The Creation and Implementation of a Vision and Mission Statement to
Promote Positive Change Within a Fraternity

by
Blake Alan Reser

A THESIS

submitted to

Oregon State University

Honors College

in partial fulfillment of
the requirements for the
degree of

Honors Baccalaureate of Science in Industrial Engineering
(Honors Scholar)

Honors Baccalaureate of Science in Manufacturing Engineering
(Honors Scholar)

Presented November 13, 2017
Commencement June 2019

AN ABSTRACT OF THE THESIS OF

Blake Alan Reser for the degree of <u>Honors Baccalaureate of Science in Industrial Engineering</u> and <u>Honors Baccalaureate of Science in Manufacturing Engineering</u> presented on November 13, 2017.
Title: <u>The Creation and Implementation of a Vision and Mission Statement to Promote Positive Change Within a Fraternity.</u>

Abstract approved:_____

Dr. Jonathan Velez

This research aims to identify ways to motivate Fraternity members to contribute towards the progress of a Fraternity. Motivation theories were explored to guide the process, which led to the question: can the implementation of an effectively crafted vision and mission statement generate positive change within a Fraternity? Several steps ensued leading to the creation of a Vision and Mission Statement representative of the Fraternity values. The statements were presented and implemented into the Fraternity, and a prior-post survey was used to identify change associated with the process. Positive change was identified, and results indicate that coupling a vision and mission with an incentive program could lead to higher levels of commitment.

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<u>Honors Baccalaureate of Science in Industrial Engineering</u> and <u>Honors Baccalaureate of Science in Manufacturing Engineering</u> project of Blake Alan Reser presented on November 13, 2017.

APPROVED:

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Dr. Jonathan Velez, Mentor, representing College of Agricultural Sciences

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Chad Murphy, PhD, Committee Member, representing College of Business

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Toni Doolen, Dean, Oregon State University Honors College

I understand that my project will become part of the permanent collection of Oregon State University, Honors College. My signature below authorizes release of my project to any reader upon request.

_____

Blake Alan Reser, Author

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Table of Contents

Introduction

Motivation, in the broadest sense, is the driving force behind what we do. Why do we apply effort to certain tasks and not others? And further, how can that effort be utilized to drive an organization, like a Fraternity, in a positive direction? At Oregon State University, I evaluated the motivation of members of the Sigma Alpha Epsilon Fraternity.

The research goal was to identify ways to motivate Fraternity members to increase their level of commitment towards the progress of the Fraternity. To promote focused growth, it was essential to establish a common goal and purpose for existence. The implementation of a Vision and Mission Statement were identified as drivers for positive change. Leaders of the Fraternity were involved in creating, implementing, and upholding the Fraternity Vision and Mission. A survey was administered to Fraternity members approximately three months after the implementation to evaluate the effectiveness of the Vision and Mission.

First, I will present the scope of the research and any relevant background information. Next, I am going to explore motivation theories to support the steps taken in the creation and implementation of the Vision and Mission Statements. Following this will be the methodology section, outlining the analysis of the process. Lastly, I will display the results of the study leading to a discussion on the findings.

Need for the Study

Leading without a destination in mind is a difficult way to achieve success. Fraternities transfer leadership every year, and with that transfer comes a new agenda. The Sigma Alpha Epsilon Fraternity at Oregon State University needed to establish a form of consistency among its leadership efforts. Making significant strides towards goals in one year can be very difficult to accomplish, and sometimes even more difficult to maintain. I have found the key to progress is persistence applied in the right direction.

Limitations

The research was limited by several factors including:

- Survey participants were required to be members of the Fraternity who lived in the Fraternity house both before and after the implementation of the Vision and Mission Statements. The change process was evaluated using only members who lived in the Fraternity because they received the most exposure and are the most involved in the operations that continue to support the organization.
- The sample contains an unequal representation from three different classes: three Seniors, twenty-seven Juniors, and ten Sophomores. The Juniors make up majority of the sample size because they make up the majority who lived in before and after the implementation of the Vision and Mission Statements.
- The Sigma Alpha Epsilon Fraternity, at Oregon State, consists of only men, so no women are included in the study.
- The Fraternity under evaluation is comprised of primarily white males.

- The time period under assessment is one academic term prior to implementation, and one academic term post implementation.

Delimitations

The research was not inclusive of several components including:

- A longer evaluation period because leadership only serves office for one year.
- A larger sample, such as the entire Fraternity, because the demographics used for assessment are only gathered for live-in members. The surveys were only given to the members who were available for demographic assessment for the possibility of drawing correlations between the data.
- An evaluation of the transition from existing leadership to the newly elected leadership, which could reveal how likely the change efforts are to be continued.

Definition of Terms

Academic term: The Fraternity under evaluation is associated with Oregon State University, which follows the quarter system. Each quarter consists of eleven weeks. The terms under evaluation were Spring term 2016 and Fall term 2016. Spring term began 3-28-2016 and ended 6-10-2016. Fall term began 9-26-2016 and ended 12-09-2016.

Brotherhood: The bond that brothers develop through shared experiences and life-directing commitments. The brotherhood in the Fraternity is like glue because it holds everything together. In the context of this project, brotherhood referred to the bond shared by brothers of Sigma Alpha Epsilon at Oregon State.

Chapter meeting: A meeting held once a week, led by the Chapter President, to discuss operations, upcoming events, and any pressing concerns. Most of the members attend these meetings.

Construct: A theme or subject matter under evaluation. The survey administered has five constructs, which are measured using the survey questions.

Demographics: The demographics refer to the metrics that were used to analyze the change process. The demographics include: service hours, misbehavior, grade point average (GPA), and campus involvement. Service hours represented time Fraternity members spent volunteering for outside organizations. Misbehavior, in the context of this study, referred to the number of times a member was sent to the Fraternity Standards Board for misbehavior or rule deviation. GPA was measured on a scale ranging from 0.0 to 4.0. Campus involvement represented the Fraternity member's involvement in campus organizations such as clubs, and campus events.

Executive council: The Fraternity is comprised of 16 executive officers elected by the Fraternity once a year to govern the Chapter. The Executive council consists of the following positions: Chapter President, Vice President, Treasurer, House Manager, Warden, Member Educator (2),

Social Chair (2), Recruitment Chair (2), Scholarship Chair (2), Recorder, and Philanthropy Chair (2).

