.60$).

Furthermore there was a significant difference between the two groups at the .05 level on the total average leadership attitudes scale score. That is hall council leaders ($X=3.72$) scored significantly higher than resident advisors ($X=3.62$) on leadership attitudes. Therefore it can be concluded that the leadership attitudes of the hall council members were more positive than those of the resident advisors.

To test the hypothesis of “there were no significant differences on the Leadership Practice Inventory scores between resident advisors and hall council leaders” a T-test was used. There was one significant difference item between the resident advisors and hall council leaders on the Leadership Practice Inventory. See Table 15. At the .05 level of significant difference the hall council leaders scored higher ($X=3.75$) than the resident advisors ($X=3.38$) in item 11 “I challenge the way we do things in our organization.” However, there were no significant differences on the five Leadership Practice Inventory subscales between the

two groups. Therefore, it can be concluded that there were no significant differences between hall council leaders and resident advisors on the Leadership Practice Inventory.

TABLE: 14
SIGNIFICANT DIFFERENCE ON ATTITUDE TOWARD LEADERSHIP
BETWEEN RESIDENT ADVISORS AND HALL COUNCIL LEADERS

	RA	HCL	T-Test	df	Signfi. Level
2 Leadership styles are crucial to my organization	X= 3.99 S.D= .74	4.23 .66	-2.274	166	.024*
3 I am only interested in being a leaders	X=2.69 SD=1.03	3.22 1.08	-3.271	166	.001***
6 I do not make mistakes	X= 1.63 SD=.85	2.04 1.19	-2.524	166	.013*
13 Advisors are utilized to their potential	X= 3.08 SD=1.10	3.68 .99	-3.695	165	.000***
16 Leadership is a pursuit of goals	X=4.02 SD=.80	4.31 .54	-2.676	164	.008**
2 I follow by example	X=3.60 SD=.86	3.86 .79	-2.097	166	.037*
25 Needs to be a sense of ownership in organization	X= 3.93 SD=.93	3.49 1.22	2.594	165	.010**
Avg II Leadership attitudes	X= 3.62 SD=.26	3.72 .31	-2.161	165	.032*

TABLE: 15
SIGNIFICANT DIFFERENCE ON LEADERSHIP PRACTICE INVENTORY
BETWEEN RESIDENT ADVISORS AND HALL COUNCIL LEADERS

	RA	HCL	T-test	df	Signfi. Level
11 I challenge the way we do things in our organization	X= 3.38 SD=1.01	3.75 1.03	-2.368	166	.019*

*=.05 **=.01 ***=.001 level of significance

Resident Advisors

To test the hypothesis that there were no significant differences between resident advisors on the leadership attitudes and Leadership Practice Inventory based on gender, academic classification and leadership roles, a T-test and an ANOVA were used. There were two significant differences on gender of the resident advisors when looking at the leadership attitudes. See Table 16.

At the .001 level of significant there was one difference on the Leadership Attitudes between the genders of the resident advisors. On item 9 “I have a daily calendar,” the female resident advisors scored significantly higher (X=4.65) than the males (X=4.07).

According to Table 15 there was one difference at the .05 level of significant between the gender of the resident advisors on Leadership Attitudes. The female resident advisors scored significantly higher (X=4.30) than the males (X=4.00) on item 10 “I try to motivate my organization.”

TABLE: 16
SIGNIFICANT DIFFERENCE BETWEEN MALE AND FEMALE
RESIDENT ADVSIORS IN LEADERSHIP ATTITUDES

ITEM	MALE	FEMALE	T-test	df	Signfi. Level
9 I have a daily calendar	X= 4.07 SD=1.81	4.65 1.18	-2.753	69.3	.008**
10 I try to motivate my organization	X= 4.00 SD= .53	4.30 .56	-2.566	83.8	.012*

*= .05 **= .01 ***= .001 level of significance

The findings showed that resident advisors scored the highest on the (X=4.24) Enabling Others to Act Subscales of the Leadership Practice. The subscale with the lowest average mean (X=3.76) was between Challenging the Process and Inspiring a Shared Vision. See Table 17.

TABLE: 17
RESIDENT ADVISORS SUBSCALES ON THE
LEADERSHIP PRACTICE INVENTORY

Resident Advisor	Challenging the Process	Inspiring a Shared Vision	Enabling Others to Act	Modeling the Way	Encouraging the Heart
Mean	3.76	3.76	4.24	3.83	4.08
Std. Dev	.58	.69	.50	.55	.57

There were eight significant differences on the items between the gender of the resident advisors on the Leadership Practice Inventory. See Table 18.

At the .001 level of significant there was one difference between the Leadership Practice Inventory and the gender of the resident advisors. On item 15 “I praise people for a job well done,” the female resident advisors scored significantly higher ($X=4.70$) than the males ($X=4.23$).

At the .01 level of significant there were three differences between the gender of the resident advisors on the Leadership Practice Inventory. On item 5 “I give people encouragement as they work on projects,” the female resident advisors scored significantly higher ($X=4.53$) than the males ($X=4.07$). Likewise the female resident advisors scored significantly higher ($X=4.09$) than the

males ($X=3.59$) on item 25 “I find ways for our organization to celebrate accomplishments.”

