SRLS ONLINE

Site Administrator's Assessment Report

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The Social Change Model's central principles – social responsibility and change for the common good – are assessed through eight core values that describe a student's level of self-awareness and ability to work with others. Details on each of these values follow your results, to help you make better use of this assessment.

SRLSonline Research Team

Center for Student Studies

The Center for Student Studies (CSS) provides the expertise in survey design and execution for SRLS*online* and MSL. CSS is an industry leader in higher-education studies, combining an evidence-based approach to survey design with a specialized knowledge of students' behavior to execute top-quality research. CSS currently offers research studies evaluating leadership, mental health, residential programs, substance use, and other issues affecting student life.

www.studentstudies.com

National Clearinghouse for Leadership Programs

The National Clearinghouse for Leadership Programs (NCLP), through the development of cutting-edge resources, information sharing, and symposia, supports leadership development in college students by serving as a central source of professional development for leadership educators. NCLP also works to connect leadership educators to one another and support those developing leadership programs in their communities. NCLP is supported and located in the Adele H. Stamp Student Union at the University of Maryland.

www.nclp.umd.com

Multi-Institutional Study of Leadership

The Multi-institutional Study of Leadership (MSL) is an annual, national survey of leadership development among college students. It explores the role of higher education in developing leadership capacities, with a special focus on specific environmental conditions that foster leadership development. MSL is a partnership of the National Clearinghouse for Leadership Programs, Survey Sciences Group, and the Center for Student Studies, with additional financial support from the C. Charles Jackson Foundation, and participating institutions.

www.leadershipstudy.com

About SRLSonline

The Study in Brief

The Socially Responsible Leadership Scale (SRLS) is a set of statistically valid and reliable scales designed by leadership educators. It measures the eight values of the Social Change Model (SCM) of Leadership Development.

SRLSonline identifies and measures leadership capacities for research, assessment, and education. Four types of licenses provide options for surveying individuals, groups, and large institutions—and for incorporating the scales into a larger instrument.

SRLSonline is a partnership of the National Clearinghouse for Leadership Programs, Adele H. Stamp Student Union (University of Maryland), Survey Sciences Group, and the Center for Student Studies.

History of the Study

In the early 1990s, leadership educators gathered to create a model of college student leadership that focused on social change. They conceived of the Social Change Model (SCM) of Leadership Development.

Using SCM as a base, Tracy Tyree designed an instrument to measure the eight values of the model for her dissertation at the University of Maryland, College Park in 1998. The purpose of Tyree's study was to develop an instrument that measures a process of socially responsible leadership for college students, while operationalizing SCM.

The Socially Responsible Leadership Scale (SRLS) emerged from Tyree's research. Through rigorous design including tests for content validity and a pilot study, the initial SRLS was a 104-item survey that measured the eight values of the Social Change Model.

Several years later, Cara Appel-Silbaugh revised the original instrument to reduce the number of questions, while retaining reliability and validity. This version is referred to as SRLS-R.

In 2005, John Dugan further revised the instrument. SRLS-R2 is a 68-item version of the original instrument and is used in SRLSonline and as the core of the Multi-Institutional Study of Leadership 2006 (MSL 2006).

MSL 2006

The Multi-Institutional Study of Leadership (MSL) is an annual, national survey of leadership development among college students. John Dugan serves as the study PI, with Susan Komives and Julie Owen as co-PI's. It explores the role of higher education in developing leadership capacities with a special focus on specific environmental conditions that foster leadership development. The first iteration of the MSL was administered in the spring of 2006 and included more than 60,000 participants across 52 institutions of higher education. The benchmark data for the SRLSonline consists of the responses to the SRLS-R2, as administered within the MSL 2006.

MSL is one of the largest studies of college student leadership to date and was further significant for its use of theoretically grounded measures. The national data informed a number of articles and reports that illustrated the current status of leadership development and offered evidence-based strategies to enhance outcomes. In addition to their institutional data, participating institutions received customized reports summarizing the findings on their campuses.

For more information about the MSL, please go to:

www.leadershipstudy.net

SRLSonline's Foundation:
The Social Change Model of Leadership Development

Group Values

Common Purpose
Collaboration
Controversy with Civility

CHANGE

Consciousness of Self
Congruence
Commitment

Citizenship

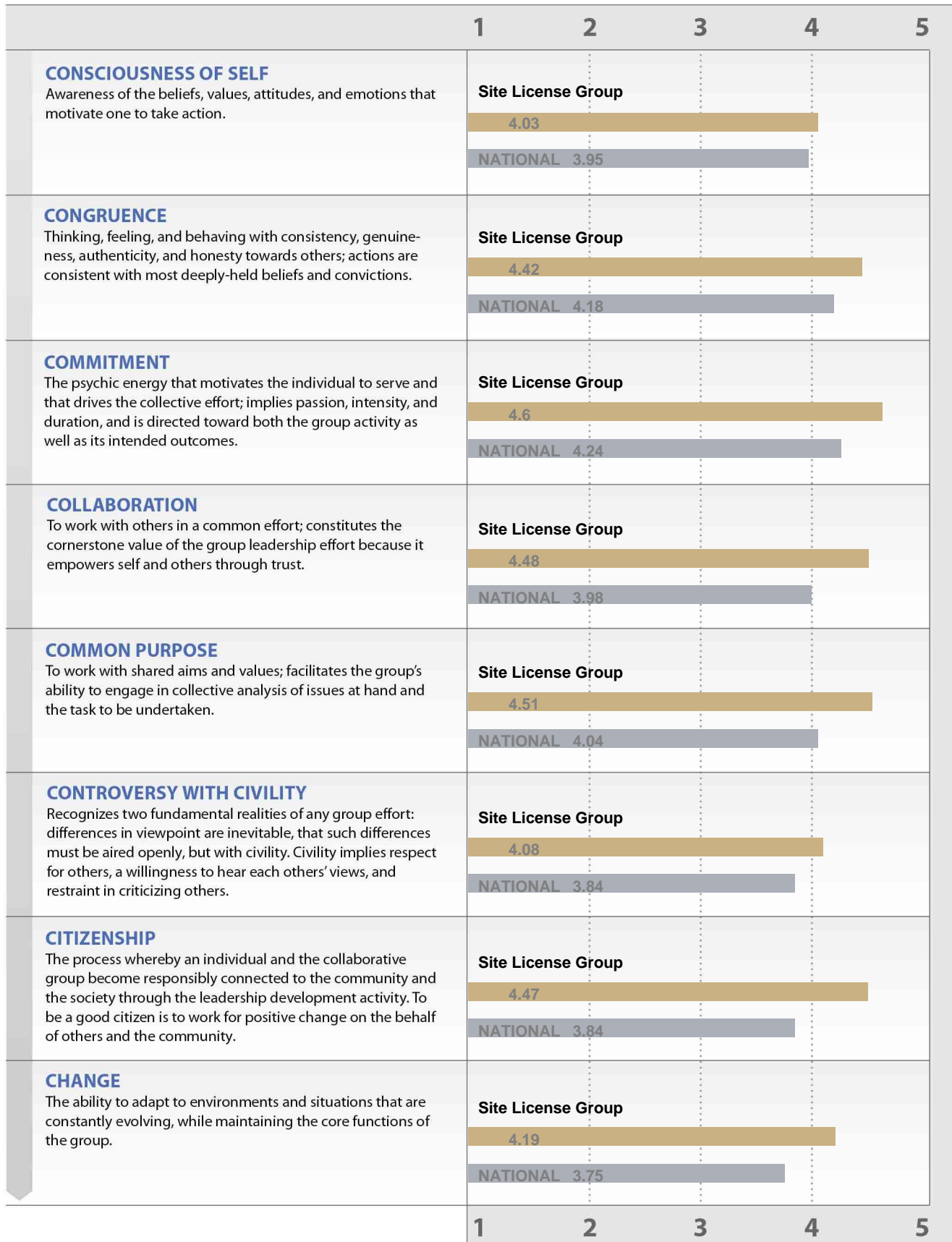**Individual Values**

Society/Community Values

The Socially Responsible Leadership Scale (SRLS) measures a person's leadership capacities based on the eight core values of the Social Change Model (SCM) of Leadership Development. SCM was developed by a team of leadership educators led by principal investigators Alexander and Helen Astin.

SCM describes leadership as a purposeful, collaborative, and values-driven process, instead of a title or a position. A key assumption of SCM is that the ultimate goal of leadership is positive social change. In this context, a "leader" is anyone who wants to work with others to make a difference.

The team that developed SCM concluded that student leaders must have and live by the eight core leadership values shown in the diagram above to achieve the mutual trust, common goals, and true collaboration needed to effect social change.
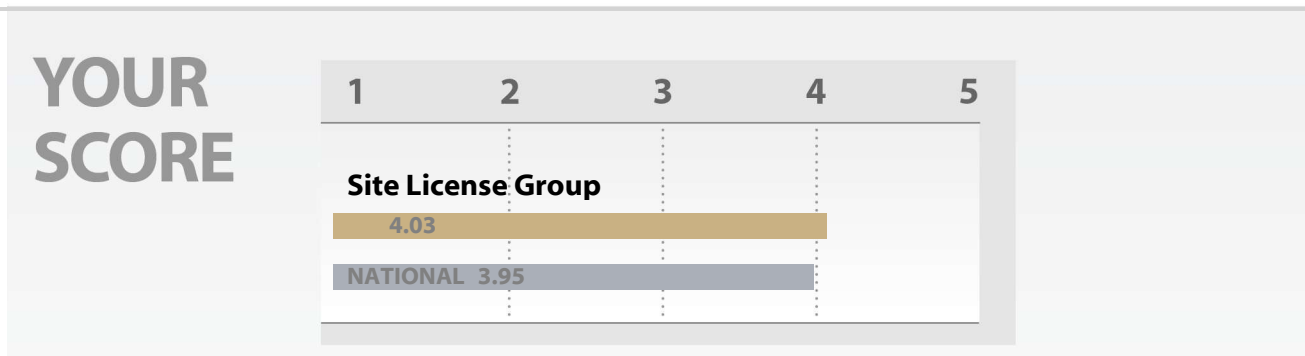
Seven of these values are organized into the three levels of study shown in the diagram above. Their dynamic interplay results in change for the common good, the eighth critical value.

