

ABSTRACT

MILLS, KATIE ELIZABETH. Socially Responsible, or Just Plain Social: Leadership Competencies of New Members of Greek Letter Organizations at North Carolina State University Based on the Socially Responsible Leadership Scale. (Under the direction of Dr. Jacklyn Bruce).

Students in Greek Life are praised for their leadership abilities, whether it is with their philanthropy of choice, or within the campus of the university. Little is known, however, about the leadership competencies of students who choose to become involved in Greek Life. Their leadership potential is the future of the entire Greek Life organization on any particular campus.

© Copyright 2011 by Katie Elizabeth Mills

All Rights Reserved

Socially Responsible, or Just Plain Social: Leadership Competencies of New Members of
Greek Letter Organizations at North Carolina State University Based on the Socially
Responsible Leadership Scale

by
Katie Elizabeth Mills

A thesis submitted to the Graduate Faculty of
North Carolina State University
in partial fulfillment of the
requirements for the Degree of
Master of Science

Extension Education

Raleigh, North Carolina

2012

APPROVED BY:

Dr. James Flowers

Dr. David Jones

Dr. Jacklyn Bruce
Chair of Advisory Committee

DEDICATION

This is dedicated to my parents, Michael and Susan Mills, Dr. Jacklyn Bruce, Dr. James Flowers, Dr. David Jones, and Dr. Sara Brierton. Without your endless support and love, I wouldn't have gotten this far.

BIOGRAPHY

Katie Elizabeth Mills was born in Raleigh, and raised in Fayetteville, North Carolina. She is the only child of her parents, Michael and Susan Mills of Fayetteville. She grew up going with her parents to football games and fraternity and sorority tailgates at their alma mater, Appalachian State University. After graduating from Cape Fear Senior High School in 2006, Katie went on to pursue a Bachelors of Science in Zoology at North Carolina State University. Katie participated in formal sorority rush the fall of her freshman year in 2006 and was honored to pledge her mother's sorority, Delta Zeta.

While in Delta Zeta, Katie held a number of leadership positions, including Song Chair, Historian, Alumni Relations Chair, Bid Committee, and a Rush Chair. Being a member of Greek Life was one of the best experiences of her collegiate career, and she is still close to her sorority sisters.

After graduating with her Bachelor's degree, Katie enrolled at North Carolina State to pursue her Master's degree in Extension Education. Katie plans to attend law school in the fall of 2012 to eventually practice Agriculture or Environmental law.

In her spare time, Katie enjoys volunteering with the local American Red Cross chapters in her community and singing, speaking, and entertaining at numerous community events. She continues to be involved with Delta Zeta as an alumna on the local and state level. She hopes this research will fill a gap in the knowledge of Greek Life on campuses nationally.

ACKNOWLEDGEMENTS

“I’ve heard it said, that people come into our lives for a reason, bringing something we must learn. And we are led to those who help us most to grow if we let them, and we help them in return. Well, I don’t know if I believe that’s true, but I know I’m who I am today because I knew you, I have been changed for good.”— (Schwartz, 2003. “For Good” from *Wicked*)

First and foremost, I want to thank my Lord and Savior. It is through Him that all things are possible.

My family has been 100% supportive of me throughout this adventure and I thank them from the bottom of my heart. To my Mom and Dad, thank you for being there for me in all of my endeavors, whether financially, emotionally, or just with a laugh at the right time. You know just the right things to say. I love you.

Thank you to Dr. Brierton for all your words of wisdom and advice throughout this process. I cannot imagine writing my thesis without your comic relief. You have inspired me to be myself, and to neglect what other people have to say. I am a better person because I met you.

Thank you John Mountz, for donating your time and knowledge to this research. I hope that I have made an impact on Greek Life at North Carolina State University.

Byron Green and Kristen Baughman, I couldn’t, and wouldn’t have made it through Graduate School without the two of you. You both have been there for me through tribulations and celebrations. Although we are going different paths, I know that we will

remain close and I can call on you two for anything. I will always be here for you. We are the dream team.

Thank you to my committee for helping me with this endeavor. Dr. Jones, and Dr. Flowers, you pushed me further than I've ever been pushed academically. I thank you for preparing me for the future.

Last but not least, Thank you to Dr. Jacklyn Bruce, who believed in me when no one else did. You are the faculty member that I admire most. You have taught me it's okay to take risks, and to embrace change. You showed me hard work pays off and I can do anything I set my mind to. It's been one rollercoaster of a ride, and I wouldn't change it for the world. Thank you for being my professor, mentor, editor, my shoulder to cry on, and now my friend.

“It well may be that we will never meet again in this lifetime so let me say before we part, so much of me is made from what I learned from you. You'll be with me, like a handprint on my heart. And now whatever way our stories end, I know you have re-written mine by being my friend.”—(Schwartz, 2003. “For Good” from *Wicked*)

TABLE OF CONTENTS

LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
CHAPTER ONE	1
INTRODUCTION.....	1
Leadership.....	1
Student Involvement and Higher Education.....	3
Development of Greek Life.....	4
Nature of the problem.....	6
Purpose and Objectives.....	7
Significance to the Institution.....	7
Definition of Terms.....	7
Limitations.....	8
Summary.....	8
CHAPTER TWO: THEORETICAL FRAMEWORK AND A REVIEW OF SALIENT LITERATURE.....	10
THEOTRETICAL FRAMEWORK.....	10
Social Change Model of Leadership Development.....	10
LITERATURE REVIEW.....	13
Leadership and the Socially Responsible Leadership Scale (SRLS.....	13
College Student Leadership Development.....	18
Summary.....	23

CHAPTER THREE: METHODOLOGY	24
Purpose and Objective of the Study.....	24
Research Design.....	24
Population and Sample.....	24
Research Instrument.....	26
Data Collection.....	28
Data Analysis.....	29
Summary.....	29
CHAPTER FOUR: FINDINGS.....	30
CHAPTER FIVE: CONCLUSIONS, IMPLICATIONS, and RECOMMENDATIONS.....	40
Summary.....	40
Change.....	42
Citizenship.....	44
Collaboration.....	45
Commitment.....	46
Common Purpose.....	47
Congruence.....	48
Consciousness of Self.....	49
Controversy with Civility.....	50
OTHER RECOMMENDATIONS.....	51
REFERENCES.....	52
APPENDICES.....	58

Appendix A: Copy of emails to be sent to participants.....	59
Appendix B: Copy of Informed Consent Form.....	60
Appendix C: Copy of Survey.....	63

LIST OF TABLES

Table 1 Tyree's (1998) Chronbach's Alpha Tests for SRLS Reliability.....	26
Table 2 Mills' (2012) Chronbach's Alpha Reliability of SRLS after Omitted Questio.....	27
Table 3 Student's Perceptions of Overall Leadership Skills - Change.....	31
Table 4 Student's Perceptions of Overall Leadership Skills - Citizenship.....	32
Table 5 Student's Perceptions of Overall Leadership Skills - Collaboration.....	33
Table 6 Student's Perceptions of Overall Leadership Skills - Commitment.....	34
Table 7 Student's Perceptions of Overall Leadership Skills – Common Purpose.....	35
Table 8 Student's Perceptions of Overall Leadership Skills - Congruence.....	36
Table 9 Student's Perceptions of Overall Leadership Skills – Consciousness of Self.....	37
Table 10 Student's Perceptions of Overall Leadership Skills – Controversy with Civility.....	38
Table 11 Construct Means and Standard Deviations.....	39

LIST OF FIGURES

Figure 1 Illustrative representation of the Social Change Model of Leadership.....	11
--	----

CHAPTER ONE: INTRODUCTION

Students in Greek Letter Organizations are praised for their leadership abilities, whether it is with their philanthropy of choice, within their respective chapters, or within the university. Little is known, however, about what leadership competencies students who choose to become involved in Greek Life bring to the table when they join these organizations. Their leadership potential is the future of the Greek Life system on any particular campus. To continue the tradition of Greek Letter Organizations and their leadership legacy, an assessment must be made to better understand the leadership competencies of these New Members.

Leadership

Although technically easily defined, leadership is not always well understood. New students to the college or university setting have their own understanding of leadership that may play a significant role in their perceptions of themselves as leaders (Shertzer and Schuh, 2004). Most higher learning institutions tout the leadership opportunities offered within the university. However, these institutions rarely attend to the development of their students as leaders in terms of offering set criteria or curricula for leadership development (Cress, Astin, Zimmerman-Oster, Burkhardt, 2001).

Because leadership is exhibited in many ways and can be viewed and valued differently by differing cultures and disciplines, it can be described as a paradigm. Paradigms are patterns and ways of looking at things in order to make sense of them (Komives, Lucas & McMahon, 1998). Some interpret good leaders as being verbal, self confident, clearly in charge, and also as those who direct followers. Some see a leader as one who delegates and is involved with group

discussion. Some see leadership within a group, and not defined as an individual (Komives, Lucas & McMahon, 1998). Regardless of how it is interpreted, over 11,000 books and articles have been written about leadership (Bass, 1990). Komives (2008) describes leadership as working effectively with others toward meaningful change.

Personal leadership is influenced by personal characteristics, experiences and settings in which people are involved throughout their lives (Komives, et al., 1998). For students, these influences can be from a number of places or situations including involvement in various organizations, such as student government, varsity sports, or Greek Life. It is important to know that not everyone is born a “leader,” and leadership can be learned and developed (Komives et al., 1998).

Schertzer and Schuh (2004) offered that students usually feel leaders have particular qualities which set them apart from others. “The participants’ (in this study) thoughts on requisite leadership skills varied a great deal. Communication ability was the skill most often mentioned by the participants” (Schertzer and Schuh, 2004, p. 120). These students believed that extroversion, persuasiveness, and charisma were enough to be elected to office in a student organization (Schertzer and Schuh, 2004). In a recent study of social status, it was discovered that both extraversion and emotional stability have also been linked with achieving prominence in fraternities (Anderson, John, Keltner, & Kring, 2001). In both mainstream undergraduate populations and in the Greek Life Community, similar qualities raise to the top when thinking about desired leader/member characteristics.