Fraternity: A group of men united with a common cause. The Fraternity under evaluation is associated with Oregon State University, and is referred to as Sigma Alpha Epsilon.

Fraternity creed: A scripture encompassing the believed characteristics of a gentleman. The title of the creed is *The True Gentleman*. Members of Sigma Alpha Epsilon take great honor in using this creed as a guiding motto in everyday life.

Implementation: The process by which the Vision and Mission Statement were introduced and implemented into the Fraternity. The implementation occurred during Fall term 2016 from 9-26-2016 to 12-09-2016.

Live-in: A member of SAE living in the SAE Fraternity house. Members are required to be a live-in for two years.

SAE: Sigma Alpha Epsilon Fraternity at Oregon State University.

Standards Board: A judicial board within the Fraternity that is comprised of eight elected members and the Warden. The Standards Board is responsible for enforcing rules and holding members accountable for rule deviation.

Research Question

Can the implementation of an effectively crafted Vision and Mission Statement generate positive change within a Fraternity?

Goals

1. Identify an effective way to motivate Fraternity members to contribute towards the progress of the Fraternity.

2. Identify positive change associated with the method used to motivate Fraternity members.

Literature Review

The literature review is designed to provide context and support for the steps and decisions made throughout the change process. I begin the review by looking at research conducted on motivation. Theories are used to introduce the fundamentals of what motivates people and serve as a guide throughout the change process. Next, I provide an explanation regarding how the idea to motivate came about. During the remainder of the literature review, I will focus on how the idea was implemented with justification from research and motivation theories. The review is broken up into seven steps listed below.

Step 1: Motivation Research
Step 2: Methods to Achieve Goal
Step 3: Creating Urgency and Gaining Support
Step 4: Crafting Statements
Step 5: Presentation and Marketing
Step 6: Reemphasizing
Step 7: Leadership Transition Meeting

Prior to exploring the process, it is important to understand my role in the Fraternity. Throughout the duration of this research project, I held the role of Fraternity President. This is important because it shapes my perspective, motives, and overall influence within the Fraternity. As chapter President, it was my responsibility to guide the chapter to the best of my ability. My role is important as we explore the methods used to motivate Fraternity members.

Step 1: Motivation Research

The foundational goal for this research project was to identify an effective way to motivate Fraternity members to contribute towards the progress of the Fraternity. To gain a better understanding of what motivates individuals, I conducted research on different motivation theories. The motivation research was used to characterize and explore different tactics used to motivate people. It should be noted that the intent was not to narrow down to a single motivation theory but rather use different aspects of the information gathered to conduct an experiment to enhance motivation within the fraternity. Three theories of motivation were explored: Self-determination Theory, Self-efficacy Theory, and Expectancy Value Theory. I summarize these three theories below along with an explanation of how it relates to the context of this research.

Self-determination Theory explains motivation as encompassing three major components: autonomy, competence, and relatedness. Autonomy refers to the desire to have control over our own lives. Competence involves our desire to be effective in our actions and outcomes. The third component, relatedness, explains how we have a need to connect, and experience a sense of belonging with other people (Deci & Ryan, 2000). Combining these three elements, the theory can be summarized by the balance of individually achieved success within an environment that is self-controlled and stimulates interaction.

In the context of the Fraternity, autonomy can be established by incorporating the member's ideas and feedback within the change process. The members need to believe that this is their

idea, not something being forced upon them. The competence of the change process will stem from short-term wins. Identifying and recognizing success in the early stages will further motivate the members to continue contributing effort towards the initiative. Relatedness can be identified through the bond members share with one another through their membership and commitment to the Fraternity. Focusing on strengthening this bond could lead to more effective change efforts as well as a higher sense of relatedness.

Self-efficacy Theory is an individual's confidence in their abilities to achieve a task with a desired outcome. Alberta Bandura, founder of the theory, explains there are four ways to build Self-efficacy: experiences, social modeling, social persuasion, and states of physiology (Bandura, 2008). Past experiences play a significant role in one's Self-efficacy, "Successes build a robust efficacy. Failures undermine it" (Bandura, 2008). Social modeling can be described as learning through the experiences of others. The third component contributing to Self-efficacy is social persuasion, which involves people persuading you to believe in your abilities. The final contributing factor, states of physiology, involves emotional cues affecting Self-efficacy. Positive moods elicit a high level self-efficacy, while negative moods diminish it.

Motivating Fraternity members relies on building member confidence in their ability to accomplish the objectives. Leading by example would enable a social model of influence. Reiteration of the goals and the significance would target member's Self-efficacy through social persuasion. An exciting extension of the Self-efficacy theory is the positive correlation between an individual's perception of an outcome and his or her tendency to participate in an activity and obtain that perceived outcome (Pajares, 2002). It was essential the members believe in the cause and that they can actively contribute towards it. If the fraternity members are not convinced that change is needed, they will be more hesitant to contribute towards the change efforts and may even act in the opposition to prevent the change.

Expectancy Value Theory is the combination of perceived success and the value associated with attaining said success (Eccles & Wigfield, 2000). Believing in your ability to accomplish an objective along with high value associated with the objective, increases the likelihood of participation and success. According to Eccles (1983), there are four subcategories associated with value: attainment value, intrinsic value, utility value, and cost.

Considering the idea of an increased focus on brotherhood, if a member believes that by contributing to the brotherhood he will gain friendships, and he values those friendships, he is more likely to contribute to the brotherhood. It was important that the methods used to motivate Fraternity members were in alignment with what the chapter values and believes it could accomplish.

In the three theories explored, all contribute valuable knowledge on what drives people to pursue and commit to various objectives. The goal of exploring the theories on motivation was not to select a single theory, but rather to gain an overview to provide insight on challenges and opportunities that must be considered to orchestrate an effective change effort. With a broader understanding of motivation, the next step was to identify methods to achieve my goal of motivating Fraternity members to contribute towards the progress of the Fraternity.