SUMMARY SRLS SCORES

	1	2	3	4	5

CONSCIOUSNESS OF SELF
Awareness of the beliefs, values, attitudes, and emotions that motivate one to take action.

Site License Group
4.03

NATIONAL 3.95

CONGRUENCE
Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty towards others; actions are consistent with most deeply-held beliefs and convictions.

Site License Group
4.42

NATIONAL 4.18

COMMITMENT
The psychic energy that motivates the individual to serve and that drives the collective effort; implies passion, intensity, and duration, and is directed toward both the group activity as well as its intended outcomes.

Site License Group
4.6

NATIONAL 4.24

COLLABORATION
To work with others in a common effort; constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust.

Site License Group
4.48

NATIONAL 3.98

COMMON PURPOSE
To work with shared aims and values; facilitates the group's ability to engage in collective analysis of issues at hand and the task to be undertaken.

Site License Group
4.51

NATIONAL 4.04

CONTROVERSY WITH CIVILITY
Recognizes two fundamental realities of any group effort: differences in viewpoint are inevitable, that such differences must be aired openly, but with civility. Civility implies respect for others, a willingness to hear each others' views, and restraint in criticizing others.

Site License Group
4.08

NATIONAL 3.84

CITIZENSHIP
The process whereby an individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity. To be a good citizen is to work for positive change on the behalf of others and the community.

Site License Group
4.47

NATIONAL 3.84

CHANGE
The ability to adapt to environments and situations that are constantly evolving, while maintaining the core functions of the group.

Site License Group
4.19

NATIONAL 3.75

	1	2	3	4	5

Consciousness of Self

Being self-aware of the beliefs, values, attitudes, and emotions that motivate one to take action.

YOUR SCORE

1	2	3	4	5

Site License Group
4.03

NATIONAL 3.95

What This Means

Individuals who demonstrate Consciousness of Self know their values, their strengths, and their areas of growth. Consciousness of Self helps people manage their emotions, with an awareness of "triggers" or hot buttons that they can better address in any situation.

Below are helpful resources if you want to improve in this area or learn more about Consciousness of Self.

RESOURCES FOR IMPROVEMENT

Assessment Tools

The **Johari window** is a cognitive psychological tool used to help people better understand their interpersonal communication and relationships.

For more information, visit:

http://en.wikipedia.org/wiki/Johari_window.

For an interactive tool, visit:

www.kevan.org/johari

Many personality assessments—such as the **Myers-Briggs Type Indicator (MBTI) DiSC, Strengthsquest,** or the **Keirsey Temperament Sorter**—will aid you in understanding more about who you are and how you behave.

Tips

Ask your friends and family to give you honest feedback and hear them out. If you sense some common themes from those close to you, try to address them in everyday life.

Create a list of what is most important to you in life, your values, and your triggers. Remind yourself of these daily.

Books and Articles

Avolio, B.J. & Gardner. W.L. (2005). Authentic Leadership development; Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16, 315-338.

Fincher, J. (2009). Consciousness of self. In S.R. Komives, W. Wagner & Associates, *Leadership for a better world* (pp.299-334). San Francisco: Jossey-Bass.

Komives, S.R., Lucas, N., & McMahon, T.R. (2007). *Exploring leadership* (2nd Ed.). San Francisco: Jossey-Bass.

Shankman, M.L. & Allen, S.J. (2008). *Emotionally intelligent leadership*. San Francisco: Jossey-Bass.

Congruence

Acting in ways that are consistent with one's values and beliefs. Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others.