Rost (1993) claimed that leadership theories which specifically focused on traits, behaviors and situations to explain leadership worked well in the early stages of leadership

inquiry. Much of what was labeled as leadership in the past was primarily good management (Rost, 1993). More recent theories of leadership include collaboration, ethical action, moral purpose, and leaders who transform followers into leaders themselves (Burns, 1978; Covey, 1992; Rost, 1993). These leadership theories support a values-centered approach and influence new leadership models (Chrislip & Larson, 1994; Kouzes & Posner, 2003; Matusak, 1997). One of these models, the Social Change Model of Leadership Development, was designed specifically for college students (Dugan & Komives, 2007).

Student Involvement in Higher Education

Astin (1984) described student involvement in higher education as the amount of physical and psychological energy that the student devotes to the academic experience. Most of the descriptors of student involvement are behavioral in meaning, such as: attach oneself to, commit oneself to, devote oneself to, join in, take a fancy to, show enthusiasm for, incline toward, and undertake. Astin (1984) explained that a student who spends time studying, is involved with organizations on campus, and spends time actively engaging with other students and faculty members is described as involved. There are five postulates of involvement according to this theory (Astin, 1984, p. 519):

1. “Involvement refers to the investment of physical and physiological energy in various objects.
2. Regardless of its object, involvement occurs along a continuum: that is different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.
3. Involvement has both quantitative and qualitative features.

4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.
5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement.”

As a precursor to the five postulates of involvement, it is noteworthy that Astin (1975) discovered that students who join social fraternities or sororities, or participate in extracurricular activities were less likely to drop out of college. Then, Astin (1993) also found that students with the greatest leadership gains had a high degree of peer interaction, particularly with experiences in a social fraternity or sorority.

Development of Greek Life

Fraternities and Sororities have been in existence in the United States since the late 1700's. Phi Beta Kappa from the College of William and Mary is the first Greek Letter Organization established. This organization prides itself as a “Reflection of outstanding achievement, and a leading advocate for excellence in the liberal arts and sciences” (“About Us,” n.d., para. 2). Primarily a literary society, Phi Beta Kappa has maintained its long-standing reputation as a primarily academic organization. However, other fraternities emerged to fill the social needs of students on college campuses. Kappa Alpha from Union College was established “as a secret brotherhood, of a social nature, for men who were seeking conviviality” (“Social Fraternities and Sororities,” n.d., para.4). These members met weekly for social and intellectual fellowship (“Social Fraternities and Sororities,” n.d., para. 4). As brothers began moving into houses together, a process was established to recruit new members, commonly called pledges. After the Great Depression and World War II, fraternities regained strength on campuses and

began to recruit new members, mostly undergraduates, who were reflective of the college population (“History,” n.d., para. 4). The North-American Interfraternity Conference (formerly the National Interfraternity Council) was founded in 1909 and is the trade association representing 75 International and National Men's Fraternities (“About,” 2012, para. 5).

To accommodate women, societies for women were established—but still under the name fraternity. Alpha Delta Pi, founded in 1851, became the first fraternity for women. Gamma Phi Beta was the first organization to use the name *Sorority* in 1882 (“History,” n.d., para. 2). The governing body for sororities, The National Panhellenic Conference, was established in Indianapolis in 1902, and now oversees 66 national sororities.

Fraternities and sororities are governed by the National Interfraternity Conference (NIC) or the National Panhellenic Conference (NPC). Together, the organizations have a combined alumni total of more than 10 million members of Greek Letter organizations. Nationally, around 10% of college graduates are affiliated with a Greek Letter Organization. As leadership skills are needed for success in today’s society, leadership is also a goal for most fraternal organizations. These organizations pride themselves on “rich, out-of-class learning, and personal development opportunities” for their members (“Parent Information,” n.d., para. 4).

According to Astin (1993) the single most powerful source of influence on the undergraduate student’s academic and personal development is in the peer group. This peer interaction has the strongest positive effect on leadership development, overall academic development, and problem-solving skills. Participation in a fraternity or sorority enhances the development of mature interpersonal relationships and facilitates the development of leadership skills;

“...affiliating with a fraternity or sorority enhances the development of mature interpersonal relationships, facilitates the development of leadership skills, teaches teamwork, fosters interchange of ideas, promotes values clarification, and can facilitate the development of sense of autonomy and personal identity”(“Social Fraternities and Sororities,” n.d.).

The level of influence a peer group has on a student’s development cannot be discounted. While previous research has shown that there are positive returns on membership in a social sorority or fraternity, in order to understand the true nature of those returns it becomes incumbent to study the members of these organizations at the earliest points to understand where the story of development begins.

Nature of the Problem

NC State University’s Greek Life community prides itself on several standards that reflect the work of each organization. One of those standards is Leadership Training. The Office of Greek Life states that chapters prepare goals each year, and attend training offered by the Department of Greek Life and their respective Inter/National Fraternity or Sorority under this particular standard. The Office of Greek Life affirms that many members are in leadership positions within the chapter, including executive positions and officers, and 72% of members are in leadership positions in other organizations on campus (“GreekLife,” n.d. para. 6).

According to John Mountz, Director of Greek Life at NCSU, roughly 11% or 2,400 students are involved in the 53 Greek Letter Organizations at North Carolina State University (J. Mountz, personal communication, September 22, 2011). Previous research has shown that membership in fraternal organizations has some impact on the leadership development of members. To provide a more focused view of development, one must start at the beginning of

college student development, and so a leadership assessment of the New Member Classes of NC State Greek Letter Organizations would help inform research and practice in this area. Results from this study could provide future direction for the leadership offered by chapters and NC State Greek Life.

Purpose and Objectives

The purpose of this study is to examine and interpret the self-perceived leadership values of New Members of Greek Letter Organizations at NC State University. By profiling students who are New Members, a description of students' leadership values can be determined based upon the results. The objective of the study was defined as: describing the perceived leadership values of New Members of Greek Letter Organizations at NC State University via the eight values of the Social Change Model.

Significance to the Institution

Strengths and challenges of New Members will be identified and provide NCSU Greek Life and individual chapters with an opportunity to direct their training efforts.

Definition of Terms

1. Greek Life: A term applied to students affiliated with Greek-letter social fraternities and sororities.
2. Leadership: using a personal philosophy of how to work with others effectively toward meaningful change. (Komives, 2008)
3. National Pan-Hellenic: A governing body that oversees the nine (9) historically Black fraternities and sororities.

4. National Panhellenic: The governing council of all sororities on campus, which are chapters of any of the 26 National Panhellenic organizations. The word Panhellenic means all-Greek.

5. Pledge/New Member: a member of a Greek organization who has not yet been initiated.

6. Recruitment: A formal meeting held by the organization for potential new members that details the application process and rules of the organization; generally geared to potential new members who have a serious interest.

Limitations

Because one question was inadvertently omitted from the questionnaire, the instrument for this study is not identical to the original instrument. Also many participants did not answer all questions on the survey instruments, so results can only be generalized to the population that completed the surveys because of the variance in survey completion.

Summary

Komives (2008) described leadership as working effectively with others toward meaningful change. Other recent leadership theories support a values-centered approach and influence leadership models (Chrislip & Larson, 1994; Kouzes & Posner, 2003; Matusak, 1997). One of these models, the Social Change Model of Leadership Development, was designed specifically for college students (Dugan & Komives, 2007). Astin (1993) found students with the greatest academic gains had a high degree of peer interaction, particularly with experiences in a social fraternity or sorority. To increase the understanding of leadership values, members of college Fraternities and Sororities should be explored. To provide a more focused view of

development, one must start at the beginning of college student development, and so a leadership assessment of the New Member Classes of NC State Greek Letter Organizations would help inform research and practice in this area. Results from this study could provide future direction for the leadership offered by chapters and NC State Greek Life.

CHAPTER TWO: THEORETICAL FRAMEWORK AND A REVIEW OF SALIENT LITERATURE

This chapter will set the theoretical framework of the study and review salient literature.

THEORETICAL FRAMEWORK

Social Change Model of Leadership Development

Created specifically for college students, the Social Change Model (SCM) of Leadership Development provides the theoretical framework for this study. The Social Change Model was chosen because, on college campuses, it is the most appropriate and frequently used model for exploring leadership (Kezar, Carducci, & Contreras-McGavin, 2006). The SCM is also strongly aligned with current (postindustrial) research and understanding of college student leadership (Kezar, Carducci, & Contreras-McGavin, 2006). According to the Higher Education Research Institute (HERI) with a foundation based on collaboration, social change, and leadership processes, this model has a values-based approach (Dugan, 2008). “This is accomplished through the development of knowledge, skills, and attitudes across three domains: individual (consciousness of self, congruence, commitment), group (collaboration, common purpose, controversy with Civility), and societal (citizenship). Interactions across the values in each domain leads to and eighth critical value of change” (Dugan, 2008, p.17)

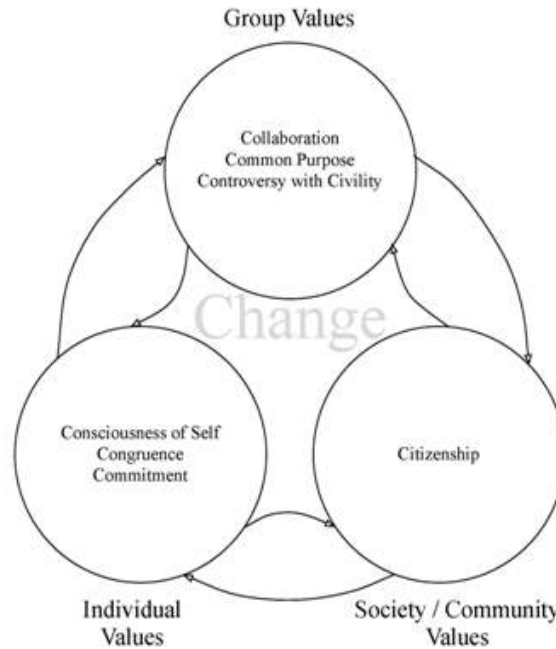


Figure 1 is an illustrative representation of the Social Change Model of Leadership.

The eight values of the Social Change Model are broken into three groups: individual values, group values, and community/society values. The individual values are Consciousness of Self, Congruence, and Commitment.

- *Consciousness of Self* is defined as an individual being aware of the beliefs, values, attitudes and emotions that motivate an individual to take action in a situation (“The Center for Leadership and Service,” 2012). This includes being mindful of others, and aware of a personal emotional state.
- *Congruence* is an individual acting in a way that is consistent with their values and beliefs (“The Center for Leadership and Service,” 2012). This includes thinking, feeling, and behaving with consistency. Personal genuineness and honesty toward others fall under this construct.
- *Commitment* is defined as an individual having an investment in something with intensity and duration (“The Center for Leadership and Service,” 2012). This construct originates within, but others can create an environment that can foster this relationship.