Step 2: Methods to Achieve Goal

John P. Kotter (1996), author of the book *Leading Change,* depicts a scenario in which a member of a group tries to initiate change, "Get up and follow me" (p. 67). An alternate method is employed, "It's going to rain in a few minutes. Why don't we go over there and sit under that huge apple tree. We'll stay dry and we can have fresh apples for lunch" (p. 67). The two responses have the same goal of convincing a group to move, but the latter is much more effective at achieving the goal. This idea is significant because it clearly demonstrates the difference between an effective and non-effective change effort.

One of the most profound change movements in United States history was the Civil Rights movement, led by Martin Luther King Junior. I mention this example because of his remarkable power of influence. *I have a dream* is one of the most historically significant speeches of all time; King masterfully employs his vision, "I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood" (King, 1963). This powerful statement challenged the status quo and did so in a masterful way. King's dream was vivid, profound, and captured the minds of millions. This is significant because it provides historical evidence of the power of a vision. Depict a foreseeable future in which others aspire, and you will capture their attention. Employ this depiction in a productive manner, and you will gain their support.

As the Fraternity President, I soon came to realize a hindrance in our system of governance. The executive council, or governing body, for the Fraternity, is reelected every year. Although it is possible to serve on executive council for several years, such is uncommon for the higher positons such as Chapter President. The turnover rate makes it difficult to establish and maintain significant changes within the Fraternity. One year the executive council could be pushing an idea, and the next executive council could have an entirely new agenda, wiping out the efforts put forth from the year prior. In order to motivate Fraternity members on a continued basis, establishing a collective focus was necessary.

Kotter's change process influenced the idea of implementing a Vision and Mission within the Fraternity to enhance motivation. The Vision and Mission Statements would help reduce the hindrance of our quick turnover rate through shared values and consistency amongst leadership. Instead of having a new agenda each year, the same agenda is maintained, with various approaches for achieving said agenda. If properly executed, the Vision and Mission would become engrained within the culture of the Fraternity, motivating members to contribute towards the progress of the Fraternity, eventually becoming a duty rather than an option.

Considering the theories of motivation, the creation of the Vision and Mission Statements must consider the member's input. For such statements to be effective, the Fraternity members need to support them. This could be done by incorporating them in the process of creating the statements. Their involvement promotes a sense of autonomy by allowing them to help define our purpose and aspirations. Expectancy-Value theory plays an important role because members must view the process of creating a Vision and Mission as valuable. In order to have the member's support, this is a critical step that needs to happen prior to creating the statements. Fraternity members may find it difficult to understand the significance of a Vision and Mission.

In hindsight, it's two phrases; but realistically it's much more than two phrases. It serves as an internal compass guiding behaviors and orienting them towards future aspirations. Communicating this idea and why it is important was the next critical step.

Step 3: Creating Urgency and Gaining Support

Don't fix it if it's not broken. This mindset can be the biggest obstacle one faces when trying to create significant change, "With complacency high, transformations usually go nowhere because few people are even interested in working on the change problem" (Kotter, 1996, p.36). Change requires getting support from the right people, and convincing them as to why it is necessary. The Fraternity member's receptiveness of the Vision and Mission Statements relied on their approval of the proposed need.

Kotter reveals the next key aspect of the change process by explaining, "Because major change is so difficult to accomplish, a powerful force is required to sustain the process" (1996, p.51). Significant change is rarely achieved by one person. In the Fraternity, the executive council typically has the most influence, so getting the executive council on board with the idea would be essential.

Strategy and process used:

I planned a meeting for the executive council to discuss the challenges our fraternity faces, and our core purpose for existing. The discussion was led by our chapter advisor, with the belief that the discussion was a collective effort rather than led by me. The following list of questions guided the structure of the meeting:

What challenges does the Fraternity community face?
What challenges does our Fraternity face?
What current strengths does our Fraternity embody?
What does being an SAE member mean in your opinion?
What do you wish to gain from your Fraternity experience?

The discussion provided an increased awareness of why change was necessary to combat the challenges we face as a Fraternity. The biggest challenge in the meeting was overcoming the complacency of the members. Rooted in this challenge was the Expectancy Value Theory; it was necessary to establish why we were doing this, and secondly, make the members believe it would have a positive impact. The idea of a Vision and Mission Statement was introduced after the first three questions were discussed to serve as a solution to overcome these issues. After explaining the significance and the plan for creating a Vision and Mission, we began analyzing our purpose and aspirations for our Fraternity. The meeting concluded by each member prioritizing his top five values for the Fraternity. The five most common values are listed below.

1. Brotherhood
2. The True Gentleman (Fraternity creed)
3. Respect
4. Accountability

5. Responsibility

These five values were used to help craft the Vision and Mission Statements for the Fraternity, the next step in the process.

Step 4: Crafting Statements

Kotter (1996) describes a vision as, "A picture of the future with some implicit or explicit commentary on why people should strive to create that future" (p.68). This definition served as a guide for the implementation of a Vision within the Fraternity. I also mentioned the intent of creating a Mission. It is important to denote the differences between the two statements. A Mission is more direct; it deals with the purpose of the organization. An example of an effective Mission is Patagonia's Mission statement, "Build the best product, cause no unnecessary harm, use business to inspire and implement solutions to the environmental crisis" ("Patagonia's Mission Statement" n.d.). What makes this a great Mission Statement is that it is simple to understand, and explains why Patagonia is in business. In the context of the Fraternity, the Mission would serve as a reminder of why we exist, and the Vision would depict what we aspire to accomplish.

If the statements were going to motivate Fraternity members, they needed to be crafted properly. Member input was essential. By involving the members in the process, autonomy is built by allowing them to have partial control over the outcome. Additionally, members need to identify with the statements. The value in identification is a higher level of commitment to the cause.

Strategy and process used:

The goal for the Vision and Mission Statements was to incorporate our purpose and aspirations in a simple and powerful manner, while also including the values discussed in the prior meeting with the executive council. Two statements were initially crafted by our chapter advisor, Will Later, and I, and then presented to the executive council. With the input of the executive council, the statements were modified and finalized. The Vision and Mission Statements are included below along with our Fraternity creed, *The True Gentleman.*

Vision: To prepare every brother to become a respectful, loyal, and accountable individual guided by *The True Gentleman.*

Mission: To attract and strengthen members committed to brotherhood, academics, service, and personal development.