On the .05 level there were three significant differences on the Leadership Practice Inventory between the genders of the resident advisors. On item 1 “I look for opportunity that challenges my skills and abilities,” the female resident advisors scored significantly higher ($X=4.26$) than the males ($X=3.91$). The female resident advisors scored higher ($X=4.23$) than the males ($X=3.86$) on item 10 “I make sure that people in our organization are recognized for their contributions.” The final significant difference was on item 23 “I create an atmosphere of mutual trust in our organization.” The female resident advisors again scored higher ($X=4.26$) than the males ($X=3.59$). Furthermore there was a significant difference with the subscale Encouraging the Heart between genders. Again female resident advisor scored significantly higher ($X=4.27$) than the males ($X=3.90$).

TABLE: 18
SIGNIFICANT DIFFERENCE BETWEEN MALE AND FEMALE
RESIDENT ADVISORS ON LEADERSHIP PRACTICE INVENTORY

ITEM	MALE	FEMALE	T-test	df	Signfi. Level
1 I look for opportunity that challenges my skill and abilities	X=3.91 SD= .77	4.26 .73	-2.156	85	.034*
5 I give people encouragement as they work on projects	X= 4.07 SD= .90	4.53 .55	-2.927	71.5	.005**
10 I make sure people in our organization are recognized for contributions	X= 3.86 SD= .90	4.23 .75	-2.068	85	.042*
15 I praise people for a job well done	X=4.23 SD= .68	4.70 .46	-3.785	76.3	.000***
20 I give people in our organization support and appreciation for their contributions	X=3.98 SD= .66	4.30 .64	-2.328	85	.022*
23 I create an atmosphere of mutual trust in our organization	X=3.84 SD= .91	4.26 .62	-2.472	85	.015*
25 I find ways for our organization to celebrate accomplishments	X= 3.59 SD= .97	4.09 .78	-2.659	85	.009**
Encouraging the Heart Subscale	X=3.90 SD= .59	4.27 .48	-3.212	85	.002**

*= .05 **= .01 *** = .001 level of significance

To identify differences on leadership attitudes among resident advisors based on academic classification, an ANOVA was

used. Finding revealed on difference at the .01 level. For leadership attitude item 25, “There needs to be a sense of ownership in the organization” among the resident advisors based upon academic classification a difference was found. Using the Student-Newman-Keuls test, a significant difference at the .01 level was found between sophomores ($X=3.54$) and seniors/graduate students ($X=4.32$). See Table 19.

TABLE: 19
SIGNIFICANT DIFFERENCES ON ACADEMIC CLASSIFICATION OF
RESIDENT ADVISORS BASED ON THE TOTAL GROUP
SCORES ON THE LEADERSHIP ATTITUDES

Item	Sum of Square	df	Mean Square	F	Sig.	Classification Mean	Std. Deviation
25 There needs to be a sense of ownership in the organization	Between	2	4.003	4.945	.009**	Sophomore	.88
	Within	81	.809			Juniors	
	Total	83				Senior/Grad	
	73.571					X=3.00	1.12

*= .05 **= .01 ***=. 001 level of significance

Using an ANOVA, there were four significant differences on Leadership Practice Inventory items based on academic classification of resident advisors. On item 14, “I make certain that people uphold the standards that have been agreed upon,” there

was a significant difference at the .001 level among the groups. Using the Student-Newman-Keuls test, there were significant difference at the .001 level between juniors ($X=4.44$) and both seniors ($X=3.64$) and sophomores ($X=4.00$). See Table 20.

On item 2 “I describe to others in our organization what can be accomplished in the future,” there was a significant differences .01 level on ANOVA based on academic classification among the resident advisors. Also at the .01 level on the ANOVA there was a significant difference on item 12 “I clearly communicate a positive and hopeful outlook for the future of our organization.” Using the Student-Newman-Keuls test, there were significant differences at the .05 level between seniors ($X=3.61$) and the juniors ($X=4.16$).

On item 15 “I praise people for a job well done,” there was a significant difference on the ANOVA at the .01 level based on academic classification of resident advisors. Using the Student-Newman-Keuls tests, a significant difference at the .01 level was found between seniors ($X=4.21$) and juniors ($X=4.72$).

Furthermore there was a significant difference at the .05 level on the subscale Inspiring a Shared Vision among the

academic classification groups. Using the Student-Newman-Keuls test, no significant differences were found among the three academic classifications. See Table 20.

TABLE: 20
ACADEMIC CLASSIFICATION vs. RESIDENT ADVISORS
BASED ON THE TOTAL GROUP SCORES ON THE LEADERSHIP
PRACTICE INVENTORY

Item	Sum of Square	Df	Mean Square	F	Sig.	Classification Mean	Std. Deviation
2 I describe to others in our organization what can be accomplished in the future	Between 4.32 Within 53.98 Total 58.30	2 82 84	2.16 .658	3.281	.043*	Sophomores 3.56 Juniors 4.03 Senior/Grad 3.57	.92 .74 .79
12 I clearly communicate a positive outlook for future of our organization	Between 5.35 Within 62.33 Total 67.69	2 82 84	2.67 .760	3.523	.034*	Sophomores 3.68 Juniors 4.16 Senior/Grad 3.61	.95 .81 .88
14 I make certain that people uphold standards agreed upon	Between 9.50 Within 50.30 Total 59.81	2 81 83	4.75 .621	7.653	.001***	Sophomores 4.00 Juniors 4.44 Senior/Grad 3.64	.83 .67 .87
15 I praise people for a job well done	Between 3.83 Within 29.34 Total	2 82	1.91 .358	5.356	.007**	Sophomores 4.44 Juniors 4.72 Senior/Grad	.51 .46