The group valued constructs are Collaboration, Common Purpose, and Controversy with Civility.

- *Collaboration* defines leadership as a group process (“The Center for Leadership and Service,” 2012). Sharing responsibility and accountability by multiplying group effectiveness is the basis of this construct.
- *Common Purpose* is described as best achieved when all members participate in a group and articulate the goals and values consistently (“The Center for Leadership and Service,” 2012). It involves others in sharing the vision of the group.
- *Controversy with Civility* describes how well conflicts can be resolved in the group (“The Center for Leadership and Service,” 2012). It involves recognizing that differences in viewpoints are inevitable, but they must be resolved through open and honest dialogue.

The community value is Citizenship.

- *Citizenship* is defined as active involvement in the community (“The Center for Leadership and Service,” 2012); with individuals and groups having responsibility for the welfare of others.

The final value is Change.

- *Change* includes believing that individuals, groups, and communities have the ability to work together to foster change within their lifetime (“The Center for Leadership and Service,” 2012). It is important to note that when this value is measured, it is measuring comfort with change, not actual change.

When all of these values are realized in a single research instrument, it is the Socially Responsible Leadership Scale (SRLS).

LITERATURE REVIEW

Leadership and the Socially Responsible Leadership Scale (SRLS)

The design of the Socially Responsible Leadership Scale was created by Dr. Tracy Tyree as a set of valid and statistically reliable scales that evaluate the eight values of the Social Change Model of Leadership (SCM) (SRLS Guidebook, 2009). Using a 5-point Likert scale, individuals describe their perceived leadership values. In order to understand the following literature review, it is important to understand that the scale of the SRLS is defined as 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Using the Socially Responsible Leadership Scale, Dugan (2006a) studied a random sample of 859 undergraduate students at a large western public university to determine if self-perceived leadership values differed between men and women. The range for construct scores based on gender had a range of 3.61-4.22 (Dugan, 2006a). The mean scores, however, were high for both men and women; high means indicated that students related more to the leadership values of the Social Change Model, rather than the models focused on management and control (Dugan, 2006a). Women tended to score higher across all eight of the constructs than men. The three lowest scoring constructs were Controversy with Civility (men=3.69, women=3.72), Citizenship (men=3.61, women=3.84), and Change (men=3.78, women=3.86). The highest scoring construct was Commitment (men=4.10, women=4.22), (Dugan, 2006a).

Using the same data set, Dugan (2006b) used the SRLS to compare the leadership values self-perceptions for involved and uninvolved college students. Involved students were defined as those in positional leadership roles; uninvolved students were those who were not (Dugan, 2006b). Involved students tended to score higher on the constructs when compared to

uninvolved students. Students scored the highest in the Commitment construct with an overall mean=4.16. The lowest constructs were Controversy with Civility (M=3.70) and Citizenship (M=3.73) (Dugan, 2006b). The researchers, using multivariate analysis, concluded that the mean scores of involved and uninvolved students were significantly different (Dugan, 2006b). After conducting a Univariate analysis, it was apparent that different types of involvement were correlated with different scores on the SRLS. This was consistent with Kezar and Moriarty's (2000) conclusion that the types of involvement affected leadership development.

Gehrke (2008) used the SRLS to determine if college student's self-perceptions of leadership values were impacted by spirituality. Using the entire population (n=1403) of a small, secular, liberal arts institution, a total of 449 students responded, resulting in a response rate of 32% (Gehrke, 2008). Resultant data from the eight constructs of the SRLS and three scales of non-religious spirituality were tested for strength of correlation. The construct of Commitment was scored highest (4.36), while the lowest scoring construct was Change (3.80) (Gehrke, 2008). Gehrke (2008) also found that aspects of a student's spiritual quest corresponded with components of socially responsible leadership.

Dugan, Komives, and Segar (2008) studied leadership in relation to race, gender, and sexual orientation at colleges and universities across the United States. The study addressed how students score nationally on the SRLS, and how demographic variables may contribute to students' scores. Using purposeful sampling, 52 institutions were selected. A total of 56,854 usable surveys were submitted and a return rate of 37% was achieved (Dugan, Komives, 2010; Dugan, Komives, Segar, 2008). The highest rated construct was Commitment (4.24), the three lowest constructs were Change (3.75), Citizenship (3.84), and Controversy with Civility (3.84)

(Dugan, Komives, Segar, 2008). The findings indicated that sexual orientation was not an identifier of meaningful differences on the SRLS and that women scored higher on all of the constructs except for Change (Dugan, Komives, Segar, 2008). Additionally, the results showed that African American and black students reported higher scores than white students for the constructs of Consciousness of Self, Controversy with Civility, Citizenship, and Change. African American and black students' leadership values are consistent with the cultural value orientations (Dugan, Komives, Segar, 2008).

Using this same data set, Dugan and Komives (2010) evaluated only the undergraduate seniors. A total of 14,252 students formed this population. Students scored the highest on the Commitment construct (4.24) while the three lowest scoring constructs were Consciousness of Self (3.48), Change (3.55), and Citizenship (3.70) (Dugan and Komives, 2010). Club or organization membership had a significant, positive relationship with the Common Purpose construct (Dugan and Komives, 2010). It was also found that Collaboration was influenced by membership in student organizations and clubs, internships, and mentoring (Dugan and Komives, 2010).

Wedel, Goodman, Chen, and Wingenbach (n.d) assessed fraternal members leadership skills prior to, and after enrolling in a land-grant university. Both upper and lower classmen were evaluated and compared to each other. The proportional stratified random sample provided a response rate of 23.48%. The highest scoring construct was Controversy with Civility, whereas the three lowest were Citizenship, Common Purpose, and Congruence. Sorority members scored the highest in Citizenship, while Fraternity members scored highest in Collaboration. In particular, fraternal students majoring in either Arts or Sciences showed

progress in Citizenship, Common Purpose, and Congruence. Science majors showed the most progression in Collaboration (Wedel et al., n.d.) This study of the comparisons between upper and lower classmen showed that leadership is a growing process (Wedel, et al., n.d.).

A 2008 study by Dugan evaluated Fraternity and Sorority members from 52 institutions to determine perceived abilities based on the SRLS. This study used a sample of 155,716 surveys were distributed, 56,854 were returned for a response rate of 37%. The researcher discovered that, in particular, both sorority and fraternity members scored highly in the Commitment area of the scale (4.24); Controversy with Civility (3.84), Citizenship (3.88), and Change (3.76) were scored lower. These findings are in-line with other studies (Dugan, 2008) as well as the total sample of college students in the national dataset (Dugan and Komives, 2008). The lack of students' abilities to deal with and understand the change process is one that educators and facilitators must work with Greek Letter Organizations to support transitions (Dugan, 2008). It is in the student's interest that change be understood and accepted, or students will have difficulties adapting later on (Dugan, 2008). Dugan's study also recommends that leadership development should be intentionally structured to create experiences that promote leadership (Cress et al., 2001; Dugan and Owen, 2007). These interventions should target deficiencies in leadership development, in order to help individuals shape their own personal development (Dugan, 2008). It is also noted in this study that "future research should examine whether membership in these organizations produces different influences on student leadership development" (Dugan, 2008 p.22).

Martin, Hevel, and Asel (2008) surveyed undergraduates from 11 four-year institutions with an emphasis on Liberal Arts Education. Approximately 4,500 students were sampled and a

response rate of 68.5% achieved (Martin et al., 2008). The instrument assessed moral reasoning, critical thinking, intercultural effectiveness, inclination to inquire and lifelong learning, psychological well-being, and leadership. Under the leadership construct, the SRLS was used. Students were randomly selected from the first-year class. A follow up test was given in the spring. Paying particular attention to the results from the SRLS, significant differences were found between fraternity / sorority affiliation and those students not affiliated with Greek Letter Organizations, on all but three of the scales: Controversy with Civility, Consciousness of Self, and Change demonstrating a significant positive impact of Greek Letter Organization membership with regard to the other constructs of Commitment, Congruence, Common Purpose, Citizenship, and Collaboration (Martin et al., 2008).

Ricketts, Bruce, and Ewing (2008) used the Socially Responsible Leadership Scale to examine individual student perceptions in Agricultural Sciences at a land grant institution regarding their personal leadership aptitude. Using email addresses of 2,051 students enrolled in the college as their means of contact and survey distribution, they attained a response rate of 39% (Ricketts et al., 2008). Ricketts et al., (2008) found that students felt they were self-aware and able to articulate things about which they were passionate. Further, students were not found to be overly self-confident, and in fact were much more neutral toward this construct (Ricketts et al., 2008). Further, the researchers found that it seemed that undergraduate students were not able to make a connection between leadership and cooperation (Ricketts et al., 2008). Finally, students seemed to be open to new ideas, but less comfortable with applying change (Ricketts et al., 2008). Ricketts et al., (2008) suggested more opportunities on campus for students to be able to engage with others, and demonstrate their leadership. A university-wide leadership course was

also encouraged to expose students to basics of leadership and civil responsibility to grow the constructs.

College Student Leadership Development

Shertzer and Schuh (2004) were interested in determining how students perceive leadership, and what promoted (or motivated) student involvement in leadership positions. Using qualitative methods, and a snowball sampling technique, they were able to interview and use focus groups to target their population at a large public university. The researchers discovered that, according to their population, the ability to work with people, interact with them, make friends, and connect was a positive result of being a leader (Shertzer and Schuh, 2004). Further, they found that interacting with others and creating relationships was deemed a motivator to become involved in an organization on campus (Schertzer and Schuh, 2004).