THE TRUE GENTLEMAN
The True Gentleman is the man whose conduct proceeds from good will and an acute sense of propriety, and whose self-control is equal to all emergencies; who does not make the poor man conscious of his poverty, the obscure man of his obscurity, or any man of his inferiority or deformity; who is himself humbled if necessity compels him to humble another; who does not flatter wealth, cringe before power, or boast of his own possessions or achievements; who speaks

with frankness but always with sincerity and sympathy; whose deed follows his word; who thinks of the rights and feelings of others rather than his own; and who appears well in any company, a man with whom honor is sacred and virtue safe.

- John Walter Wayland (Virginia 1899)

Step 5: Presentation and Marketing

The next critical step in the change process was presenting the idea to the remaining members of the Fraternity. It was important that a time and location was chosen where most, if not all, members were present. Once the setting was decided, the focus now became sharing the process with the members to enable understanding and generate support. A strategy proposed by Kotter suggests, "Communication seems to work best when it is so direct and so simple it has a sort of elegance" (1996, p.89). Too often ideas are lost in a jumble of technical jargon. Keeping the message simple allows for a better understanding, but simple doesn't necessarily mean effective. As learned in the research on motivation theories, it was important to establish the value and need for creating a Vision and Mission Statement prior to the reveal. Another important aspect of the presentation was incorporating members from the executive team in the presentation, making it a collective idea rather than solely mine.

Ideas aren't immediately engrained within our brains. Like learning how to ride a bike, it takes many iterations to accomplish. Reiterating the Vision and Mission Statements was a critical component to engrain them within the culture of the Fraternity.

Strategy and process used:

The presentation began with an explanation of why a Vision and Mission were created. Once the need was established, the statements were shared by the executive council. Each of the statements were broken down to provide a more thorough understanding. The members were given the opportunity to ask questions and provide feedback. To market and reiterate the statements, posters displaying the Vision and Mission, found in Appendix A, were placed in high traffic areas around the Fraternity house to serve as a constant reminder. As seen in Appendix A, Poster 2 included space for signatures from each of the executive officers, establishing a sense of accountability with the cause.

Step 6: Reemphasizing

One of the most difficult things to overcome in the pursuit of transformative change is creating buy in to the cause. Once the Vision and Mission Statements have been presented, what prevents them from becoming only words on a poster carrying no value with the members of the Fraternity? How are the statements used to motivate positive change? Both questions have no simple answer, but there are several proven techniques to overcome these issues. The main technique used was reemphasis. Although one could argue the posters are already reemphasizing the Vision and Mission, which they clearly are, reemphasis needs to be more meaningful. The executive council could build member Self-efficacy by social modeling or leading by example. Self-determination Theory claims that individuals have a desire to be effective in their actions

(Deci & Ryan, 2000). If members contribute an increased effort towards the cause, results are needed to justify the sacrifices made. Results come in the form of short-term wins, which are characteristic of three components: visibility to many people, unambiguity, and clearly related to the change effort (Kotter, 1996, p.121-122). Identifying these short-term wins was essential to the longevity and impact of the change effort. If members are provided evidence their efforts are paying off, they will be more likely to contribute. Short-term wins serve many benefits such as reemphasis and evidence of progress.

Strategy and process used:

As outlined by Kotter's change process, highlighting short-term wins was critical to the momentum of the change process. Keep in mind, the period under evaluation, post implementation, was limited to one academic term, which is equivalent to roughly eleven weeks.

One of our goals for the term, stemming for our Mission, was to win a philanthropy. Winning a philanthropy typically consists of raising the most money for the cause. In the weeks leading up to the event, our Mission Statement was reiterated several times at chapter meetings. Executive officers took the time to share information pertaining to the cause, and the impact our effort would make. When it came time for the event, we accomplished our goal contributing several thousand dollars towards the B+ Foundation and winning the All Greek Stadium Climb Philanthropy. The following week, at our chapter meeting, the success of our efforts was reiterated and the trophy, which we received for winning the philanthropy, was passed around for display. Another example of highlighting short-term wins was the recognition of a "True Gentleman of the Month". This distinction was given to a member who was representative of our fraternity creed, and contributed towards the progress of the Fraternity. Recognizing this individual at chapter meetings served as a way to praise and model good behavior, and provided thanks for their efforts.

Due to the short duration of holding office, the final focus became preparing and molding the new executive council to maintain the momentum of the change efforts.

Step 7: Leadership Transition Meeting

Eight weeks after the implementation of the Vision and Mission, the time came for the Fraternity to elect the next executive council, which would take office at the start of the following term. Shortly after, it was time for the newly elected leaders to take office. It should be noted that a few of the newly elected officers served on the executive council the previous year, advantageous to the transition process.

For the Vision and Mission to maintain the same level of importance, the new executive council needed to be fully on board with the cause. The new executive council was composed of primarily new members posing a challenge because the Vision and Mission were also fairly new, "Shallow roots require constant watering. Without that attention, the practices dried up, withered, and died" (Kotter, 1996, p.147). To engrain the new vision and mission into the culture, the new executive team needed to continue watering the idea. Tactics that could be used to establish this level of commitment can be found in the motivation theories. Reiterating the usefulness of the

Vision and Mission Statements creates utility value which will serve as motivation (Eccles, 1983). Relatedness could be targeted by having outgoing executive officers work one on one with incoming executive officers. This provides an opportunity for the outgoing members to explain the responsibilities and their personal contribution to the Vision and Mission. An effective way to empower an idea is to make someone believe it was theirs. The presence of ownership and control contributes to an individual's motivation (Deci & Ryan, 2000). These methods had to be considered and effectively employed to ensure the Vision and Mission lived on.

Strategy and process used:

   The incoming and outgoing executive council met with the objective of ensuring a smooth and productive transition with a continued focus on our Vision and Mission. The agenda for the meeting consisted of congratulating the outgoing members, welcoming the incoming, setting a foundation to maintain our current efforts, and sharing the responsibilities of individual jobs.