	33.17	84				4.21	.79
Inspiring a Shared Vision Subscale Scale	Between 3.00 Within 34.22 Total 37.23	2 82 84	1.503 .417	3.600	.032*	Sophomores 3.66 Junior 4.03 Senior/Grad 3.62	.43 .55 .52

*= .05 **= .01 ***= .001 level of significance

There were no significant differences on the ANOVA between resident advisors on levels of involvement in leadership roles. The demographic results showed the resident advisors involved in leadership roles either on UW-Stout's campus or in a community at the 72.4% rate. Looking at the leadership attitudes and the Leadership Practice Inventory there was no significant differences on these items based upon leadership roles of resident advisors.

Therefore, it can be concluded that gender made a significant difference on leadership attitudes on two items and on eight items on the Leadership Practice Inventory. The women scored the higher on these leadership attitudes and Leadership Practice Inventory items than the men. It can also be concluded that academic classification made a significant difference on the resident advisors

in one item. It also was concluded that other leadership roles among the resident advisors did not play a significant difference regarding to their leadership attitudes or leadership practices.

Hall Council Leaders

To test the hypothesis of there was no significant difference between hall council leaders on attitudes toward leadership and Leadership Practice Inventory based on gender, academic classification and leadership roles T-tests and ANOVA were used.

Looking at Table 21, there were significant differences on five items of leadership attitudes section of the instrument based on gender. At the .01 level there were two significant differences based on gender. On item 5 “Conflict can be avoided from my organization,” female hall council leaders scored significantly higher ($X=3.77$) than the males ($X=3.12$). The females also scored significantly higher ($X=4.45$) than the male hall council leaders ($X=4.12$) on the item 16 “Leadership is a pursuit of goals.”

At the .05 level there were three significant differences between the gender groups. On item 2 “Leadership styles are crucial to my organization,” the hall council females scored significantly higher ($X=4.38$) than the males ($X=4.03$). The female

hall council leaders scored significant higher ($X=3.43$) than the males ($X=2.91$) on item 3 “I am only interested in being a leader.” Likewise the female scored significantly higher ($X=4.34$) on item 9 “I have a daily calendar” than the male hall council leaders ($X=3.79$).

Furthermore there was a significant difference between the genders of the hall council leaders at the .05 level on the total leadership attitudes average scale score. The female hall council leaders ($X=3.77$) scored significantly higher than the male hall council leaders ($X=3.61$) on leadership attitudes.

TABLE: 21
SIGNIFICANT DIFFERENCE BETWEEN MALE AND FEMALE
HALL COUNCIL LEADERS IN LEADERSHIP ATTITUDES

ITEM	MALE	FEMALE	T-test	df	Signfi. Level
2 Leadership styles are crucial to my organization	X= 4.03 SD= .59	4.38 .68	-2.484	74.5	.015*
3 I am only interested in being a leader	X= 2.91 SD=3.43	3.43 1.16	-2.484	78	.015*
5 Conflict can be avoided from my organization	X=3.12 SD= 1.08	3.77 .91	-2.877	78	.005**
9 I have a daily calendar	X= 3.79 SD= 1.29	4.34 .98	-2.170	78	.033*
16 Leadership is a pursuit of goals	X= 4.12 SD= .55	4.45 .50	-2.715	65.3	.008**
Total Leadership Attitude Score	X= 3.61 SD= .30	3.77 .29	-2.291	78	.025*

*= .05 **= .01 ***= .001 level of significance

The hall council leaders scored the highest on the Leadership Practice Inventory subscale Enabling Others to Act (X=4.18). The lowest subscale was (X=3.83) Inspiring a Shared Vision. See Table 22.

TABLE: 22
HALL COUNCIL LEADER SUBSCALES ON THE
LEADERSHIP PRACTICE INVENTORY

Hall Council	Challenging the Process	Inspiring a Shared Vision	Enabling Others to Act	Modeling the Way	Encouraging the Heart
Mean	3.84	3.83	4.18	3.85	4.02
Std. Dev	.60	.68	.51	.60	.64

Table 23 is a T-test on gender of the hall council leaders and the Leadership Practice Inventory. There were nine significant differences among the items and two subscales difference based on gender. At the .001 level there was one significant difference. The females scored higher (X=4.56) than the male hall council leaders (X=3.97) on item 15 “I praise people for a job well done.”

At the .01 level there was one significant difference based on gender. On item 9 “I make certain that in planning projects they

are broken down into manageable pieces,” the females ($X=4.17$) scored significantly higher than the males ($X=3.61$).