Whitt (1994) studied leadership and women at three women's colleges to understand how women's colleges influence their students. Using qualitative methods, 200 participants were interviewed at the three women's colleges from varied racial, ethnic, socioeconomic, and geographic backgrounds. This number includes 96 students, 36 faculty members, 48 administrators and 18 alumnae of the colleges (Whitt, 1994). Students tended to describe their style of leadership as "a consensus style of leadership in which everyone is valued equally" (p. 201). These students in particular stated they were given an extraordinary amount of responsibility in their lives, as most of them were voting members of committees or chairpersons of student organizations on campus. Further, environmental aspects of the colleges included high expectations of the students from faculty and administrators, including self-exploration, development of individual potential, commitment to service and government, and involvement,

suggesting that these factors contribute to the leadership of students (Whitt, 1994). Astin and Kent (1983) found that “women who have leadership experiences in college develop greater self esteem” (p.320) than those who are not involved in leadership experiences. However, there is still a significant deficiency in leadership among women in college. It was theorized that this was because of the lack of women role models in institutional leadership positions (Astin and Leland, 1991). Coeducational institutions cannot focus the mission on women only, but can take steps to include women in the mission (Whitt, 1994).

Cress, Astin, Zimmerman-Oster, and Burkhardt (2001) stated that developing individual leadership abilities among students is important. They offered, however, that most institutions typically pay little attention to the development of their students as leaders, in terms of offering specific leadership classes or programs. Using a longitudinal study, participants from 10 colleges that were given funds for the specific purpose of growing leadership programs were assessed using the College Student Survey (CSS) developed by the Higher Education Research Institute (HERI) (Cress et al., 2001). The study was administered to students at the time of college entry, and then at the end of their college career. The survey assessed self-perception of a variety of items including: understanding of self, ability to set goals, interest in developing leadership in others, commitment to civic responsibility, sense of personal values, conflict resolution skills, decision-making abilities, ability to deal with complexity, uncertainty, and ambiguity, ability to plan and implement programs and activities, willingness to take risks, and understanding of leadership theories (Cress et al., 2001). Participants in leadership programs indicated positive growth and change with developmental outcomes particularly decision making abilities, sense of personal ethics, and understanding of leadership theories (Cress et al., 2001).

The findings showed that students gain leadership skills from participating in programs. Specifically, all students who involve themselves in leadership training programs increase their skills and knowledge (Cress et al., 2000). The implications of this study include developing workshops, and creating leadership programs for creating educational partnerships to facilitate leadership on campus.

Cox, Cekic, and Adams (2010) stated that a well rounded engineering student will be more likely to drive innovation and be recognized formally in a variety of ways at both the undergraduate and graduate level. Some universities with engineering opportunities also provide programs with a leadership focus. In a qualitative study to identify perceptions of leadership and develop leadership skills of undergraduate engineering students, Cox, et al., (2010) interviewed faculty from a Midwestern University Engineering Department. Among the emergent findings of this qualitative study, the faculty expressed the importance of extracurricular activities, including fraternities and sororities. One professor even mentioned “those non-course options in addition to the courses are really important” (Cox, Cekic and Adams, 2010 p. 28). He continued to say about a particular student “I think that he learned more on how to work with people in his fraternity than he did in any course.” (p. 29) Faculty emphasized that there were a number of organizations in which students may be involved, and they promote teamwork in the classroom setting. This study’s findings were instrumental in informing university stakeholders in ways that leadership can enrich a student’s life at the university setting, especially in engineering (Cox, Cekic, and Adams, 2010).

Kezar and Moriarty (2000) stressed that the majority of previous leadership research has been based using primarily Caucasian male samples, stressing hierarchy, competition, and

separation between leaders and followers. Using Astin's (1977 & 1991) input-environment-output model to assess collegiate experiences pertaining to leadership development, a study was conducted on 9,731 students representing 352 four-year institutions (Kezar and Moriarty, 2000). Inputs, in this case, are defined as the personal characteristics a student brings to college and environments include the particular institution the student attends and the experience at the institution, including fraternity and sorority membership, student clubs, sports, and other external learning experiences (Kezar and Moriarty, 2000). This study examined factors influencing leadership development among college students, focusing on differences specifically for women, and African Americans as compared to male Caucasians. Variables included: communication skills, entering leadership ability self-rating and self-rating leadership qualities, self-confidence, and ability to influence others. The results of the study show that men tend to rate themselves 14% higher than women do in the leadership category and nearly 13% higher in the public speaking category (Kezar and Moriarty, 2000). This appeared to be caused by an increase in leadership ability perceptions from being involved in out-of-classroom activities. The authors of this study suggested that new models of leadership be emphasized to enhance women's and minority's ability to see themselves as leaders on campus (Kezar and Moriarty, 2000).

Using qualitative methodology, Komives, Owen, Longerbeam, Mainella, and Osteen (2005) studied the phenomenon that relates to perceptions of participation in organizations. Students were observed working effectively with others towards shared purposes, or demonstrating leadership. Thirteen students were invited to participate in the study with a range of majors, socioeconomic statuses and ethnicities. Questions included reflection and detailed exploration of experiences (Komives et al., 2005). The study showed an important process of

developing leadership identity. The participants had new experiences, awareness of themselves, and developed leadership contexts at different ages (Komives et al., 2005). While each student was different in their approach to leadership, they all had been engaged in these processes similarly to one another, giving credibility to the theory that leadership identity was an integrated framework. It is important to note from this study, that students who were involved with teams such as sports or band were taught to do their personal best while supporting others (Komives et al., 2005). This meaningful involvement helps to clarify the student's personal values and interests while interacting with others. These students had a leadership identity that developed over time and was influenced by many external factors, including the social groups and organizations in which they were involved (Komives et al., 2005).

Adams and Keim (2000) aimed to measure the effectiveness of leadership practices among student members of Greek Letter Organizations at three Midwestern universities using the Student Leadership Practices Inventory (SLPI) and the Leadership Effectiveness Survey (LES). The study consisted of 233 undergraduate students. This particular study found that women leaders are more comfortable in challenging the process than men, and women engage in enabling others to act more than men. Fraternity men were more likely to report higher self-ratings than that of sorority women (Adams and Keim, 2000). Women in Greek Letter Organizations earned higher grades than men in Greek Letter Organizations, yet were less confident than men in leadership positions. Adams and Keim (2000) suggested this is from the additional presidential experience that fraternity men have over women, as the survey showed more men were in leadership positions for longer periods of time compared to women. The researchers recommended that the gender differences in leadership perceptions suggested a

different approach to training for fraternity men and women (Adams and Keim, 2000). Further, self-confidence exercises should be stressed for women and feedback generating mechanisms for men (Adams and Keim, 2000).

At a large Midwestern university, 366 men and women from fraternities and sororities were given a questionnaire to assess the relationship between personality and leadership in undergraduates in Greek Life (Harms, Woods, Roberts, Bureau, Green, 2006) using the Five Factor Model Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Intellect (Dingman, 1990; Wiggins, 1996). It was found that undergraduate fraternal organizations promoted their ability to advance members' existing skills through involvement in organizational leadership roles (Harms, et al., 2006). Further, the authors went on to say that

“While none of the Big Five personality traits was a significant correlate of holding executive offices, many showed significant relationships with the attainment of executive office. This may reflect the needed skills to acquire positions but does not indicate a correlation with maintaining positions” (p.87)

Finally, Harms, et al., (2006) described these results as reflecting the need for attention to nurture the personality traits of leaders and identify ways to assist in the development of skills of other members.

Summary

The Social Change Model (SCM) of leadership is the framework of this study. It was chosen because it is the most frequently used model for exploring college leadership (HERI, 1996). The eight values of the SCM are broken into three groups to describe leadership as individual, group, or community values. The Socially Responsible Leadership Survey (SRLS) is

a combination of all seven of the Social Change Model's theories, in addition to the eighth, Change. The SRLS has been used in several collegiate studies to evaluate leadership.

Based on several studies using the SRLS, students tend to score highest in the Commitment construct (Dugan, 2006a; 2006b; Dugan, Komives, Segar, 2008; Dugan, Komives, 2010; Dugan 2008). Students tend to score lower in the constructs of Controversy with Civility and Citizenship (Dugan, 2006a; 2006b; Dugan, Komives, Segar, 2008; Dugan, Komives, 2010; Dugan, 2008).

CHAPTER THREE: METHODOLOGY

Purpose and Objective of the Study

The purpose of this study is to examine and interpret the self-perceived leadership values of New Members of Greek Letter Organizations at NC State University. By profiling students who are New Members, a description of students' leadership values can be determined based upon the results. The objective of the study was defined as: describing the perceived leadership values of New Members of Greek Letter Organizations at NC State University via the eight values of the Social Change Model.

Research Design

This study used descriptive survey research. Fraenkel and Wallen (2009) stated the “purpose of surveys is to describe certain characteristics of a population” (p. G-3). A cross-sectional survey (Fraenkel and Wallen, 2009, p. 391), was used to gather information on a population at a single point in time (Survey Methods).

Population and Sample

The population for this study consisted of all New Members of Greek Letter Organizations at NC State University during Fall 2011. The population frame was a list of all 629 students who are New Members of one of the 53 Greek Letter organizations at NC State University; the list was acquired from the Director of Greek Life. A census sample using all 629 students, classified as New Members, was utilized in this study.

Research Instrument

The design of the instrument was created by Dr. Tracy Tyree as a set of valid and statistically reliable scales that evaluate the eight values of the Social Change Model of Leadership (SCM) (SRLS Guidebook, 2009).

The face and content validity of the instrument was determined at the time of instrument development by Tyree (1998) using a group of students and leadership experts. A list totaling 291 items was given to the participants. They were asked to rate each item and stack the constructs for which they represented. The data were analyzed and the frequency distributed for each construct. The SRLS was deemed statistically reliable by the instrument developer using Cronbach's Alpha values as shown in Table 1.

Table 1

Tyree's (1998) Chronbach's Alpha Tests for SRLS Reliability

Construct	SRLS Chronbach's Alpha
Consciousness of Self	.82
Congruence	.82
Commitment	.85
Collaboration	.77
Common Purpose	.82
Controversy with Civility	.69
Citizenship	.92
Change	.78

The instrument is comprised of eight constructs, each containing 6-9 statements for participants to rate by a Likert scale format. The Socially Responsible Leadership Scale-Revised

Version Two (SRLS-R2) is the collaboration of all previous versions of these scales to form this assessment of leadership. It is unique in that it is specifically created for college undergraduates. The eight values from the Social Change Model are divided into three categories: Individual, Group, and Community (HERI, 1996). Within the categories, Individual Values are: *Consciousness of Self, Congruence, and Commitment*. Group values are: *Collaboration, Common Purpose, and Controversy with Civility*. Community and Society values include *Citizenship*. All seven of these values contribute to the eighth- *Change*, for which the survey was intended. They are commonly referred to as the Eight Critical Values of the Social Change Model (HERI, 1996).