   The meeting began by highlighting the accomplishments of the past year's executive council. Next, the new executive council was congratulated on their election. Third, the Vision and Mission was reiterated to establish a foundation for our current efforts with the intention they would be continued. The incoming executive council spent time defining, in their own words, the significance of the statements. This activity transitioned into brainstorming ways in which the Fraternity could better meet the aspects outlined in our Vision and Mission. The takeaways from this activity were later used to develop goals for the upcoming term. The meeting concluded with one on one meetings between outgoing and incoming executive officers to mentor and outline the responsibilities of the positons.

Methodology

International Review Board

The International Review Board (IRB) determined the research did not meet the federal definition of research involving human subjects and therefore did not require IRB review and oversight.

Sample Population

The population of interest consisted of Fraternity members who lived in the Fraternity house both before and after the change process. A total of 43 members met this requirement and were targeted for the study. Since the population size was not unreasonably large, the entire population was administered the survey in order to maximize respondent data and improve accuracy of analysis.

Survey Development

The survey was designed with the intention of identifying change from one time period to another. The strategy used to identify this change was a prior-post survey. In more detail, prior referred to the time period before the Vision and Mission Statements were implemented into the Fraternity, and post referred to the time period after the implementation. Participants responded to survey questions using a four point Likert scale (from 1 = "Strongly disagree" to 4 = "Strongly agree"). The survey was organized into five constructs: brotherhood, academics, service, personal development, and Vision and Mission accuracy and congruency. Statements related to each construct were crafted and grouped together on the survey instrument. To simplify the survey, statements were crafted to be personable, clearly understood, and possess clear subjectivity. The survey was anonymous with the intention of protecting the identity of the respondent and encouraging respondents to be truthful in their responses. The survey is labeled "Currently" for post responses instead of Fall 2016 because the survey was administered during Fall 2016. To allow further comparisons between time periods, the survey instrument included a section for respondents to list the following demographics: class standing in the Fraternity, service hours, misbehavior, chapter attendance, and approximate GPA. The survey can be found in Appendix B.

Constructs Survey Measures

1. Brotherhood: The bond that brothers develop through shared experiences and life-directing commitments. Questions 1 through 8 of the survey evaluated brotherhood. The questions were framed to gather the respondent's input regarding their personal commitment, and the Fraternity's commitment to brotherhood. Examples include: our fraternity considers brotherhood a top priority, and I personally believe brotherhood is a top priority. Refer to Appendix B for a full list of questions.

2. Academics: GPA on a scale ranging from 0.0 to 4.0. Questions 9 through 13 of the survey evaluated academics. The questions were framed to gather the respondent's input regarding

their personal commitment, and the Fraternity's commitment to academics. Examples include: our fraternity has exposed me to educational opportunities I wouldn't have received otherwise, and the fraternity provides me with the resources I need to be successful in college. Refer to Appendix B for a full list of questions.

3. Service: Providing service without compensation. Fraternity members donate time to local organizations, on campus events, and philanthropies supporting various causes. Questions 14 through 18 of the survey evaluated service. The questions were framed to gather the respondent's input regarding their personal commitment, and the Fraternity's commitment to service. Examples include: I personally believe the 10-hour service requirement is way too high, and I am very proud of our philanthropic efforts as a fraternity. Refer to Appendix B for a full list of questions.

4. Personal Development: The process one undergoes to improve identity, develop talent, and enhance one's quality of life. An important aspect of personal development in the context of the Fraternity involves developing the characteristics of a gentleman as defined by the SAE Fraternal creed, *The True Gentleman*. Questions 19 through 25 of the survey evaluated personal development. The questions were framed to gather the respondent's input regarding their personal commitment, and the Fraternity's commitment to personal development. Examples include: I have developed very valuable leadership skills from my experience in the fraternity, and I strongly believe I am a good representation of a True Gentleman. Refer to Appendix B for a full list of questions.

5. Vision and Mission accuracy and congruency: Being knowledgeable and in agreement with the fraternity Mission and Vision Statements. Questions 26 though 31 of the survey evaluated congruency and accuracy of Vision and Mission Statements. The questions were framed to gather the respondent's input regarding their opinion and commitment to the Vision and Mission Statements. It should be noted only a post evaluation of construct five was used since the Vision and Mission Statements did not exist prior to their implementation. Examples include: I personally believe our fraternal vision is an accurate representation of what SAE members should strive to become throughout their fraternal experience, and I will hold myself to the standards expressed by our vision. Refer to Appendix B for a full list of questions.

Survey Administration

The survey was distributed and completed in small groups. It was believed that this would result in a higher completion percentage compared to passing them all out at once and requesting they get turned in upon completion. The surveys were not proctored, and once completed, they were returned to a folder. A list of all possible candidates was used to identify who had completed the survey. Upon completion, the name of the participant was checked off as he placed his survey in the folder. The surveys were anonymous, so after the surveys were placed in the folder, there was no way to identify who had completed which survey.

Completion Percentage

Of the 43 Fraternity members meeting the survey requirement, 40 completed the survey resulting in a 93% completion percentage. To reiterate, the survey requirement was living in the Fraternity before and after the implementation of the Vision and Mission Statements.

Survey

The prior-post survey used to evaluate the effectiveness of the change process is displayed in Appendix B. The survey consisted of 31 questions, each relating to one of the five constructs. The survey ends with a section of demographic data, which was used to aid analysis of the results.

Data Analysis

1. Significance test on individual constructs

    To determine whether there was significant change within the first four constructs: brotherhood, academics, service, and personal development, each construct is accessed through a statistical procedure. For this analysis, a significance level of 5% was used.

    Statistical hypothesis:

    H_o: $\mu_2 - \mu_1 = 0$*
    H_1: $\mu_2 - \mu_1 > 0$*

    μ_1 = Before
    μ_2 = After

    * Zero was chosen as the comparison value to allow any significant change to be identified.

    Test statistic:

    $$T_o = \frac{\mu_2 - \mu_1}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

    Degrees of freedom:

    $$V = \frac{\left(\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}\right)^2}{\frac{\left(\frac{S_1^2}{N_1}\right)^2}{N_1 - 1} + \frac{\left(\frac{S_2^2}{N_2}\right)^2}{N_2 - 1}}$$

Statistical conclusion:

If $|T_o| > T_{\alpha,v}$, H_o is rejected and the change is considered significant.