YOUR SCORE

1	2	3	4	5

Site License Group
4.42

NATIONAL 4.18
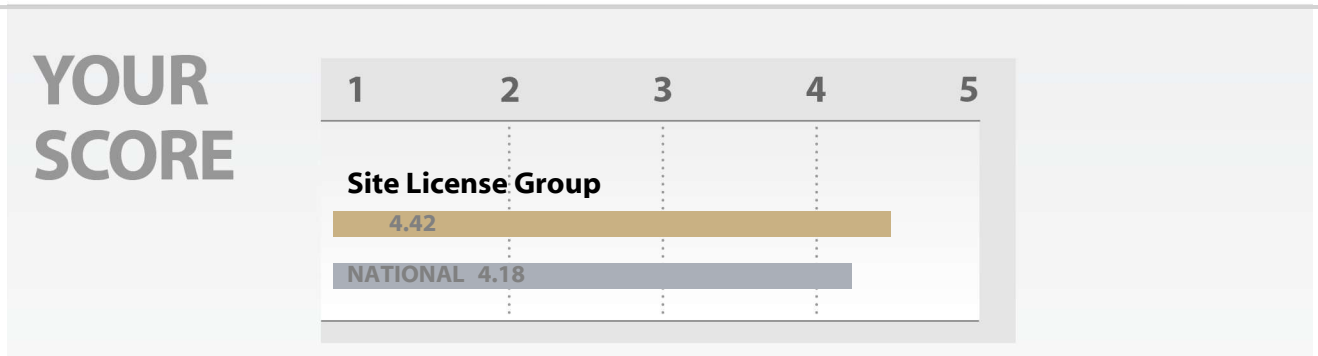
What This Means

People who demonstrate Congruence walk the talk. They live their values and lead by example. Congruent people are role models, are not afraid to stand up for what they believe in, and are reliable individuals.

Below are helpful resources if you want to improve in this area or learn more about Congruence.

RESOURCES FOR IMPROVEMENT

Tips

Create a list of what you value in life and look at your calendar. Is how you spend your time consistent with what you express as your values?

Ask friends and family what they believe you value based on your actions and behaviors, work to make their view consistent with your own.

Books and Articles

Heifetz, R.A. (1994). *Leadership without easy answers.* Cambridge, MA: Harvard University Press.

Shalka, T.R. (2009). Congruence. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 335-364). San Francisco: Jossey-Bass.

Commitment

Having a significant investment in an idea or person, both in terms of intensity and duration. Having the energy to serve the group and its goals. Commitment originates from within, but others can create an environment that supports an individual's passions.

YOUR SCORE

1	2	3	4	5

Site License Group
4.6

NATIONAL 4.24
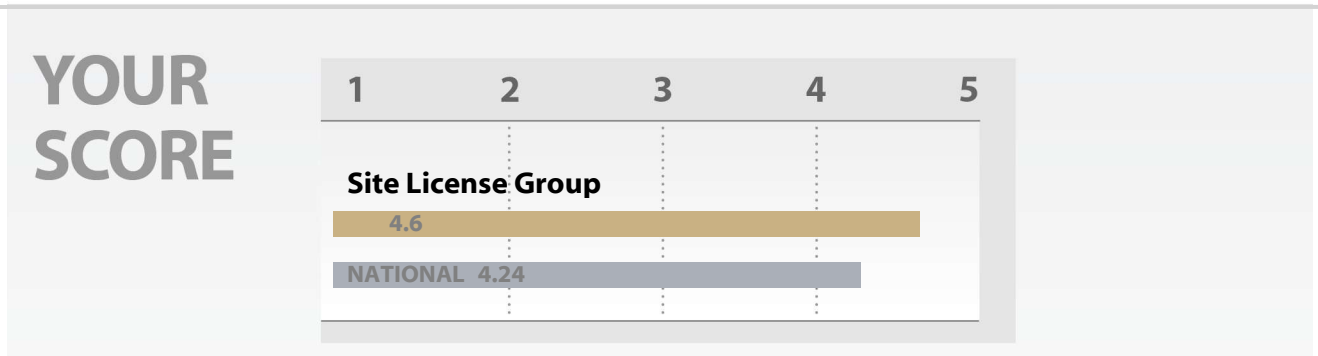
What This Means

Commitment indicates a high depth of involvement in a few organizations, activities, or causes. Committed people demonstrate follow-through, are reliable, and are extremely important to groups and organizations. Commitment develops over time.

Below are helpful resources if you want to improve in this area or learn more about Commitment.

RESOURCES FOR IMPROVEMENT

Tips

Consider your involvements by examining how you spend your time. Do you have activities or organizations to which you are deeply committed? Ask yourself why or why not.

Time management workshops and Websites offer helpful advice that aid in creating commitment opportunities. Look for these kinds of workshops in your local community or university.

Identify your passions in life. Ask friends and family to help you think about what motivates you and what passions guide your life.

Books and Articles

Kerkhoff, A.M. & Ostick, D.T. (2009). Commitment. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 365-391). San Francisco: Jossey-Bass.

Parks Daloz, L.A., Keen, C.H., Keen, J.P., & Daloz Parks, S. (1996). *Common Fire: Lives of Commitment in a complex world*. Boston: Beacon Press.

Collaboration

Working with others in a common effort, sharing responsibility, authority, and accountability. Multiplying group effectiveness by capitalizing on various perspectives and talents, and on the power of diversity to generate creative solutions and actions.