As this researcher was inputting the survey into electronic format for distribution, one question was inadvertently omitted upon delivery of the survey. Therefore, a post-hoc reliability analysis was conducted to establish the reliability of the instrument. Cronbach’s alpha for all sections were found to be acceptable and in ranges similar to those originally found by SRLS-R2. This is shown in Table 2.

Table 2

Mills’ (2012) Chronbach’s Alpha Reliability of SRLS After Omitted Question

Construct	Reverse Coded Post-Hoc
Consciousness of Self	.72
Congruence	.81
Commitment	.80
Collaboration	.74
Common Purpose	.69
Controversy with Civility	.64
Citizenship	.87
Change	.76

Data Collection

Data were collected using Qualtrics.com, an online survey research site. Data collection followed Dillman's (2007) Tailored Design Method. A message with the informed consent document, as well as the link for the study was sent out to all 629 students. That same day the researcher emailed all Greek Life chapter presidents to request that they encourage all New Members to respond to the survey. One week later, a thank-you message was sent to students in appreciation for those who had completed the questionnaire, and requesting responses again if the student had not responded. For four consecutive weeks after the first informed consent letter was sent out, a thank-you note and the link was sent out to all of the participants as a reminder asking them participate in the study.

Of the 629 New Members of Greek Letter Organizations at NC State University, 276 usable questionnaires were returned for a response rate of 43.8%. This is higher than the typical 27% response rate usually achieved with an e-mail survey (Fraze, Hardin, Brashears, Smith and Lockaby, 2002). Participants did not answer all questions on the survey instruments, so results can only be generalized to the population that completed the surveys because of the variance in survey completion. Because the response rate was less than the 85% suggested by Lindner, Murphy, and Briers (2001) procedures for handling non-responders (Armstrong & Overton, 1977) were followed. Early responses were defined as questionnaires returned within the first three weeks of the study, and late responses were categorized as those received the remaining three weeks of the study. In comparing early to late respondents to control for a non-response error, there were no differences found between the responses of the two groups. When no differences occur, it is assumed that results are generalizable to the larger population because the

late responses are assumed to be typical of those who did not respond (Lindner and Wingenbach, 2002). However in this case the researchers caution generalizing outside the survey respondents because of the variance in survey completion.

Data Analysis

Data were exported from Qualtrics.com into the Statistical Package for the Social Sciences (SPSS) 20.0 Program for Windows. Ordinal data were collected, with a rating system ranging from 1-5. Data were summarized in each construct using means and standard deviations. Negatively worded items were reverse coded where appropriate.

Summary

The Socially Responsible Leadership Survey was distributed to all New Members of Greek Letter Organizations at NC State University via an electronic survey. Participants were given an informed consent document as well as the link to complete the survey. One week later, a thank-you message was sent to students who had completed the questionnaire, and requested more responses from students who had yet to respond. An email message was sent to all chapter presidents to encourage their New Members to participate in the study. For four additional consecutive weeks after the informed consent letter was sent out, a thank-you note and link was sent to encourage those who had not responded to do so. A response rate of 43.8% (or 276 students) was obtained. Ordinal data were collected, with a rating system ranging from 1-5. Data were summarized in each construct using means and standard deviations, and negatively worded items were reversed coded where appropriate.

CHAPTER FOUR: FINDINGS

This chapter provides the findings of the research; these findings are organized by constructs of the Socially Responsible Leadership Scale which mirror the Eight Values of the Socially Responsible Leadership Scale. Participants were asked to complete the SRLS-R2 indicating their perceptions of their own leadership competencies.

The construct *Change* can be described as “making a better world and a better society for oneself and others” (SRLS Guidebook, 2009, p. 4). The range of means for this construct was 2.52-4.14. Students ranked “I am open to new ideas” as the highest item within this construct. This item had a mean score of 4.14, which indicated a rating of *agree* on the scale. Students rated “Transition makes me uncomfortable” as the lowest (M=2.52), however as this is a negatively worded question it demonstrates students indicate disagreement that they were made uncomfortable by transition. Other findings of note in this construct include that 14% of respondents replied in the affirmative when asked if transition made them uncomfortable. Similarly, 12% responded in the affirmative when asked if change made them uncomfortable. These results are represented in Table 3.

Table 3

Student's Perceptions of Overall Leadership Skills - Change

Q#	Item	M	SD
44.	I am open to new ideas.	4.14	0.60
51.	I can identify the difference between positive and negative change.	4.11	0.52
22.	There is energy in doing something a new way.	3.98	0.67
13.	I am comfortable initiating new ways of looking at things	3.96	0.67
19.	Change brings new life to an organization.	3.95	0.73
46.	I look for new ways to do something.	3.70	0.86
28.	*Change makes me uncomfortable.	2.60	0.96
38.	*New ways of doing things frustrate me.	2.57	0.85
10.	*Transition makes me uncomfortable.	2.52	0.97

Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree
 (*) denotes questions that were re-coded due to being negatively worded

The construct of *Citizenship* is the ability to render leadership in a community setting; describing how an individual becomes connected to the community with some activity (SRLS Guidebook, 2009). Students were aware of their power to make a difference in their community and participated in activities that contributed to the common good. The range in the mean scores was close, ranging from 4.05-4.23. Students ranked “I participate in activities that contribute to the common good” as the highest item in the construct, with a mean score of 4.23. The lowest ranked was “I believe I have a civic responsibility to the greater public” with a score of 4.05. These results are reported in Table 4.

Table 4

Students' Perceptions of Overall Leadership Skills - Citizenship

Q#	Item	M	SD
48.	I participate in activities that contribute to the common good.	4.23	0.53
45.	I have the power to make a difference in my community.	4.21	0.68
40.	I give time to making a difference for someone else.	4.14	0.65
67.	I value opportunities that allow me to contribute to my community.	4.13	0.64
41.	I work with others to make my communities better places	4.13	0.70
35.	I believe I have responsibilities to my community.	4.09	0.73
47.	I am willing to act for the rights of others.	4.06	0.68
56.	I believe I have a civic responsibility to the greater public.	4.05	0.70

Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

The construct of *Collaboration* is defined as working with others, to multiply group effectiveness, by capitalizing on various talents and diversity of members (SRLS Guidebook, 2009). The range of means for this construct was 3.92-4.24. Students ranked the item “I enjoy working with others toward common goals” the highest, with a score of 4.24. The lowest ranked item was “I am able to trust the people with whom I work,” with a score of 3.92. These results are reported in Table 5.

Table 5

Students' Perceptions of Overall leadership Skills - Collaboration

Q#	Item	M	SD
43.	I enjoy working with others toward common goals.	4.24	0.61
12.	I am seen as someone who works well with others.	4.21	0.58
31.	I can make a difference when I work with others on a task.	4.21	0.57
49.	Others would describe me as a cooperative group member.	4.15	0.61
32.	I actively listen to what others have to say.	4.09	0.67
58.	Collaboration produces much better results.	4.08	0.66
61.	My contributions are recognized by others in the group I belong to.	3.99	0.75
66.	I am able to trust the people with whom I work.	3.92	0.74

Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

The construct of *Commitment* is defined as an individual having a significant investment in an idea or person (SRLS Guidebook, 2009). The range of means for this construct was close, ranging from 4.20-4.55. Students ranked the item “I am willing to devote time and energy to things that are important to me” the highest with a mean score of 4.55. It should be noted that this item is the highest ranked item overall. Students ranked the item “I am focused on my responsibilities” as the lowest with 4.20. These results are reported in Table 6.

Table 6

Students' Perceptions of Overall Leadership Skills - Commitment

Q#	Item	M	SD
25.	I am willing to devote time and energy to things that are important to me.	4.55	0.55
26.	I stick with others through the difficult times.	4.49	0.65
52.	I can be counted on to do my part.	4.47	0.61
54.	I follow through on my promises.	4.44	0.57
55.	I hold myself accountable for responsibilities I agree to.	4.40	0.54
30.	I am focused on my responsibilities.	4.20	0.61

Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

The construct of *Common Purpose* is described as an individual's ability to work in a group with shared aims and values to envision the groups' purpose (SRLS Guidebook, 2009). The range of means for this construct was 3.93-4.33. Students ranked the item "I support what the group is trying to accomplish" as the highest, with a score of 4.33. Students ranked the item "I think it is important to know other people's priorities" as the lowest, with a score of 3.93. These are reported in Table 7.

Table 7

Students Perceptions of Overall Leadership Skills - Common Purpose

Q#	Item	M	SD
68.	I support what the group is trying to accomplish.	4.33	0.53
59.	I know the purpose of the groups to which I belong.	4.29	0.55
17.	It is important to develop a common direction in a group in order to get anything done.	4.27	0.59
21.	I contribute to the goals of the program.	4.21	0.48
16.	I am committed to a collective purpose in those groups to which I belong.	4.21	0.57
39.	Common values drive an organization.	4.20	0.59
62.	I work well when I know the collective values of a group.	4.10	0.63
37.	I have helped to shape the mission of the group.	4.04	0.59
33.	I think it is important to know other people's priorities.	3.93	0.72

Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

The construct of *Congruence* illustrates one's ability to act in ways consistent with their values and beliefs. This includes acting, thinking, and behaving with consistency, authenticity, and honesty toward others (SRLS Guidebook, 2009). The range of means for this construct is 4.01-4.00. Students ranked the item "Being seen as a person of integrity is important to me" as the highest, with a mean score of 4.44. The lowest rated item within the construct, with a score of 4.01, was "My behaviors are congruent with my beliefs." These are reported in Table 8.

Table 8

Students' Perceptions of Overall Leadership Skills - Congruence

Q#	Item	M	SD
53.	Being seen as a person of integrity is important to me.	4.44	0.58
65.	I am genuine.	4.40	0.57
69.	It is easy for me to be truthful.	4.34	0.66
64.	My behaviors reflect my beliefs.	4.15	0.64
29.	It is important to me to act on my beliefs.	4.14	0.59
34.	My actions are consistent with my values.	4.07	0.64
15.	My behaviors are congruent with my beliefs.	4.01	0.65

Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

The construct of *Consciousness of Self* relates to being aware of personal beliefs, values, attitudes and emotions that motivate an individual to react (SRLS Guidebook, 2009). The range of means for this construct is 1.90-4.36. Students ranked the item “The things about which I feel passionate have a priority in my life” as the highest in the construct (m=4.36). The lowest score was for the item “I have low self esteem,” with a score of 1.90. As this is a negatively worded question, this score indicates a rating demonstrating disagreement with students having low self-esteem. These are reported in Table 9.