At the .05 there were seven significant differences between the genders of the hall council leaders based on the Leadership Practice Inventory. The first significant difference is in item 3 “I include others in planning our organization’s activities and programs. The females scored higher ($X=4.25$) than the males ($X=3.85$). At this level the female hall council leaders scored higher ($X=4.27$) than the males ($X=3.88$) on item 5 “I give people encouragement as they work on projects.” On item 12 “I clearly communicate a positive and hopeful outlook for the future of our organization,” the females scores significantly higher ($X=4.21$) than the males ($X=3.97$). The fourth significant difference was in item 17 “I talk with others about how their interests can be fulfilled by working for a common goal,” the females again scored higher ($X=3.90$) while the males scored ($X=3.45$). The fifth item was 18 “I develop cooperative relationships with the people I work with in our organization,” the females scores significantly higher ($X=4.25$) than males ($X=3.85$). Likewise the females’ scores higher ($X=4.08$)

than the hall council males ($X=3.55$) on item 25 “I find ways for our organization to celebrate accomplishments.” The seventh item the female hall council leaders scored significantly higher ($X=3.90$) than the males ($X=3.45$) was 26 “I let others experiment and take risks with new approaches to our work even when there is a chance of failure.”

Furthermore there were two subscales of the Leadership Practice Inventory that showed significant differences based on gender at the .01 level. On Enabling the Others to Act the female hall council leaders scored higher ($X=4.30$) than the males ($X=3.99$). The female hall council also scored significantly higher ($X=4.17$) than the males ($X=3.79$) in the subscale Encouraging the Heart.

TABLE: 23
SIGNIFICANT DIFFERENCE BETWEEN MALE AND FEMALE
HALL COUNCIL LEADERS IN LEADERSHIP PRACTICE
INVENTORY

ITEM	MALE	FEMALE	T-test	df	Signfi. Level
3 I include others in planning our organization's activities and programs	X=3.85 SD= .83	4.25 .76	-2.249	79	.027*
5 I give people encouragement as they work on projects	X= 3.88 SD= .82	4.27 .76	-2.201	79	.031*
9 I make certain that in planning projects they are broke down into manageable pieces	X=3.61 SD= .86	4.17 .72	-3.163	79	.002**
12 I clearly communicate a positive outlook for the future of our organization	X=3.82 SD= .85	4.21 .80	-2.110	79	.038*
15 I praise people for a job well done	X= 3.97 SD= .68	4.56 .62	-4.069	79	.000***
17 I talk with others about their interests can be fulfilled working for a common goal	X= 3.45 SD=1.06	3.90 .90	-2.007	79	.048*
18 I develop	X=3.85	4.25	-2.296	79	.024*

cooperative relationships with the people I work with in our organization	SD= .91	.67			
25 I find ways for our organization to celebrate accomplishments	X= 3.55 SD= .90	4.08 .96	-2.530	79	.013*
26 I let others experiment and take risk with new approaches to our work even when there is a chance of failure	X= 3.45 SD= .83	3.90 .90	-2.227	79	.029*
Enabling others to Act Subscale	X= 3.99 SD= .55	4.30 .450	-2.773	79	.007**
Encouraging the Heart Subscale	X= 3.79 SD= .65	4.17 .59	-2.738	79	.008**

*= .05 **= .01 ***= .001 level of significance

Using an ANOVA, there was a significant difference at the .05 level on the leadership attitude item 8, “Relationships are important in organizations,” among the hall council leader based upon academic classification. Using the Student-Newman-Keuls test, a significant difference at the .05 level was found between freshmen (X=4.16) and sophomores (X=4.58). See Table 24.

TABLE: 24
SIGNIFICANT DIFFERENCE ON ACADEMIC CLASSIFICATION OF
HALL COUNCIL LEADERS BASED ON THE TOTAL GROUP
SCORES
ON THE LEADERSHIP ATTITUDES

Item	Sum of Square	Df	Mean Square	F	Sig.	Classification Mean	Std. Deviation
8 Relationships are important in organizations	Between	2	1.44	3.674	.030*	Freshman	.72
	Within	75	.394			Sophomores	
	Total	77				Junior/Senior	
						4.50	
	32.46					4.50	.61

* = .05 ** = .01 *** = .001 level of significance

There were no significant differences between hall council leaders on levels of involvement in leadership roles. The demographic results showed that hall council leaders involved in leadership roles either on campus or in a community at the 76.8% rate. Looking at the leadership attitudes and the Leadership Practice Inventory there was no differences on these items based upon leadership roles of hall council members.

Therefore, it can be concluded that gender made a significant difference on leadership attitudes on six items and on eleven items on the Leadership Practice Inventory. The women scored the higher

on the leadership attitudes and Leadership Practice Inventory. It also can be concluded that one item of the leadership attitude had a significant difference on the academic classification of the hall council leaders. There were no significant differences among the Leadership Practice Inventory. It also was concluded that other leadership roles among the hall council leaders did not play a significant difference to their leadership attitudes or leadership practices.

Discussion

The purpose of the study was to determine the level of differences in leadership attitudes and scores on the Leadership Practice Inventory for resident advisors and hall council leaders who differ in gender, academic classification, and leadership roles.

The UW-Stout study compared gender, academic classification, and leadership roles between the resident advisors and the hall council leaders as a whole group and within each group. The age of the largest number of respondents were 20 and 21 years old. More than half of these respondents were females. There were more sophomores and juniors who took part in the survey than freshmen and seniors.