YOUR SCORE

| 1 | 2 | 3 | 4 | 5 |

Site License Group
4.48

NATIONAL 3.98
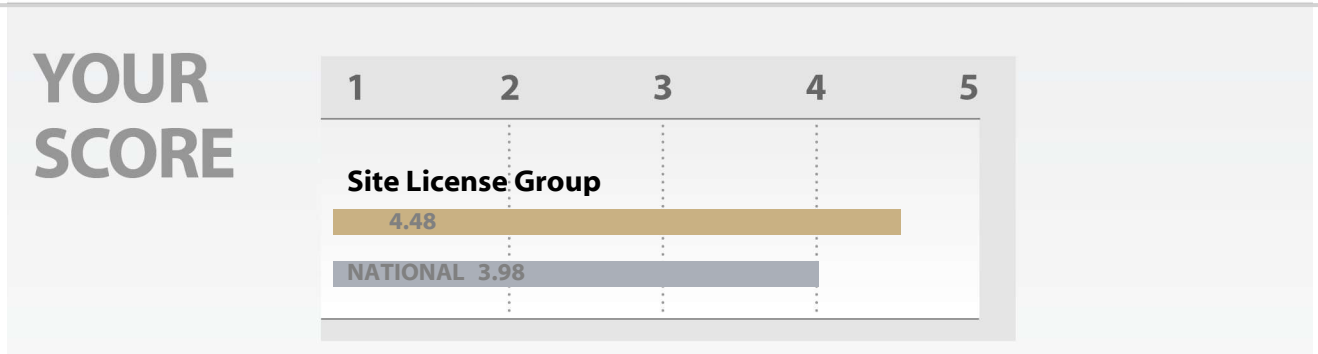
What This Means

Collaboration allows groups to work smarter collectively and supports the idea that many of us are better than one of us. True Collaboration involves others and leads to compromise and accommodation. Collaboration is sometimes harder than completing a project solo, but the end result is typically much improved when more individuals are involved. Consensus decision-making empowers others and creates more support throughout an organization.

Below are helpful resources if you want to improve in this area or learn more about Collaboration.

RESOURCES FOR IMPROVEMENT

Tips

Consider a project or cause on which you are working. Create a list of stakeholders and collaborators who are affected by and engaged in the project. Consult with the collaborators to see how they feel about the project, and listen to what they say.

Next time you have to make a decision, consult with others and try to incorporate their suggestions.

Books and Articles

Chrislip, D.D., & Larson, C.E. 1994). *Collaborative leadership*. San Francisco: Jossey-Bass.

England, J. (2009). In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 195-235). San Francisco: Jossey-Bass.

Kouzes, J.M. & Posner, B.Z. (2003). *The leadership challenge* (4th Ed.). San Francisco: Jossey-Bass.

Common Purpose

Having shared aims and values. Involving others in building a group's vision and purpose.

YOUR SCORE

1	2	3	4	5

Site License Group
4.51

NATIONAL 4.04
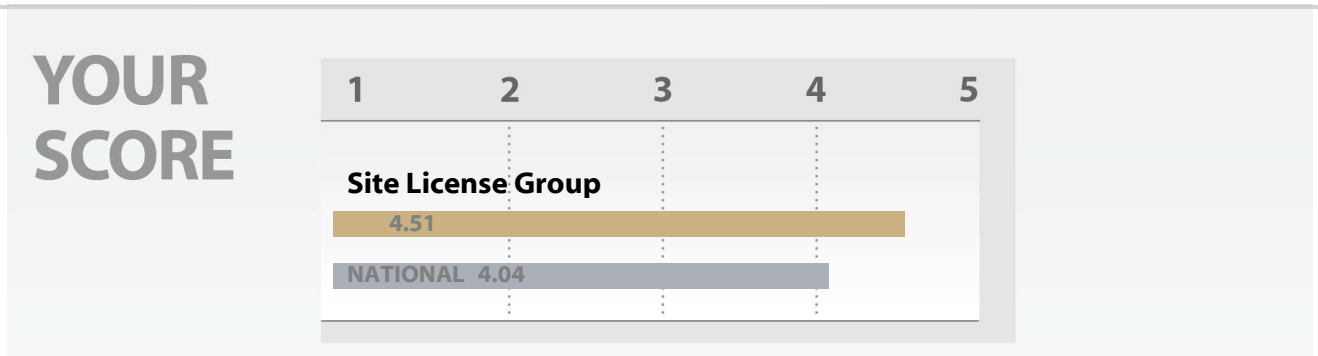
What This Means

Groups and organizations that exhibit a Common Purpose are working towards a similar goal. They are on the same page and are working toward a shared vision. A Common Purpose helps groups stay on track and allows group members to align their goals with a larger purpose. A Common Purpose does not mean that the process of accomplishing the goal has to be done in the same way, but rather that the end goal is the same. Groups with a Common Purpose demonstrate synergy, are more effective, and have higher morale.

Below are helpful resources if you want to improve in this area or learn more about Common Purpose.

RESOURCES FOR IMPROVEMENT

Tips

Consider a group or organization of which you are a part. Ask each member to write down what they believe to be the purpose of the organization. Then, exchange notes and compare. If there are drastic differences in viewpoints, consider creating a new mission.