Table 9

Students' Perceptions of Overall Leadership Skills - Consciousness of Self

Q#	Item	M	SD
20.	The things about which I feel passionate have priority in my life.	4.36	0.61
24.	I know myself pretty well.	4.33	0.66
6.	I am able to articulate my priorities.	4.25	0.67
36.	I could describe my personality.	4.15	0.73
60.	I am comfortable expressing myself.	4.09	0.70
11.	I am usually self confident.	4.04	0.74
42.	I can describe how I am similar to other people.	4.01	0.62
57.	*Self-reflection is difficult for me.	2.59	0.90
8.	*I have low self-esteem.	1.90	0.80

Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree
 (*) denotes questions that were re-coded due to being negatively worded

The construct of *Controversy with Civility* describes recognizing that differences in viewpoints are inevitable, and that these differences must be acknowledged civilly (SRLS Guidebook, 2009). The range of means for this construct was 2.29-4.34. Students ranked “I am open to others’ ideas” as the highest item in the construct, with a score of 4.34. Students ranked “I struggle when group members have ideas that are different than mine” as the lowest, with a score of 2.29. As this is a negatively worded question, this score indicates a rating demonstrating disagreement that these students struggle when group members have ideas different than theirs. Other findings of note in this construct include 12% of respondents answering in the affirmative when asked about being uncomfortable when confronted with disagreement (#23). These are reported in Table 10.

Table 10

Students' Perceptions of Overall Leadership Skills - Controversy with Civility

Q#	Item	M	SD
3.	I am open to others' ideas.	4.34	0.67
18.	I respect opinions other than my own.	4.25	0.63
5.	I value difference in others.	4.20	0.72
63.	I share my ideas with others.	4.14	0.65
7.	Hearing differences in opinion enriches my thinking.	4.04	0.66
4.	Creativity can come from conflict.	3.73	0.74
13.	Greater harmony can come out of disagreement.	3.35	0.81
50.	I am comfortable with conflict.	3.34	1.04
23.	I am uncomfortable when someone disagrees with me.	2.65	0.83
27.	When there is a conflict between two people, one will win and the other will lose.	2.61	0.92
9.	I struggle when group members have ideas that are different than mine.	2.29	0.74

Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree
 (*) denotes questions that were re-coded due to being negatively worded

In order to facilitate comparisons to previous research and better position this research to be placed in context, mean scores were calculated for each construct. These mean scores can be found in Table 11.

Table 11

Construct Means and Standard Deviations

Construct	M	SD
Commitment	4.44	.41
Congruence	4.23	.33
Common Purpose	4.18	.35
Citizenship	4.14	.48
Collaboration	4.13	.33
Consciousness of Self (r)	4.08	.40
Controversy with Civility (r)	3.80	.37
Change (r)	3.79	.46

*(r) denotes constructs that were re-coded due to negatively worded questions.

CHAPTER FIVE: CONCLUSIONS, IMPLICATIONS, and RECOMMENDATIONS

Summary of Introduction and Theoretical Framework

The purpose of this study is to examine and interpret the self-perceived leadership values of New Members of Greek Letter Organizations at NC State University. By profiling students who are New Members, a description of students' leadership values can be determined based upon the results. The objective of the study was defined as: describing the perceived leadership values of New Members of Greek Letter Organizations at NC State University via the eight values of the Social Change Model.

Fraternities and sororities are under the National Interfraternity Conference (NIC) or the National Panhellenic Conference (NPC). Nationally, around 10% of college students are affiliated with a Greek Letter Organization, as are more than 10 million alumni. Greek Letter Organizations (GLO) pride themselves on providing opportunities for learning and personal development, for their members, outside of the classroom. As leadership development is a needed skill and disposition for success in today's society, it is a goal for most fraternal organizations.

According to Astin (1993) the single most powerful source of influence on the undergraduate student's academic and personal development is in the peer group. This interaction has the strongest positive effect on leadership development, overall academic development, and problem-solving skills. Participation in a fraternity or sorority "enhances the development of mature interpersonal relationships, facilitates the development of leadership skills, teaches teamwork, fosters interchange of ideas, promotes values clarification, and can

facilitate the development of sense of autonomy and personal identity”(“Characteristics of Fraternities and Sororities,” n.d.).

Created specifically for College Students, the Social Change Model (SCM) of Leadership Development (HERI, 1996) provides the theoretical framework for this study. With this model, change for the common good is achieved with the establishment of eight core values that enhance student’s levels of self-awareness and ability to work with others (Dugan and Komives, 2007). These values include: Consciousness of Self; Congruence; Commitment; Common Purpose; Collaboration; Controversy with Civility; Citizenship; and Change. It is important to note that with this instrument, Change indicates a measurement of comfort with change, not actual social change. The use of all of these values in one instrument is the Socially Responsible Leadership Scale (SRLS).

The Socially Responsible Leadership Survey was distributed to all New Members of Greek Letter Organizations at North Carolina State University via an electronic survey. Participants were given an informed consent document as well as the link to complete the survey. An email message was sent to all chapter presidents to encourage their New Members to participate in the study. One week later, a thank-you message was sent to students who had completed the questionnaire, and requested more responses from students who had yet to respond. For four additional consecutive weeks after the informed consent letter was sent, a thank you note and link was sent. A response rate of 43.8% usable surveys (or 276 students) was obtained.

Of the constructs of the Socially Responsible Leadership Survey, students scored the highest in the Commitment construct with an aggregate mean of 4.44. Congruence was the

second highest scoring construct with an aggregate mean of 4.23. The third highest scoring construct was Common Purpose with a score of 4.18. Citizenship was a middle-scoring construct based on the students' scores with an aggregate mean of 4.14. Collaboration was also a middle scoring construct with an aggregate mean of 4.13. The lowest scoring constructs were Consciousness of Self with an aggregate mean of 4.08; Controversy with Civility with an aggregate mean of 3.80; and Change with an aggregate mean of 3.79.

CONCLUSIONS, IMPLICATIONS and RECOMMENDATIONS

Two items of note are needed in order to facilitate a discussion of the findings of this research. First, it is important to understand that all of the constructs in this research study were scored as highly scored by the respondents. In fact, no construct score was lower than a ranking of neutral. This finding, in and of itself, is similar to other studies (Dugan, 2006a; Dugan, 2006b; Gehrke, 2008; Dugan, Komives & Segar, 2008; Dugan & Komives, 2010; Dugan, 2008). However, even though these scores are all high, they may not be the most desired scores in every case. Where improvement may be desired, recommendations are provided. Next, in order to maximize the researcher's ability to compare the findings of this research to other studies, and in order to place this research in context, both the single digit mean score derived in Chapter 4 Table 11 and the construct rankings by the participants in this study will be used for comparison and discussion purposes.

Change

The construct *Change* deals with an individual's comfort with change, not necessarily change itself. The concept of Change is based on personal, group, and community involvement.

Change is the definitive goal of the creative process of leadership, change to make “a better world and society for self and others” (Understanding Social Change Model, n.d.). Students scored *Change* in the bottom third among the constructs. These results are consistent with several other studies where *Change* was among the lowest scoring constructs (Dugan, 2006a; Gehrke, 2008; Dugan, Komives, Segar, 2008; Dugan, 2008). It is stipulated that the mean for this construct still fell within neutral ranking (3.79) demonstrating that the population ranked themselves neither highly skilled nor deficient in this area. However, because of the lower ranking, it may be concluded, that these students perceived that they were less comfortable with change than other leadership constructs.

The neutral score for the *Change* construct could be influenced by the students’ age and their ability to see themselves as a change agent. College is generally a time of self-exploration and a time to begin anew. Because the majority of New Members are freshmen, they are beginning a time in their lives where they have to adjust and change to a wide variety of new situations (living away from home, new friends, new classes, no more parental supervision, etc.). Because it is so new, it may be likely that with all the change occurring in their lives, they may be potentially overwhelmed and realize they don’t have a high degree of comfort with change.

Of note, 14% of respondents answered in the affirmative when asked if they were uncomfortable with transitions. Similarly, 12% answered affirmatively when asked if they were uncomfortable with change. To further embrace and become comfortable with change, students could be encouraged to join an organization that they may not normally become involved in to facilitate this change process. This could become a mandatory facet of Greek Life at NC State University. Diversification of students could lead to a greater comfort with change.

Citizenship

The construct of *Citizenship* is the ability to render leadership in a community setting; it describes how an individual becomes connected to the community through an activity (SRLS Guidebook, 2009). Citizenship occurs when one becomes responsibly connected to the community. It is described as not simply membership, but active engagement in the community. The practice of good citizenship should happen at every level of the Social Change Model (“The Center for Leadership and Service,” 2012). The *Citizenship* aggregate mean was in the top third of the ranked mean scores (4.14). To put this research in context with other similar studies, these results are different from other studies (Dugan, 2006a; Dugan, 2006b; Dugan, 2008) but similar to others (Wedel, Goodman, Chen & Wingenbach, n.d.; and Dugan and Komives, 2010). It could be concluded that providing leadership in a community setting and becoming connected to the community are somewhat highly perceived endeavors by this population.

The students’ score in the *Citizenship* construct could be influenced by their age and lack of formal civic engagement. It allows individuals to take some personal responsibility for the direction of their communities. It is recommended that students be encouraged to become involved with advocacy groups for issues or populations about which they are passionate in order to become better acquainted with working for the rights of others. It is further recommended that service learning projects, particularly with a community focus outside of the university and Greek Life communities, can contribute to a growing sense of citizenship for students. Students can use this opportunity during a pledge retreat to grow the unity of the new member class, while also helping to grow their sense of citizenship within their communities.

Collaboration

Collaboration is a group value. The construct of *Collaboration* is defined as working with others, to multiply group effectiveness, by capitalizing on various talents and diversity of members (SRLS Guidebook, 2009). Collaboration gives students the opportunity to look at leadership as a group process. It encourages the group to transcend individual goals, and explore differences in individual values of others (“The Center for Leadership and Service,” 2012). The students scored the *Collaboration* construct near the middle of the ranked mean scores; however, still perceived themselves as collaborative because of the high score. Thusly, it can be concluded that students perceived themselves as collaborative, and collaboration is an appreciated leadership effort. Dugan and Komives (2010) found that collaboration is influenced by membership in clubs, fraternities and sororities, and sports, so it isn’t surprising that this group scored this construct in this way.