2. Significance test on individual survey questions

   To determine whether there was significant change within the individual questions, each was accessed through a statistical procedure. For this analysis, a significance level of 5% was used.

Statistical hypothesis:

H_o: $\mu_2 - \mu_1 = 0$*
H_1: $\mu_2 - \mu_1 > 0$*

μ_1 = Before
μ_2 = After

* Zero was chosen as the comparison value to allow any significant change to be identified.

Test statistic:

$$T_o = \frac{\mu_2 - \mu_1}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

Degrees of freedom:

$$V = \frac{\left(\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}\right)^2}{\frac{\left(\frac{S_1^2}{N_1}\right)^2}{N_1-1} + \frac{\left(\frac{S_2^2}{N_2}\right)^2}{N_2-1}}$$

Statistical conclusion:

If $|T_o| > T_{\alpha,v}$, H_o is rejected and the change is considered significant.

3. Significance test on Vision and Mission accuracy and congruency

   To determine whether there was significant agreement and alignment with the Vision and Mission Statements, each question pertaining to these statements was accessed through a statistical procedure. For this analysis, a significance level of 5% was used. This test is different from the significance test on the other four constructs because the period under evaluation is only after the implementation, versus the previous tests which were evaluating a change from before and after.

Statistical hypothesis:

H_o: $\mu = 3.2$*
H_1: $\mu > 3.2$*

*80% was considered a significant agreement and alignment with the Vision and Mission Statements. It is important to note that this value was set arbitrarily. An 80% is equivalent to an average score of 3.2 out of 4, which was used for statistical analysis.

Test statistic:

$$T_o = \frac{\bar{x} - \mu}{\frac{S}{\sqrt{N}}}$$

Degrees of freedom:

$N - 1$

Statistical conclusion:

If $|T_o| > T_{\alpha,n-1}$, H_o is rejected and the change is considered significant.

Side note:

　　Piggybacking may have occurred within each construct and was taken into consideration when performing analysis. Piggybacking can be defined as when a variable becomes significant by relying on the significance of another variable. For instance, if one question demonstrated a major increase, while the other questions within the same construct demonstrated no increase, analysis could indicate a significant change for that construct when such change may be artificial. Conversely, negative piggybacking can occur when a change becomes insignificant because the related variables are not and outweigh the significance.

4. Graphical comparisons

　　Demographic data gathered from the surveys was used to make comparisons between different classes (Sophomore, Junior, Senior) within the Fraternity. Graphs were included to provide visual comparisons. Furthermore, the data was used to interpret any significant change within the constructs and help identify potential causes.

Results

Analysis was performed on the survey responses and the results are displayed below. As outlined in the methodology section, significance testing was used to evaluate change. The results from the analysis are presented in the following order: construct significance, question significance, significance of Vision and Mission accuracy and congruency, and graphical comparisons. Each of the three sections regarding significance testing include an example of the analysis performed and a table summarizing the results.

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1. Construct Significance

Below is an example of the analysis performed for one of the first four constructs targeted in the survey.

Construct: Brotherhood

Before: variance = 0.492; number of responses = 363; average = 3.512
After: variance = 0.333; number of responses = 363; average = 3.680

$\alpha = 0.05$

H_o: $\mu_2 - \mu_1 = 0$
H_1: $\mu_2 - \mu_1 > 0$

$T_o = 3.524$

$V = 698.056 = 698$

$T_{\alpha,v} = T_{0.05, 698} = 1.65$

$T_o > T_{0.05, 698}$
$3.524 > 1.65$

Reject H_o indicating the change in Brotherhood is statistically significant.

Table 1: Construct Response Summary

Construct	Evaluation Period	Strongly Disagree	Slightly Disagree	Slightly Agree	Strongly Agree	Weighted Sum	Change Units	Signif- icant
Brotherhood	Before	5	29	104	225	1275	61	Y
	After	2	15	80	266	1336		
Academics	Before	4	18	58	147	802	21	N
	After	5	10	50	162	823		
Service	Before	17	45	102	60	653	20	N
	After	15	40	98	71	673		
Personal Development	Before	2	18	79	203	1087	31	Y
	After	3	9	63	227	1118		

Table 1 summarizes the responses to all the questions within the first four constructs before and after the implementation of the Vision and Mission Statements. The numbers in the table below each of the four survey response options indicate the total number of times a certain score on the survey was chosen. To reiterate, "Strongly Disagree" corresponds to a score of 1, "Slightly Disagree" corresponds to a score of 2, "Slightly Agree" corresponds to a score of 3, and "Strongly Agree" corresponds to a score of 4. The "Weighted Sum" is the sum of the weighted scores for a given evaluation period. Weighted sum was calculated by taking the total number of times a certain score occurred multiplied by its corresponding score and summing the results from each of the four responses. For example, the weighted sum for the before evaluation period in the brotherhood construct is calculated by the following: 5*1 + 29*2 + 104*3 + 225*4 = 1275. "Change Units" is the difference in weighted sum from before and after. A negative change would be reflected by parentheses around the number (#). The significance of the change as determined by the statistical analysis tests is displayed in the far-right column indicated by either a "Y" indicating yes, or a "N" indicating no. Both the brotherhood and personal development constructs received a "Y" meaning the change was significant. Academics and service constructs had positive change, but not enough to be considered significant.
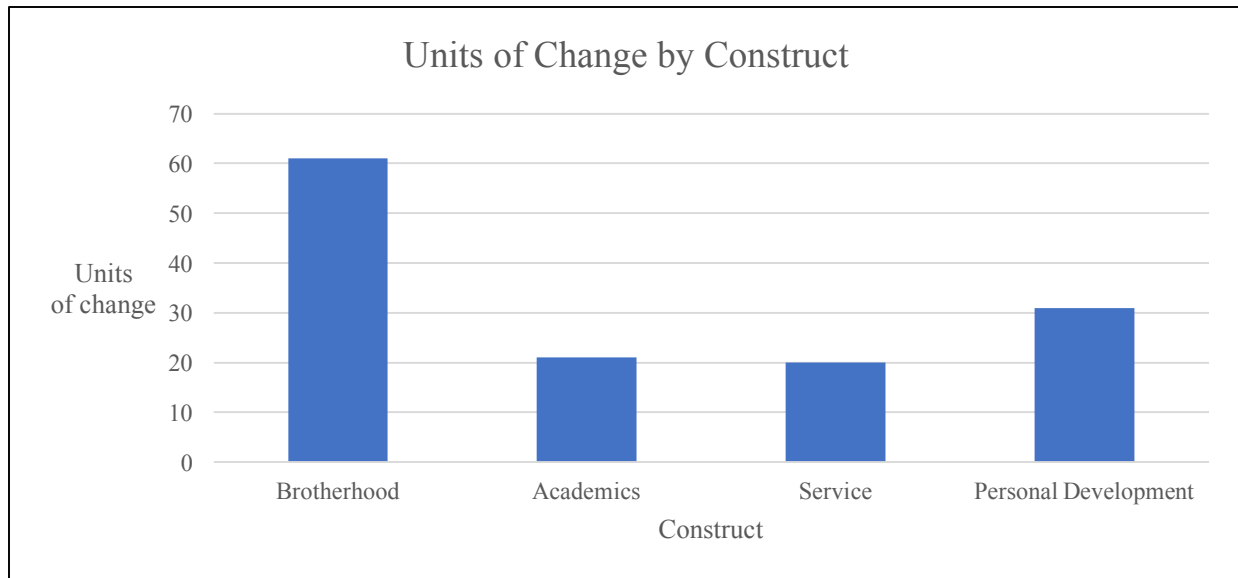
Figure 1: Total units of change by construct