Post you organization's mission and vision in a visible, shared location. This is a reminder of the purpose of the group.

Books and Articles

Kouzes, J.M. & Posner, B.Z. (2003). *The leadership challenge* (4th Ed.). San Francisco: Jossey-Bass.

Senge, P.E. (1998). The leader's new work: Building learning organizations. In Hickman, G.R. (ed.), *Leading organizations: Perspectives for a new era* (pp. 439-457). Thousand Oaks, CA: Sage Publications.

T eh, A. (2009). Common purpose. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 237-262.) San Francisco: Jossey-Bass.

Controversy with Civility

Recognizing two fundamental realities of any creative effort: 1) that differences in viewpoint are inevitable, and 2) that such differences must be aired openly but with civility.

YOUR SCORE

| 1 | 2 | 3 | 4 | 5 |

Site License Group
4.08

NATIONAL 3.84
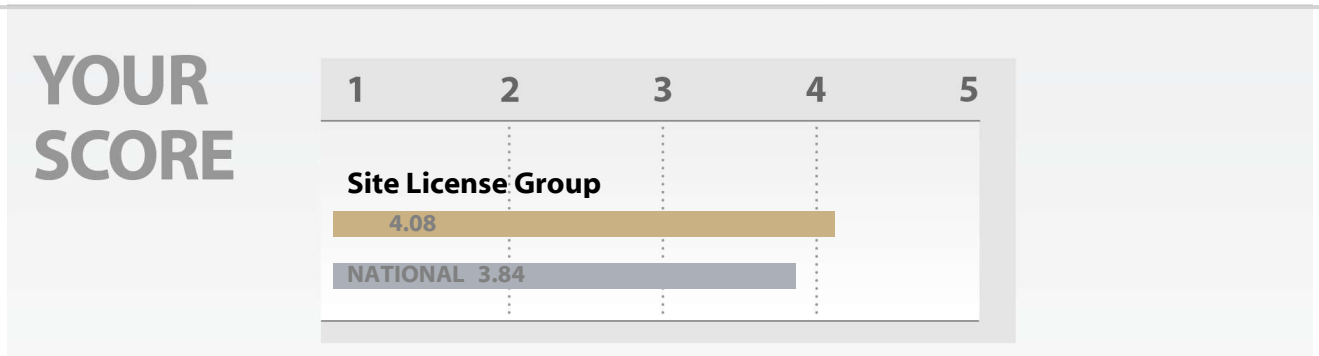
What This Means

Disagreements are inevitable in a group, and conflict is often perceived as negative. Controversy with Civility, however, acknowledges the important role diverse opinions play in moving a group forward and advancing the status quo. Controversy with Civility helps a group avoid "groupthink" and is a catalyst for change.

Controversy with Civility requires a safe environment built on respect and allows all voices to be heard.

Below are helpful resources if you want to improve in this area or learn more about Controversy with Civility.

RESOURCES FOR IMPROVEMENT

Assessment Tools

The **Thomas-Kilmann Conflict Mode Instrument** is a useful tool for groups to better understand how individuals manage conflict and work towards resolution. For more information, visit:

**https://www.cpp.com/products/tki/index.aspx**

Books and Articles

Alvarez, C. (2009) Controversy with civility. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 263-292). San Francisco: Jossey-Bass.

Citizenship

Believing in a process whereby an individual and/or a group become responsibly connected to the community and to society through some activity. Recognizing that members of communities are not independent, but interdependent.

YOUR SCORE

1	2	3	4	5

Site License Group
4.47

NATIONAL 3.84
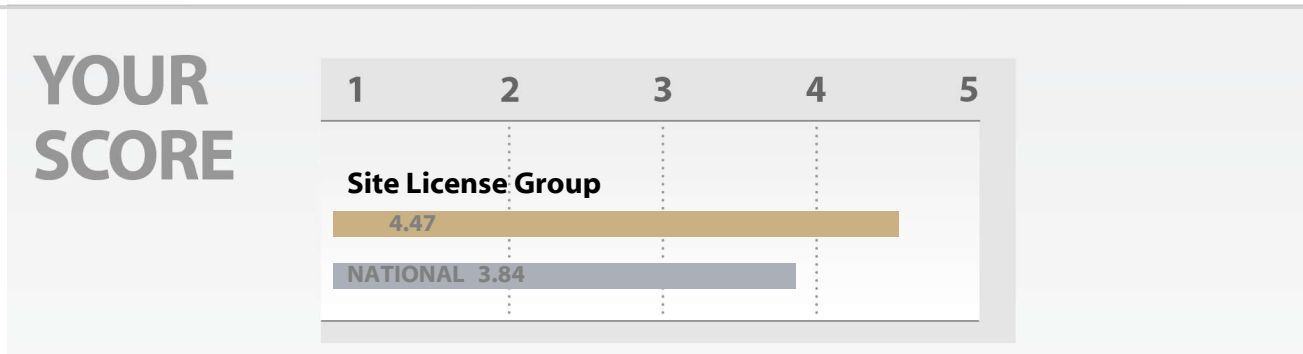
What This Means

Citizenship means more than voting and a passport—in this model, Citizenship really means stewardship, or seeing yourself as part of something larger. Involvement in change and a commitment to making a difference are hallmarks of Citizenship. Awareness of local, national, and global news also contributes to Citizenship. Even more than awareness is engaging with news events in a critical way and doing something to make the world a better place.