Interestingly, students indicated a level of neutrality when asked about trusting the people with whom they work. College forces students to work with many different people for school projects, dorm room placements or other circumstances. Much like with Change, these students are learning to operate in an environment where a variety of ideas, opinions, and philosophies exist that are different than their own. Because of the unfamiliarity with the people with whom they interact, students may still be developing the skills needed for forming trustful relationships.

Although working toward a group goal is important, it is often necessary to listen to a variety of viewpoints while navigating the college landscape. The concepts of consensus, collaboration, and compromise could be demonstrated and should be developed in the successful Greek Letter Organization. Specifically, more needs to be done to support collaboration between

each class of members to ensure a smooth transition between leaders. It is recommended that to give these students the opportunity to utilize their collaborative skills, experienced members need to discuss with the New Members how all members can work together to improve the Greek Letter Organization, and further, members of all Greek Letter Organizations should collaborate to improve Greek Life.

Commitment

The construct of *Commitment* is defined as an individual having a significant investment in an idea or person (SRLS Guidebook, 2009). It implies passion, intensity, and duration directed toward group activity and required outcomes (“The Center for Leadership and Service,” 2012). The construct of *Commitment* was the highest ranked construct (4.44). This is similar to Dugan, 2006a; Dugan, 2006b; Gehrke, 2008; and Dugan 2008. It could be concluded that students perceive themselves as able to commit to organizations they value. Also of note, the highest scored item of the instrument was in this construct; students indicated a willingness to devote time and energy to things important to them (4.55).

It is not surprising that this population rated the construct of *Commitment* high; Greek Life, at its core, is a significant commitment for students. During recruitment, sororities and fraternities discuss and emphasize the many obligations of membership. New Members make a (usually informed) and conscious decision to join. A commitment to a Greek Letter Organization is often shared by the student’s parents, as a significant financial obligation is involved. Because of this, this population of students may be more likely to be comfortable with the idea of commitment.

Since commitment is a large component of Greek Life, and the results of this study imply that this population values commitment, the recommendation would be to continue the commitment exercises and practices that have nurtured student commitment to Greek Letter Organizations.

Common Purpose

The construct of *Common Purpose* is a group value and is described as an individual's ability to work in a group with shared aims and values to envision the groups' purpose (SRLS Guidebook, 2009). This enables the group to engage in collective analyses of the issues and tasks to be undertaken. It is best achieved when all members share the vision of the group ("The Center for Leadership and Service," 2012). Students ranked this in the top third of constructs (4.18). This finding is similar only to Wedel, et al., (n.d.). From this score and ranking, it can be concluded that students perceive themselves as willing to have shared aims and values, and wanting to build a group vision.

Each fraternity and sorority has a unique mission and goals. New Members are told this early on, and are expected work alongside senior members to accomplish these goals; it is not surprising that this construct was highly scored. Additionally, New Members have less seniority in the organization, so are more likely to follow the crowd and the leaders in the group, which may seem like working toward common purpose.

To facilitate the cooperation of leadership among a variety of individuals, it is suggested that programs on cooperation and synergy be made available for all in Greek Letter Organizations. Group projects should be encouraged. For example, instead of an individualized

competition during Homecoming, where a single sorority is paired with a single fraternity, larger numbers of groups could work together and contribute to a common philanthropic goal (the common good) instead of just perpetuating a spirit competition. Within each organization it is recommended that activities that require students to work toward a common purpose be promoted. For example, activities related to philanthropy, which requires all students to work toward a common goal, should happen with regularity to give students an opportunity to further hone these skills.

Congruence

The construct of *Congruence* is an individual value and illustrates one's ability to act in ways consistent with one's values and beliefs. This includes acting, thinking, and behaving with consistency, authenticity, and honesty toward others (SRLS Guidebook, 2009). Congruence was ranked the second highest leadership construct (4.23). It can be concluded that students perceive that their actions are consistent with their values.

New Members, as previously stated, tend to be freshmen in college. College tends to be a time of discovery, where students are solidifying identity, beliefs and values. In so doing, they are determining how their values are different and separate, or similar, from those of their friends and family. In short, as they affirm what their values are, that influences their ability to act on a value set. Because this group also has a set of values from their particular Greek Letter Organization that is consistently reinforced, this may contribute to their ability to act in conjunction with their values.

Though the rating was high, college students should all be presented with opportunities to discover their own unique identities and values. It is recommended that New Members be encouraged to take advantage of campus wide programs via the Center for Student leadership, Ethics, and Public Service (CSLEPS) and other outlets that help individuals discover their values, talents and persona. Greek Letter Organizations should be encouraged to facilitate programs that help members see how the group mission, vision, and value can be congruent with the members' personal values. In fact it could help shape or enhance those personal values and beliefs.

Consciousness of Self

The construct of *Consciousness of Self* relates to being aware of personal beliefs, values, attitudes, and emotions that motivate an individual to react (SRLS Guidebook, 2009). This construct is key to being able to develop consciousness of others ("The Center for Leadership and Service," 2012). The construct of *Consciousness of Self* was scored in the middle third of the constructs (4.08). Despite this, the score still indicates that students feel like they know themselves well and are passionate about things which have a priority in their life. The lowest scoring item on the questionnaire was in this construct, "I have low self-esteem." This is a negatively worded question, which implies they do not have low self-esteem. Greek Letter Organizations seem to attract a certain type of student. Confidence is highly valued. It is not surprising that these students do not have low self-esteem.

Since students perceive themselves as self confident, the recommendation would be to continue current practices that encourage consciousness of self.

Controversy with Civility

Controversy with Civility is a group value and describes recognizing that differences in viewpoints are inevitable, and that these differences must be acknowledged civilly (SRLS Guidebook, 2009). It requires trust among group members (“The Center for Leadership and Service,” 2012). This construct was in the middle third of the constructs (3.8). These results are consistent with Dugan, 2006a, Dugan, 2006b, and Dugan, 2008 where *Controversy with Civility* scored similarly. It can be concluded, based on the responses, that students, while neutral with regard to conflict, perceive themselves as open to others’ ideas.

Neutral scores within this construct may be attributed to the experience level of the students in this population. Students who are New Members are usually college freshmen. As individuals mature, behavioral expectations for dealing with conflict may require a higher degree of civility, with which they may be unfamiliar.

Many items within this construct focus on respecting and valuing differences. Current practices appear to be relatively successful, it is important to note that 12% of the respondents answered in the affirmative when asked if they were uncomfortable when confronted. Therefore, if improvements were desired a two-fold recommendation is offered. First, providing programs that allow students to gain experience with appropriate confrontation skills is important. Conflict management, dealing with difficult people, negotiation skills, and listening programs could have a positive impact on the skill set of this group of students.

OTHER RECOMMENDATIONS

As indicated in each construct the recommendations for practice primarily focus on creating and providing additional leadership development opportunities for students.

Recommendations for research include a longitudinal study, to observe this population over time.

It is also recommended that this study to be replicated. A look into other variables including race, gender, age, major, etc. within this population may further shed light into the nuances of the newest members of Greek Letter Organizations which in turn leads to a greater ability to provide appropriate educational and growth opportunities. Finally, a qualitative study to describe in more depth the constructs examined in this study would be beneficial.

REFERENCES

- Adams, T. C., Keim, M.C. (2000). Leadership practices and effectiveness among Greek student leaders. *College Student Journal*, 34 (2), 259-271.
- Anderson, C., John, O., Keltner, D., & Kring, A. (2001). Who attains status? Effects of personality and physical attractiveness in groups. *Journal of Personality and Social Psychology*, 81, 116-132.
- Armstrong, J.S., Overton, T.S. (1977). Estimating nonresponse bias in mail surveys. *Journal of Marketing Research*, 14, 396-402.
- Astin, A.W. (1975). The impact of dormitory living on students. *Educational Record*, 54, 204-210.
- Astin, A.W. (1977). *Four critical years*. San Francisco: Jossey-Bass.
- Astin, A.W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40, 518-529.
- Astin, A.W. (1991). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education*. New York: Macmillan. 1991.
- Astin, A.W. (1993). *What matters in college: Four critical years revisited*. San Francisco: Jossey-Bass.
- Astin, H.S., & Kent, L. (1983). Gender roles in transition: Research policy implications for higher education. *Journal of Higher Education*. 54, 309-324.
- Astin, H.S., & Leland, C.L., (1991). *Women of influence, women of vision: A cross-generational study of leaders and social change*. San Francisco: Jossey-Bass.
- Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership*. New York: Free Press.

- Burns, J.M. (1978). *Leadership*. New York: Harper & Row.
- Chrislip, D.D., Larson, C.E. (1994). *Collaborative Leadership*. San Francisco: Jossey-Bass.
- Covey, S.R., (1992). *Principle-centered Leadership*. New York: Simon & Schuster.
- Cox, M.F., Cekic, O., Adams, S.G., (2010). "Developing leadership skills of undergraduate engineering students: Perspectives from engineering faculty." *Journal of STEM Education: Innovations & Research*, 11, 22-33.
- Cress, C.M., Astin, H.S., Zimmernam-Oster, K., Burkhardt., (2001). "Developmental Outcomes of College Students' Involvement in Leadership Activities." *Journal of College Student Development*, 42, 15-27
- Dillman, D. A. (2007). *Mail and Internet surveys: The tailored design method* (2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- Dingman, J.M. (1990). *Annual Review*. 41, 417.
- Dugan, J. P. (2006a). Explorations using the social change model: Leadership development among college men and women. *Journal of College Student Development* 47 (2), 217-225
- Dugan, J.P., (2006b). "Involvement and Leadership: a descriptive analysis of socially responsible leadership". *Journal of College student Development*. 47, 3. 335-343.
- Dugan, J. P. (2008). Exploring relationships between fraternity and sorority membership and socially responsible leadership. *Oracle: The Research Journal of the Association of Fraternity Advisors*, 3 (2) 16-25.