According to the Posner and Brodsky (1993) study of college resident advisors, their sample included 3.4% freshman, 30.5% sophomore, 36.9% junior and 27.7% seniors. The ages ranged from 18-24 years old and the average age was 20 years old. The grade point average among the resident advisors was 3.0-3.4. Of the 333 resident advisors in Posner and Brodsky (1993) study, 44% were males and 56% were females. Comparing the present study to the

Posner and Brodsky (1993) study, results were similar regarding resident advisors.

The resident advisors at UW-Stout indicated that 2.3 % were freshman, 28.7% sophomore, 36.8% junior, 31.0% senior and 1.1% graduate students. The age of the UW-Stout resident advisor were between 18-24 with the average age being 20-21 years old. The median of grade point average was 3.30 for the UW-Stout resident advisors. The genders of the resident advisors were 50.6% male and 49.4% females. The UW-Stout resident advisors were had more males where as females than in the Posner and Brodsky study (1993) had more females than males.

Brodsky and Posner (1992) conducted a study on leaders (N=35) on campuses at other universities. The results of the student leader study were as followed. The results indicated that there were 44% freshman, 32% sophomore, 19% were juniors and 5% were seniors. The age of the student leaders was between 18-24 the average age was 20 years old. The average grade point average was 3.0 in the student leaders. The results of their studies

demographics were similar to the hall council leaders results from UW-Stout.

UW-Stout hall council leaders were 40.7% freshman, 33.3% sophomore, 17.3% juniors and 8.6% seniors. The hall council leaders age range was between 18-24 with an average of 18-19 years old (48.8%). The average grade point average was 3.20 for the hall council leaders. The hall council leaders scores were 40.7% males and 59.3% females.

According to a study by Brodsky and Posner (1992) about college student leaders and the Leadership Practice Inventory the demographics were similar to the demographics in the UW-Stout study (academic classification, age, grade point average, and major). The results indicated that hall council leaders were not significantly different from other college student leaders.

The UW-Stout study looked at leadership attitudes of the resident advisors and hall council leaders. “An effective leaders is important” and “Listening is a key characteristic of leaders” was ranked the highest by the resident advisors and hall council leaders. They ranked “Adventure and fun is important to

everyone's work" with a mean of 4.45. "Leadership is important to my career" ($X=4.42$) was ranked fourth. The resident advisors and hall council leaders ranked "Relationships are important in organizations," to be an asset of attitudes to leadership.

"I limit the number of hours a week I am active in leadership opportunities," "My leadership involvement interferes with my work," "I am not interested in being a leader," "Good communication skills are not needed to be a leader," "I do not make mistakes," were ranked as the lowest leadership attitudes among the resident advisors and the hall council leaders. These leaders indicated that limiting the hours of leadership and good communication skills are important to their leadership attitudes. These campus students wanted to be leaders and make a difference at UW-Stout.

According to Sawyer (1988) leaders need to have positive attitudes about leadership in order to be successful. The attitudes looked at were planning, delegation, communication, decision making, relationship building, risk taking, insight, self-concept, and gender

stereotypes. The Sawyer (1988) study looked how the leaders can achieve these attitudes.

According to Posner and Brodsky and a study with resident advisors from seven diverse collegiate environments the subscales of the Leadership Practice Inventory were (N=333):

Challenging the Process	3.91
Inspiring a Shared Vision	3.60
Enabling Others to Act	4.21
Modeling the Way	4.13
Encouraging the Heart	4.03

Those who engaged in the five leadership practices most frequency, as compared to those who engaged in them less often, viewed themselves as more effective and were also more effective by their supervisors and by their floors and residents. The resident advisors who viewed themselves as most effective also saw themselves acting as leaders significantly more than did the resident advisors who did not.

According to the results in this UW-Stout study the resident advisors (N=87) scored the following mean scores for the subscales of the Leadership Practice Inventory:

Challenging the Process	3.76
Inspiring a Shared Vision	3.76

Enabling Others to Act	4.24
Modeling the Way	3.83
Encouraging the Heart	4.08

In both Posner and Brodsky (1993) study and the UW-Stout study the Leadership Practice of Enabling Others to Act had the highest score for resident advisors. The commitments with in leaders make Enabling Others to Act subscale involves fostering collaboration and strengthening people.

In Posner and Brodsky (1993) study there was no significant interaction between gender and resident advisors based the Leadership Practice Inventory. Gender had a main effect on the leadership practices of Encouraging the Heart for the resident advisors. However there were no statistically significant impact on Challenging the Process, Inspiring a Shared Vision, Enabling Other to Act and Modeling the Way.

This UW-Stout study found a significant difference between the gender of the resident advisors on the Leadership Practice Inventory with 6 item differences and one subscale subscales difference. Furthermore there was a significant difference with the

subscale Encouraging the Heart with the female resident advisors scoring higher ($X=4.27$) than the males ($X=3.90$).

According to studies done by Posner and Brodsky (1992) student leaders ($N=35$) scored the following on the Leadership Practice Inventory:

Challenging the Process	3.86
Inspiring a Shared Vision	3.74
Enabling Others to Act	4.13
Modeling the Way	3.63
Encouraging the Heart	3.99

The leaders scored the highest on the subscale Enabling Others to Act. The student leaders (4.13) and resident advisors (4.21) both had the same highest subscale, Enabling Others to Act.