Figure 1 displays the total units of change reported for each construct. Clearly, brotherhood was the most recognized change with 61 units of change, whereas service was the least with only 20 units of change.

2. Question Significance

Below is an example of the analysis performed to determine the change significance for the individual survey questions.

Question 1: Our Fraternity considers brotherhood a top priority.

Before: variance = 0.507; number of responses = 46; average = 3.283
After: variance = 0.406; number of responses = 46; average = 3.587

$\alpha = 0.05$

$T_o = 2.742$

$V = 89.786 = 89$

$T_{\alpha,v} = T_{0.05,\ 89} = 1.66$

$T_o > T_{0.05,\ 89}$
$2.742 > 1.66$

Reject H_o indicating the change in Question 1 is statistically significant.

Table 2: Question Response Summary

Question	Evaluation Period	Strongly Disagree	Slightly Disagree	Slightly Agree	Strongly Agree	Weighted Sum	Change Units	Signif- icant
Question 1-8 relate to the Brotherhood construct							
1	Before	0	7	19	20	151	14	Y
	After	0	5	9	32	165		
2	Before	0	1	12	33	170	7	Y
	After	0	0	7	39	177		
3	Before	0	2	4	38	168	2	N <
	After	0	0	6	38	170		
4	Before	0	1	18	27	164	10	Y
	After	0	0	10	36	174		
5	Before	0	1	16	28	162	2	N
	After	0	1	14	30	164		
6	Before	2	0	9	34	165	3	N
	After	1	1	7	36	168		
7	Before	0	4	10	32	166	5	N
	After	0	2	9	35	171		
8	Before	3	13	16	13	129	18	Y >
	After	1	6	18	20	147		
Question 9-13 relate to the Academics construct							
9	Before	0	6	17	23	155	11	Y >
	After	0	3	12	31	166		
10	Before	0	1	5	39	173	1	N <
	After	0	1	4	40	174		
11	Before	1	5	12	27	155	5	N
	After	1	2	13	29	160		
12	Before	0	3	4	39	174	3	N
	After	0	2	3	41	177		
13	Before	3	3	20	19	145	1	N
	After	4	2	18	21	146		
Questions 14-18 relate to the Service construct							
14	Before	4	10	18	12	126	0	N
	After	6	9	14	15	126		
15	Before	4	16	15	10	121	10	N >
	After	3	11	18	13	131		
16	Before	1	3	24	18	151	(1)	N <
	After	1	4	23	18	150		
17	Before	1	5	26	13	141	3	N
	After	1	5	23	16	144		
18	Before	7	11	19	7	114	8	N
	After	4	11	20	9	122		

Table 2 Continued: Question Response Summary

Question	Evaluation Period	Strongly Disagree	Slightly Disagree	Slightly Agree	Strongly Agree	Weighted Sum	Change Units	Significant
Questions 19-25 relate to the Personal Development construct								
19	Before	0	5	7	33	163	7	N
	After	0	2	6	37	170		
20	Before	0	5	6	34	164	2	N
	After	0	4	6	35	166		
21	Before	2	2	12	30	162	1	N <
	After	3	0	12	31	163		
22	Before	0	0	17	29	167	2	N
	After	0	0	15	31	169		
23	Before	0	1	13	26	145	4	N
	After	0	1	9	30	149		
24	Before	0	4	7	29	145	9	Y >
	After	0	0	6	34	154		
25	Before	0	1	17	22	141	6	N
	After	0	2	9	29	147		

Table 2 summarizes the responses to each individual question before and after the implementation of the Vision and Mission Statements. The numbers in the table below each of the four survey response options indicate the total number of times a certain score on the survey was chosen. To reiterate, "Strongly Disagree" corresponds to a score of 1, "Slightly Disagree" corresponds to a score of 2, "Slightly Agree" corresponds to a score of 3, and "Strongly Agree" corresponds to a score of 4. The weighted sum is the sum of the weighted scores for a given evaluation period. "Weighted Sum" was calculated by taking the total number of times a certain score occurred multiplied by its corresponding score and summing the results from each of the four responses. For example, the weighted sum for question 20 in the before evaluation period is calculated by the following: $0*1 + 5*2 + 6*3 + 34*4 = 164$. "Change Units" is the difference in weighted sum from before and after. A negative change would be reflected by parentheses around the number (#). The significance of the change as determined by the statistical analysis tests is displayed in the far-right column indicated by either a "Y" indicating yes, or a "N" indicating no. Question one received a "Y" meaning there was significant change identified by the survey participants related to question 1.