Below are helpful resources if you want to improve in this area or learn more about Citizenship.

RESOURCES FOR IMPROVEMENT

Tips

Find a cause about which you are passionate and find ways to get involved to make a difference.

Books and Articles

Bonnet, J. (2009). Citizenship. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 149-189). San Francisco: Jossey-Bass.

Bornstein, D. (2007). *How to change the world: Social entrepreneurs and the power of new ideas*. New York: Oxford University Press.

Carducci, R. & Rhoads, R.A. (2005, November/December). Of minds and media: Teaching critical citizenship to the plugged-in generation. *About Campus*, 10, 2-9.

Erickson, G. (2004). *Raising the bar: Integrity and passion in life and business*. San Francisco: Jossey-Bass.

Komives, S.R., Lucas, N., & McMahon, T.R. (2007). *Exploring leadership* (2nd Ed.). San Francisco: Jossey-Bass.

Heifetz, R.A. (1994). *Leadership without easy answers*. Cambridge, MA: Harvard University Press.

Shalka, T.R. (2009). Congruence. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 335-364). San Francisco: Jossey-Bass.

Other Media

PBS created a documentary on everyday heroes and social entrepreneurs. The videos provide inspiration and show how one person can make a difference. For more information, visit:

www.pbs.org/opb/thenewheroes/whatis/

Ashoka provides an overview and diverse examples of social entrepreneurs in the U.S. and internationally. For more information, visit:

www.ashoka.org/fellows/social_entrepreneur.cfm

Change

A key assumption of the Social Change Model is that the ultimate goal of leadership is positive social change. Change is at the hub of SCM, which is grounded in the belief in the importance of making a better world and a better society for oneself and others.

YOUR SCORE

1	2	3	4	5

Site License Group
4.19

NATIONAL 3.75
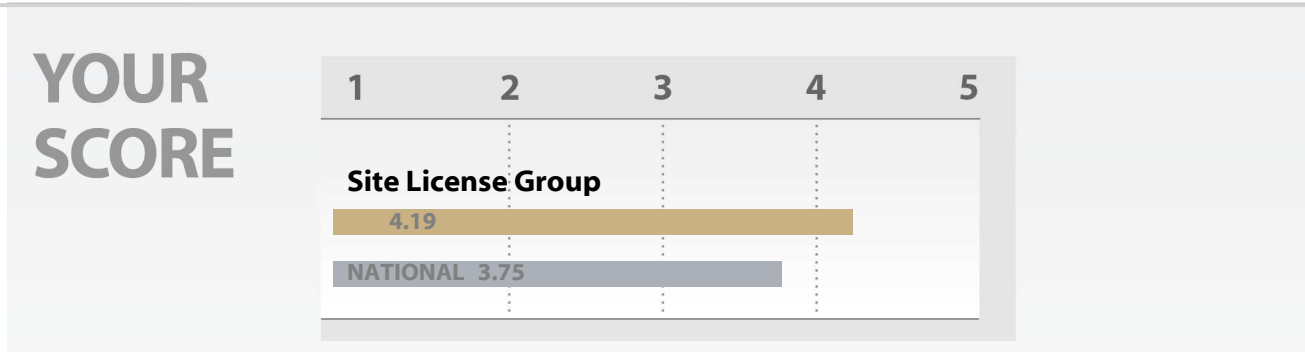
What This Means

This measure indicates an individual's comfort (or discomfort) with transition and Change. Individuals who are adaptable, flexible, and more comfortable with Change demonstrate leadership in these dynamic and ever-changing times.

Below are helpful resources if you want to improve in this area or learn more about Change.

RESOURCES FOR IMPROVEMENT

Tips

Find opportunities to step outside of your comfort zone. Try new foods and experiences and become comfortable with different experiences.

Try something new every day.

Books and Articles

Allen, K.E., & Cherry, C. (2000). *Systemic leadership: Enriching the meaning of our work*. Lanham, M.D: University Press of America.

Drechsler, M.J. & Jones, W.A. (2009). Becoming a change agent. In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 397-443.) San Francisco: Jossey-Bass.

Kotter, J. (1996). *Leading change*. Boston: Harvard Business School Press.

Morton,K. (1995, Fall). The irony of service. Charity project and social change in service-learning. *Michigan Journal of Community Service-Learning*, 19-32.

O'Toole, J. (1996). *Leading change. The argument for values-based leadership*. New York: Ballantine Books.