The UW-Stout hall council leaders scored the following on the Leadership Practice Inventory subscales:

Challenging the Process	3.84
Inspiring a Shared Vision	3.83
Enabling Others to Act	4.18
Modeling the Way	3.85
Encouraging the Heart	4.02

The UW-Stout hall council leaders scored the highest in the subscale of Enabling Others to Act. This indicated that the leaders wanted to collaborate with others and to strengthen their peers. As

hall council leaders they work together to accomplish goals for the better the residence halls. They help the other hall council members feel strong and capable by encouraging everyone to practice with the same amount of intensity that they work with.

Both hall council leaders and resident advisors at UW-Stout rated Enabling Others to Act as the highest subscale of the Leadership Practice Inventory. The results indicated that the hall council leaders subscale score ($X=3.84$) and resident advisors scored ($X=3.83$) of Modeling the Way subscale. Modeling the Way determines a set of high standards by which the organization is measured, a set of values about how others in the organization should be treated, and a set of principles that make the organization unique and distinctive.

The Encouraging the Heart subscale indicated that the resident advisors ($X=4.08$) and hall council leaders ($X=4.02$) scored similar. This subscale recognizes individual contributions and celebrates team accomplishments. Challenging the Process and Inspiring a Shared Vision the resident advisors and hall council leaders did not score the same, however the individual groups

scored the same. The resident advisors scored the same ($X=3.76$) on the Challenging the Heart and Inspiring a Shared Vision. While the hall council leaders scored similar in Challenging the Heart ($X=3.84$) and Inspiring a Shared Vision ($X=3.83$).

Chapter V Summary, Conclusions, and Recommendations

This final chapter contains a summary of the study of college students involved in residence hall leadership from UW-Stout and their attitudes toward leadership and scores on the Leadership Practice Inventory. The purpose, hypotheses, instrument, data collection, and data analysis used are indicated. Results of the study are highlighted and conclusions stated. Research recommendations follow.

Summary

The purpose of the study was to compare resident advisors and hall council leaders who differ in gender, academic classification, and leadership roles as measured by the Leadership Inventory Practice (LPI) and leadership attitudes. The study focused on the following hypothesis:

1. There were no significant differences on attitudes about leadership between leadership roles (Resident Advisor and Hall Council Leaders).
2. There were no significant differences between Hall Council Leaders on attitudes toward leadership and Leadership Practice

Inventory score based on gender, academic classification, and leadership roles.

3. There were no significant differences between Resident Advisors on attitudes toward leadership and Leadership Practice Inventory scores as based on gender, academic classification, and leadership roles.

4. There were no significant differences on the Leadership Practice Inventory scores between Resident Advisors and hall council leaders.

The instrument for this research project consisted of three parts. The first part measured the demographics of the college students. It listed nine questions which included: age, gender, academic classification, major, GPA, involvement in the residence hall, job status, hour worked per week, and if they were involved in other leadership roles.

The second part of the instrument was developed by the researcher to measure students' attitudes about leadership. This part of the survey consisted of 26 items and used the Likert scaling procedure from 1-5 (Strongly Disagree- Strongly Agree). This

instrument was pilot tested using 10 resident advisors and 10 hall council leaders during September, 1999.

The third part of the instrument was the Leadership Practice Inventory (LPI) developed by Kouzes and Posner (1993). This inventory determined the leadership practices of the resident advisors and the hall council leaders. The Leadership Practice Inventory contained 30 statements—six statements for measuring each of the five leadership practice subscales. Each of the five leadership practices subscales were assessed with six statements on the Leadership Practice Inventory. The statements focused on leadership behaviors and on the frequency with which the person engaged in those particular behaviors. A higher value represented greater use of leadership behaviors. The survey was completed in approximately 20 minutes and was collected by the researcher at resident advisor staff meetings and hall council meetings during February and March 2000.

A University of Wisconsin-Stout Research and Statistical Consultant analyzed the responses to the survey. Independent t-tests and ANOVA were used to determine if significant differences

existed between the resident advisors and hall council leaders on the leadership attitudes and on the Leadership Practice Inventory and the subscales within the inventory.

There were 87 resident advisors and 82 hall council leaders who and completed the survey. Ninety-one students were females while 77 were males.

Hypothesis 1: There were no significant differences on attitudes about leadership between Leadership roles (Resident Advisor and Hall Council Leaders. There were seven significant differences on attitudes on leadership between resident advisors. The hall council leaders scored higher on the following attitude items: “I am only interested in being a leader,” “Advisors are utilized to their potential,” “Leadership is a pursuit of goals,” “Leadership styles are crucial to my organization,” “I do not make mistakes,” and “I follow by example.” The resident advisors scored higher than the hall council leaders on the item, “There needs to be a sense of ownership in the organization.” There was also a significant difference between the two groups on the average total score on leadership attitude scale with hall council leaders scoring

higher than resident advisors. The leadership attitudes of the hall council leaders were more positive than those of the resident advisors.