- Dugan, J. P., & Komives, S. R. (2007). *Developing leadership capacity in college students: Findings from a national study*. A Report from the Multi-Institutional Study of Leadership. College Park, MD: National Clearinghouse for Leadership Programs.
- Dugan, J. P., & Komives, S. R. (2010). Influences on college students' capacities for socially responsible leadership. *Journal of College Student Development* 51 (5), 525-549
- Dugan, J. P., & Komives, S. R. Segar (2008). College student capacity for socially responsible leadership: Understanding norms and influences of race, gender, and sexual orientation. *Journal of Student Affairs Research and Practice* 45 (4), 927-952
- Fraenkel, J., R., & Wallen, N. E. (2009). *How to design and evaluate research in education*. Seventh edition. New York: McGraw Hill.
- Fraze, S., Hardin, K., Brashears, T., Smith, J., & Lockaby, J. (2002). *The effects of delivery mode upon survey response rate perceived attitudes of Texas agri-science teachers*. Paper presented at the 53rd Annual Southern Agricultural Education Research Conference (SAERC), Orlando, FL.
- Gehrke, S. J., (2008). Leadership through meaning-making: An empirical exploration of spirituality and leadership in college students. *Journal of College Student Development*, 49 (4) p351-359.
- Harms, P.D., Woods, D., Roberts, B., Bureau, D., Green, A. (2006). Perceptions of leadership in undergraduate fraternal organizations. Oracle: *The Research Journal of the Association of Fraternity Advisors*, 2-2, 81-94.

Higher Education Research Institute, (1996). "A Social Change Model of Leadership Development (Version III)", Los Angeles: University of California Los Angeles Higher Education Research Institute.

History (n.d.). In NCSU Greek Life Online. Retrieved from: <http://www.education.stateuniversity.com>

Kezar, A. J., Carducci, R., & Contreras-McGavin, M. (2006). Rethinking the "L" word in higher education: The revolution of research on leadership. *ASHE Higher Education Report*, 31 (6). San Francisco: Jossey-Bass

Kezar, A., Moriarty, D., (2000). "Expanding our Understanding of Student Leadership Development: A Study Exploring Gender and Ethnic Identity." *Journal of College Student Development*. 41, 1. 55-69.

Komives, S.R., Lucas, N., McMahon, T.R., (1998). *Exploring leadership for college students who want to make a difference*. Jossey-Bass San Francisco, CA.

Komives, S.R., Owen, J.E., Longerbeam S.D., Mainella, F.C., Osteen, L., (2005). "Developing a leadership identity: A grounded theory." *Journal of College Student Development*. 46. 6. 593-611.

Kouzes, J., Posner, B., (2003). *The Leadership Challenge* (3rd ed.). San Francisco: Jossey-Bass.

Lidner, J.R., Murphy, T.H., Briers, G.E., (2001). "Handling Nonresponse in Social Science Research." *Journal of Agricultural Education*, 42,4. 43-53.

Lidner, J.R., Wingenbach, G.L., (2002). "Communicating the handling of non-response error in Journal of Extension research in brief articles." *Journal of Extension*, 40,6.

- Martin, G. L., Hevel, M. S., & Asel, A. M. (2008, November). *New evidence on the effects of fraternity and sorority affiliation: It's more complicated than you might think*. Paper presented at the annual conference of the Association for the Study of Higher Education, Jacksonville, FL.
- Matusak, L.R. (1997). *Finding your voice: Learning to lead anywhere you want to make a difference*. San Francisco: Jossey-Bass. (1997).
- Greek Life. (2011). Fraternities and sororities at NC State. Retrieved from:
http://www.ncsu.edu/greek_life.html
- Ricketts, K. G., Bruce, J. A., & Ewing, J. C. (2008). How today's undergraduate students see themselves as tomorrow's socially responsible leaders. *Journal of Leadership Education*, 7 (1), 24–42.
- Rost, J. (1993). *Leadership for the 21st century*. Westport, CT; Praeger.
- Schertzer, J.E., Schuh, J.H. (2004). "College Student Perceptions of Leadership: empowering and Constraining Beliefs". *NASPA Journal*, 42, 111-129.
- Socially Responsible Leadership Scale. (2008). *Socially Responsible Leadership Scale Guidebook*.
- Social fraternities and sororities (2012) History, characteristics of fraternities and sororities, reforms and renewal. Retrieved from
<http://education.stateuniversity.com/pages/2429/Social-Fraternities-Sororities.html>
- Center for Leadership and Service (n.d.) Retrieved from:
http://www.csuohio.edu/studentlife/leadserve/The_Social_Change_Model_of_Leadership_Development.pdf

Tyree, T. M. (1998). *Designing an instrument to measure socially responsible leadership using the social change model of leadership development*. Unpublished Dissertation, University of Maryland, College Park, Maryland.

Understanding the Social Change Model of Leadership Development. (n.d.) Blueprint leadership development program. Retrieved from:

http://students.berkeley.edu/files/osl/Student_Groups/Understanding%20the%20SCM.pdf

Whitt, E.J., (1994). "I can be anything": Student Leadership in Three Women's Colleges." *Journal of College Student Development*, 35. 198-207.

Wiggins, J. (1996). *The Five-Factor Model of Personality: Theoretical Perspectives*. New York: Guilford Press.

Wedel, L. R., Goodman, A. C., Chen, W., and Wingenbach, G. (2011). Differences in fraternal organization members' self leadership growth levels. *Research in higher education Journal*. Vol, 12.

APPENDICES

Appendix A

Copy of Email sent to participants:

Dear New Member of Greek Life at NC State University,

As an alumnus of the Greek Life system at NC State, I have an interest in leadership among New Members in Greek Life. I am asking you to participate in an anonymous survey to help with my Master's Thesis. The link is at the bottom of the page. The following information is for your informed consent. It will take 10-15 minutes of your time. Thank you in advance for your cooperation. Your answers will in no way identify who you are.

Please click the link if you agree to participate.

http://ncsu.qualtrics.com//SE/?SID=SV_9mewBISe1ED5d2

Thank you for your time

Katie E. Mills

North Carolina State University

Appendix B

Copy of Informed Consent

North Carolina State University

INFORMED CONSENT FORM for RESEARCH

Socially Responsible Leadership Survey

Katie E. Mills

Dr. Jackie Bruce

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. A copy of this consent form will be provided to you. If at any time you have questions about your participation, do not hesitate to contact the researchers named above.

What is the purpose of this study?

The purpose of this study is to evaluate Leadership among New Members in Greek Life

What will happen if you take part in the study?

If you agree to participate in this study, you will be asked to answer a series of questions in a survey format. It should take no more than 15 minutes to answer these anonymous questions.

Risks

None perceived.

Benefits

No direct benefit, but the results will have a positive impact on programming for Greek Life at NC State University

Confidentiality

The information in the study records will be kept confidential to the full extent allowed by law. Data will be stored securely on a password-protected computer. No reference will be made in oral or written reports, which could link you to the study. You will NOT be asked to write your name on any study materials so that no one can match your identity to the answers that you provide.

What if you have questions about this study?

If you have questions at any time about the study or the procedures, you may contact the researcher, Katie E. Mills at kemills2@ncsu.edu.

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919-515-4514)

Consent To Participate

“I have read and understand the above information. I have received a copy of this form. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”

Please click the link if you agree to participate in this study

http://ncsu.qualtrics.com//SE/?SID=SV_9mewBIISe1ED5d2

Appendix C

Copy of Instrument

Are you 18 or older?

-Yes

-No

Are you a member of the most recent pledge class in your Greek Life organization at NC State?

-Yes

-No

(If No is answered to either of those questions above, then the survey will quit.)

The following scale should be provided along with each question:

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree

- 1) I am open to others' ideas
- 2) Creativity can come from conflict
- 3) I value differences in others

- 4) I am able to articulate my priorities
- 5) Hearing differences in opinions enriches my thinking
- 6) I have low self esteem
- 7) I struggle when group members have ideas that are different than mine
- 8) Transition makes me uncomfortable
- 9) I am usually self confident
- 10) I am seen as someone who works well with others
- 11) Greater harmony can come out of disagreement
- 12) I am comfortable initiating new ways of looking at things
- 13) My behaviors are congruent with my beliefs
- 14) I am committed to a collective purpose in those groups to which I belong
- 15) It is important to develop a common direction in a group in order to get anything done
- 16) I respect opinions other than my own
- 17) Change brings new life to an organization
- 18) The things about which I feel passionate have priority in my life
- 19) I contribute to the goals of the group
- 20) There is energy in doing something a new way
- 21) I am uncomfortable when someone disagrees with me
- 22) I know myself pretty well
- 23) I am willing to devote time and energy to things that are important to me
- 24) I stick with others through the difficult times
- 25) When there is a conflict between two people, one will win and the other will lose

- 26) Change makes me uncomfortable
- 27) It is important to me to act on my beliefs
- 28) I am focused on my responsibilities
- 29) I can make a difference when I work with others on a task
- 30) I actively listen to what others have to say
- 31) I think it is important to know other people's priorities
- 32) My actions are consistent with my values
- 33) I believe I have responsibilities to my community
- 34) I could describe my personality
- 35) I have helped to share the mission of the group
- 36) New ways of doing things frustrate me
- 37) Common values drive an organization
- 38) I give time to making a difference for someone else
- 39) I work well in changing environments
- 40) I work well with others to make my communities better places
- 41) I can describe how I am similar to other people
- 42) I enjoy working with others toward common goals
- 43) I am open to new ideas
- 44) I have the power to make a difference in my community
- 45) I look for new ways to do something
- 46) I am willing to act for the rights of others
- 47) I participate in activities that contribute to the common good

- 48) Others would describe me as a cooperative group member
- 49) I am comfortable with conflict
- 50) I can identify differences between positive and negative change
- 51) I can be counted on to do my part
- 52) Being seen as a person of integrity is important to me
- 53) I follow through on my promises
- 54) I hold myself accountable for responsibilities I agree to
- 55) I believe that I have a civic responsibility to the greater public
- 56) Self-reflection is difficult for me
- 57) Collaboration produces better results
- 58) I know the purpose of the groups to which I belong
- 59) I am comfortable expressing myself
- 60) My contributions are recognized by others in the groups I belong to
- 61) I work well when I know the collective values of a group
- 62) I share my ideas with others
- 63) My behaviors reflect my beliefs
- 64) I am genuine
- 65) I am able to trust the people with whom I work
- 66) I value opportunities that allow me to contribute to my community
- 67) I support what the group is trying to accomplish
- 68) It is easy for me to be truthful