Wagner, W. (2009). What is social change? In S.R. Komives, W. Wagner, & Associates, *Leadership for a better world* (pp. 7-41). San Francisco: Jossey-Bass.

Workman, N. (2009). Change. In S.R. Komives, W. Wagner & Associates, *Leadership for a better world* (pp. 101-143). San Francisco: Jossey-Bass.

License Options

Individual License

The SRLS*online* Individual License lets a single user respond to the SRLS questionnaire via a Web survey. Respondents receive a customized report comparing their leadership capacities to the national dataset and to respondents that are demographically similar.

How Can I use an Individual License?

Students, professionals, and job applicants...

- Developing a competitive advantage
- Playing to leadership strengths
  - ➢ Creating strong applications, resumes, and CV's
  - ➢ Selecting positions, courses, and responsibilities
- Supplementing leadership areas of growth through additional training or courses
- Quantifying improvement in leadership skills

Individuals interested in self-improvement...

- Personal improvement and enrichment
- Self-exploration
- Building confidence
- Measuring improvement over time

Site License

The SRLS*online* Site License lets multiple users respond to the SRLS questionnaire via a Web survey. The person who purchases the license administers it to a group of respondents.

Each Site License includes 100 cases and is open for 14 days after the first respondent logs in. Additional time and sample may be purchased, as required.

The administrator receives a report comparing the group's collective leadership capacities to the national dataset. Respondents each receive a customized report that compares them to the rest of the group and to the national sample.

How Can I Use a Site License?

Leadership educators...

- Teaching socially responsible leadership
- Quantifying success of leadership education programs
- Supplementing Leadership for a Better World text

Groups and organizations...

- Benchmarking
  - ➢ Longitudinal assessment
  - ➢ Comparing against national data
- Program assessment
- Setting priorities for training

Research License

The SRLS*online* Research License allows institutional researchers to use SRLS measures in their own research.

How Can I use a Research License?

- Integrating SRLS*online* measures into another instrument:
  - ➢ Without outside assistance, reporting services, or respondent support (Basic Research License)
  - ➢ With the expertise of a dedicated survey methodologist (Custom Research License)

Institutional License

The SRLS*online* Institutional License is administered through the Multi-Institutional Study of Leadership (MSL), an annual, national survey of leadership development among college students. MSL collects data in addition to the SRLS measures. It explores the role of higher education in developing leadership capacities with a special focus on specific environmental conditions that foster leadership development. For more information about MSL, please visit: **http://www.leadershipstudy.net**.

How Can I use an Institutional License (MSL) ?

Large Institutions...

- Benchmarking
  - ➢ Longitudinal assessment
  - ➢ Comparing sub-groups or -populations
  - ➢ Comparing against national data
- Program assessment
- Setting priorities for training

SRLS*online*: Part of a Complete SCM Toolkit

SRLS*online* can be used together with these SCM resources to gain a richer understanding of student leadership and enhance leadership education and research. All tools build from the Social Change Model (SCM) of Leadership Development.

MSL

MULTI-INSTITUTIONAL STUDY OF LEADERSHIP

The Multi-Institutional Study of Leadership (MSL) is an annual, national survey of leadership development among college students. MSL uses the Socially Responsible Leadership Scale (SRLS) to measure student leadership across the educational institution. Over 100 colleges and universities in the United States, Canada, and Mexico participated in the MSL 2009.

Learn more at: **www.leadershipstudy.net**

Leadership for a Better World
### *Understanding the Social Change Model of Leadership Development*
by Susan R. Komives, Wendy Wagner, and Associates

This student textbook provides thorough, practical guidance in how to put the Social Change Model of leadership development to work. Its chief authors and editors include a co-founder and a former coordinator of the National Clearinghouse for Leadership Programs (NCLP), plus other nationally recognized thought leaders in leadership education.

SUSAN R. KOMIVES, WENDY WAGNER, AND ASSOCIATES

LEADERSHIP FOR A BETTER WORLD

UNDERSTANDING THE SOCIAL CHANGE MODEL OF LEADERSHIP DEVELOPMENT

National Clearinghouse for Leadership Programs

Written in an informed yet approachable tone, the book uses a case-study approach, highlighted by students' voices and experiences, to bring its key insights to vivid life.

Published by Jossey Bass, an imprint of Wiley

www.josseybass.com
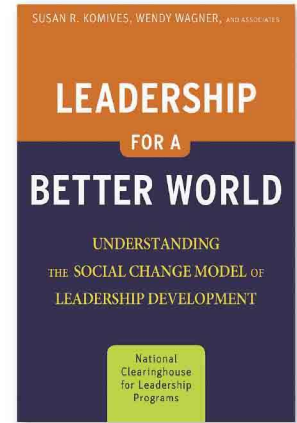
SRLS ONLINE

SRLS is a partnership of the National Clearinghouse for Leadership Programs, Adele H. Stamp Student Union (University of Maryland), Survey Sciences Group, and the Center for Student Studies.

CENTER FOR STUDENT STUDIES

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