Hypothesis 2: There were no significant differences between Hall Council Leaders on attitudes toward leadership and Leadership Practice Inventory scores based on gender, academic classification, and leadership roles. The gender of the hall council leaders had a significant difference on the leadership attitudes and the Leadership Practice Inventory. Females felt more strongly on five items in the leadership attitudes including “Conflicts can be avoided from my organization,” “Leadership is a pursuit of goals,” “Leadership styles are crucial to my organization,” “I am only interested in being a leader,” and “I have a daily calendar.” The total leadership attitude score also made a significant difference with the female hall council leaders scoring higher than males. Eleven items in the Leadership Practice Inventory were significantly different based on gender. These items were “I include others in planning our organization’s activities and programs,” “I give people encouragement as they work on projects,” “I make

certain that in planning projects they are broke down into manageable pieces,” “I clearly communicate a positive outlook for the future of our organization,” “I praise people for a job well done,” “I talk with others about their interests can be fulfilled working for a common goal,” “I develop cooperative relationships with the people I work with in our organization,” “I find ways for our organization to celebrate accomplishments,” “I let others experiment and take risk with new approaches to our work even when there is a chance of failure,” In addition there were two subscale differences between the genders. Enabling Others to Act Subscale and Encouraging the Heart Subscale results showed that female hall council leaders scored higher than males.

Academic classification made a significant difference on only one leadership attitude item, “Relationships are important in organizations.” There were no significant differences among the Leadership Practice Inventory within academic classification.

Other leadership roles did not play a significant difference to their leadership attitudes and Leadership Practices among hall council leader.

Hypothesis 3: There were no significant differences between resident advisors on attitudes towards leadership and Leadership Practice Inventory scores as based on gender, academic classification, and leadership roles. The gender of the resident advisors had a significant difference on the leadership attitudes items and Leadership Practice Inventory. The two leadership attitude items that were significantly different were “I have a daily calendar” and “I try to motivate my organization.” The eight Leadership Practice Inventory items that were significant were “I look for opportunity that challenges my skills and abilities,” “I give people encouragement as they work on projects,” “I make sure people in our organization are recognized for contributions,” “I praise people for a job well done,” “I give people in our organization support and appreciation for their contributions,” “I create an atmosphere of mutual trust in our organization,” “I find ways for our organization to celebrate accomplishments.” There was also a significant difference between gender on the Encouraging the Heart subscale. Females scored the higher than males on the items and subscales that were significantly different.

The academic classification of the resident advisors made a significant difference on only one leadership attitude. This item was “There needs to be a sense of ownership in the organization.” There were five significant item differences based on academic classification the Leadership Practice Inventory. These items were the following: “I describe to others in our organization what can be accomplished in the future,” “I clearly communicate a positive outlook for future of our organization,” “I make certain that people uphold standards agreed upon,” and “I praise people for a job well done.” There was also a significant difference based on academic classification Inspiring a Shared Vision subscale.

There were no significant differences between resident advisors based on other leadership roles regarding leadership attitudes and Leadership Practice Inventory.

Hypothesis 4: There were no significant differences on the Leadership Practice Inventory scores between resident advisors and hall council leaders. The Leadership Practice Inventory scores had no significant difference between the resident advisors and

hall council leaders. Only one item was significant “I challenge the way we do things in our organization.”

Conclusions

In this study, the gender of the UW-Stout resident advisors and hall council leaders made a significant difference regarding the leadership attitudes and Leadership Practice Inventory results with females scoring higher than males. Academic classification of resident advisors made a difference on the Leadership Practice Inventory subscale of Inspiring a Shared Vision. Other leadership roles did not make a significant difference on the resident advisors and hall council leaders on leadership attitudes or the Leadership Practice Inventory.

Both the resident advisors and hall council leaders rated the Leadership Practice subscale Enabling Others to Act highest. Through this subscale it can be determined that these college students felt that they were able to act on the attitudes of planning, communication, relationship building and risk taking.

Research Recommendations

It is important to continue research regarding the impact of leadership on college students living in the residence halls. The

research should broaden its scope to include the effects of gender, age, leadership roles, risk taking, communication, encouragement, and potential of the leaders. Based on the findings of this study, the following recommendations for future research suggested:

1. Continue to research leaders in residence halls in terms of their attitudes toward leadership and their Leadership Practices.
2. Continue to research the effects gender and academic classification has on the resident advisors and hall council leaders leadership attitudes and Leadership Practice Inventory.
3. Compare a group of students who do not hold leadership roles with those who are campus leaders on leadership attitudes and Leadership Practice Inventory.

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APPENDIX

February 21, 2000

Dear Resident Advisors and Hall Council Leaders:

Your staff and hall council will be provided with the opportunity to participate in a survey regarding leadership differences among RA's and hall leaders. This survey will be administered to complete. The survey is a research project for a master's program in Home Economics through the University of Wisconsin-Stout.

Please read the following:

I understand that by returning this questionnaire, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my rights to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

Thank you for your time and cooperation.

Sincerely,

Severa Krueger

Attitudes of Leadership Survey

We are very interested in your opinions about leadership. Please record one response per question by circling your choice or filling in the blank.

Demographics

1. AGE

- 18-19 Years
- 20-21 Years
- 22-23 Years
- 24 and older

2. Gender

- Male
- Female

3. Academic Classification

- Freshman
- Sophomore
- Junior
- Senior
- Graduate

4. Major in College: _____

5. Cumulative GPA: _____

6. How are you involved in the Residence Halls?

- Resident Advisor
- Hall Council Leader
- Floor Leader

7. Do you currently have a job?

- Yes
- No- Skip to #9

8. How many hours per week do you work?

- 1-5
- 6-10
- 11-15
- 16 or more

9. Are you currently involved in leadership roles in clubs, organizations, church or your community?

- Yes
- No

If yes, please list involvement:

Leadership Attitudes

Please circle your answer by using the following scale.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
SD	D	U	A	SA	
1. My learning style relates to my leadership style.	SD	D	U	A	SA
2. Leadership styles are crucial to my organization.	SD	D	U	A	SA
3. I am only interested in being a leader.	SD	D	U	A	SA
4. I am not interested in being a leader.	SD	D	U	A	SA
5. Conflict can be avoided from my organizations.	SD	D	U	A	SA
6. I do not make mistakes.	SD	D	U	A	SA
7. I try to delegate tasks to others.	SD	D	U	A	SA
8. Relationships are important in organizations.	SD	D	U	A	SA
9. I have a daily calendar.	SD	D	U	A	SA
10. I try to motivate my organization.	SD	D	U	A	SA
11. An effective leader is important.	SD	D	U	A	SA
12. Good communication skills are not needed to be a leader.	SD	D	U	A	SA
13. Advisors are utilized to their potential.	SD	D	U	A	SA
14. I utilize other leaders in the organization.	SD	D	U	A	SA
15. My leadership involvement interferes with my work.	SD	D	U	A	SA
16. Leadership is a pursuit of goals.	SD	D	U	A	SA
17. I am a risk taker.	SD	D	U	A	SA
18. Feedback is utilized after an evaluation.	SD	D	U	A	SA
19. Leadership is important to my career.	SD	D	U	A	SA
20. Listening is a key characteristic of leaders.	SD	D	U	A	SA
21. Presenting material for a program is useful.	SD	D	U	A	SA
22. I follow by example.	SD	D	U	A	SA
23. I limit the number of hours a week I am active in leadership opportunities.	SD	D	U	A	SA

24. I feel a strong sense of teamwork among the group.SD D U A SA
25. There needs to be a sense of ownership in the organization. SD D U
A SA
26. Adventure and fun is important to everyone's work.SD D U A SA

Leadership Behaviors

To what extent would you say you engage in the following actions and behaviors? Circle the number that applies to each statement.

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------|--------------------|-----------|-----------------|--------------------|
| | Rarely | Once in
A while | Sometimes | Fairly
Often | Very
Frequently |
| 1. I look for opportunity that challenges my skills and abilities. | 1 | 2 | 3 | 4 | 5 |
| 2. I describe to others in our organization what can be accomplished in the future. | 1 | 2 | 3 | 4 | 5 |
| 3. I include others in planning our organization's activities and programs. | 1 | 2 | 3 | 4 | 5 |
| 4. I explain to others what my leadership style is. | 1 | 2 | 3 | 4 | 5 |
| 5. I give people encouragement as they work on projects. | 1 | 2 | 3 | 4 | 5 |
| 6. I keep current about events and activities which might affect our organization. | 1 | 2 | 3 | 4 | 5 |
| 7. I share with others my dreams and aspirations about the possibilities for our organization. | 1 | 2 | 3 | 4 | 5 |
| 8. I treat others with dignity and respect | 1 | 2 | 3 | 4 | 5 |
| 9. I make certain that in planning projects they are broken down into manageable pieces. | 1 | 2 | 3 | 4 | 5 |
| 10. I make sure that people in our organization are recognized for their contributions. | 1 | 2 | 3 | 4 | 5 |

11. I challenge the way we do things in our organization. 1 2 3 4 5

12. I clearly communicate a positive and hopeful outlook for the future of our organization. 1 2 3 4 5

1	2	3	4	5
Rarely	Once in A while	Sometimes	Fairly Often	Very Frequently

13. I give people freedom and responsibility to make their own decisions. 1 2 3 4 5

14. I make certain that people uphold the standards that have been agreed upon. 1 2 3 4 5

15. I praise people for a job well done. 1 2 3 4 5

16. I look for new ways that improvements can be made in our organization. 1 2 3 4 5

17. I talk with others about how their interests can be fulfilled by working for a common goal. 1 2 3 4 5

18. I develop cooperative relationships with the people I work with in our organization. 1 2 3 4 5

19. I let others know my beliefs on how our organization can be run most effectively. 1 2 3 4 5

20. I give people in our organization support and appreciation for their contributions. 1 2 3 4 5

21. I ask "what can we learn?" when things do not go as planned. 1 2 3 4 5

22. I look ahead and think about what will happen to our organization. 1 2 3 4 5
23. I create an atmosphere of mutual trust in our organization. 1 2 3 4 5
24. I personally behave in a manner consistent with the standards agrees upon. 1 2 3 4 5
25. I find ways for our organization to celebrate accomplishments. 1 2 3 4 5
26. I let others experiment and take risks with new approaches to our work even when there is a chance of failure. 1 2 3 4 5
27. I show my enthusiasm and excitement about what I believe our organization is capable of accomplishing. 1 2 3 4 5
28. I provide opportunities for others to take on leadership responsibilities. 1 2 3 4 5
29. I make sure clear goals are set and specific plans are made for programs and projects. 1 2 3 4 5
30. I make it a point to tell others on campus about the good work done by our organization. 1 2 3 4 5