Within each construct, the question with the most significant change is indicated by a greater than sign (>). Additionally, the question that had the least amount of change is indicated by a less than sign (<). For the brotherhood construct, question 8 had the most significant positive change, while question 3 had the least. For academics, question 9 had the most significant positive change, and question 10 had the least amount of change. For service, question 15 had the most

positive change, but it was not large enough to be considered significant. Within the same construct, question 16 recorded a negative change and was the least changed. For personal development, question 24 had the most significant positive change, and question 21 had the least amount of change. All survey questions can be found in Appendix B.
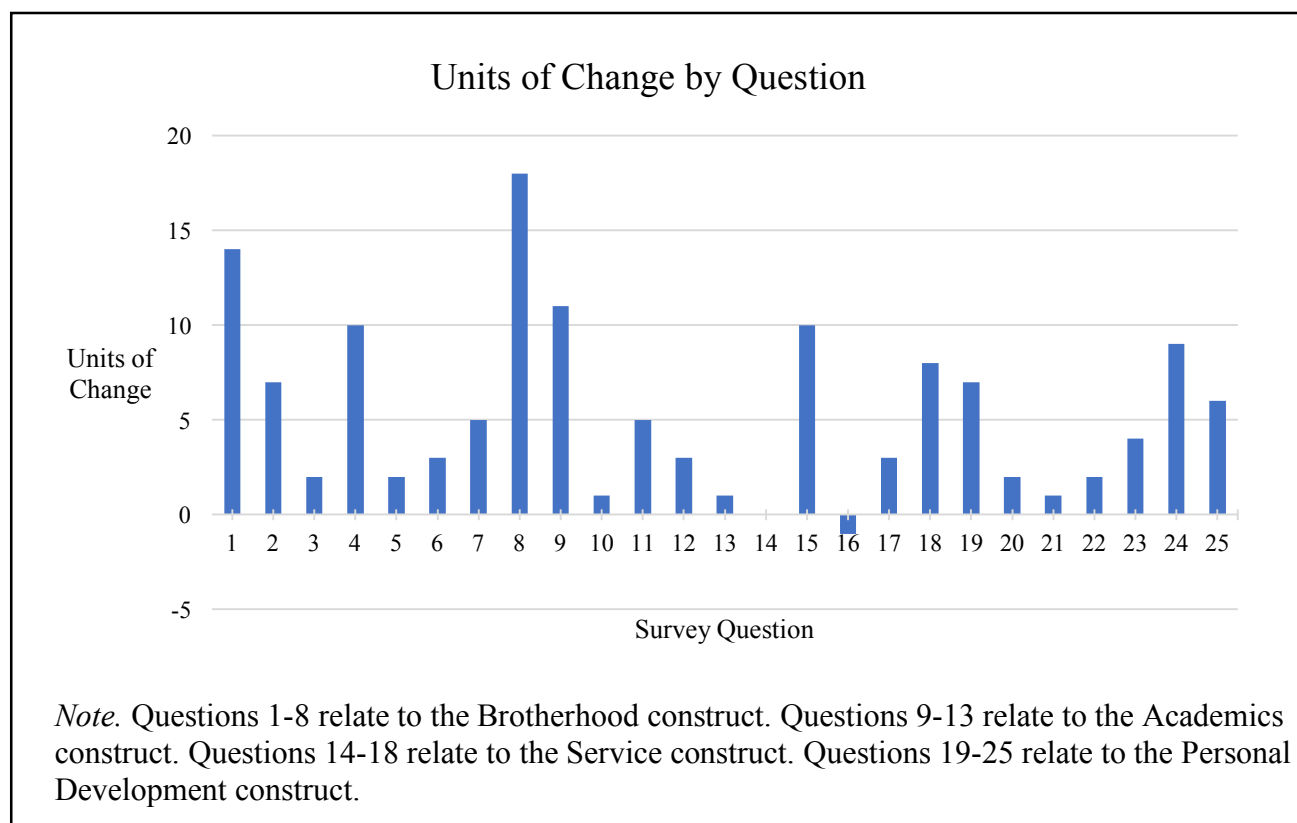

Note. Questions 1-8 relate to the Brotherhood construct. Questions 9-13 relate to the Academics construct. Questions 14-18 relate to the Service construct. Questions 19-25 relate to the Personal Development construct.

Figure 2: Total units of change by question

Figure 2 provides a visual representation of the total units of change received by each question for all survey respondents. The graph clearly demonstrates which questions receive the most and least change, which can be associated with the corresponding construct. All survey questions can be found in Appendix B.

3. Significance of Vision and Mission Accuracy and Congruency

Below is an example of the analysis performed for one of the six questions related to Vision and Mission accuracy and congruency.

Question 26: I personally believe our Fraternity Vision is an accurate representation of what SAE members should strive to become throughout their fraternity experience.

Standard deviation = 0.581; number of responses = 40; average = 3.750

$\alpha = 0.05$

$T_o = 5.988$
$T_{\alpha,n-1} = T_{0.05, 39} = 1.685$

$T_o > T_{0.05, 39}$
$5.988 > 1.685$

Reject H_o indicating there is significant agreement with statement 26

Table 3: Vision and Mission Response Summary

Question	Strongly disagree	Slightly disagree	Slightly agree	Strongly agree	Significant
26	1	0	7	32	Y
27	0	1	11	28	Y
28	0	1	7	32	Y
29	0	1	10	29	Y
30	0	1	12	27	Y
31	0	1	11	28	Y

Table 3 displays the results from the statistical analysis tests conducted on the fifth construct: Vision and Mission accuracy and congruency. All the questions related to the fifth construct demonstrated a significant agreement and alignment based on statistical analysis. It can further be inferred that the overall construct of Vision and Mission accuracy and congruency has a significant agreement and alignment. Only one of the respondents strongly disagreed with one of the statements, question 26, while the majority were in strong agreement.

4. Graphical Comparisons

Section 1: Units of Change Comparison by Class

The first set of graphs display the units of change measured from the survey. Change refers to respondents answering differently for "Spring 2016" than "Currently". For example, if a respondent answered 2 for "Spring 2016" and a 4 for "Currently", this would equal two units of change. The change is summed by construct and divided by the number of members in each class to provide an average. For example, if the sophomore survey respondents, comprised of ten members, recognized ten units of change, the average unit of change per person would be one. The average units of change graphical representations are divided by construct and class to allow for comparison.
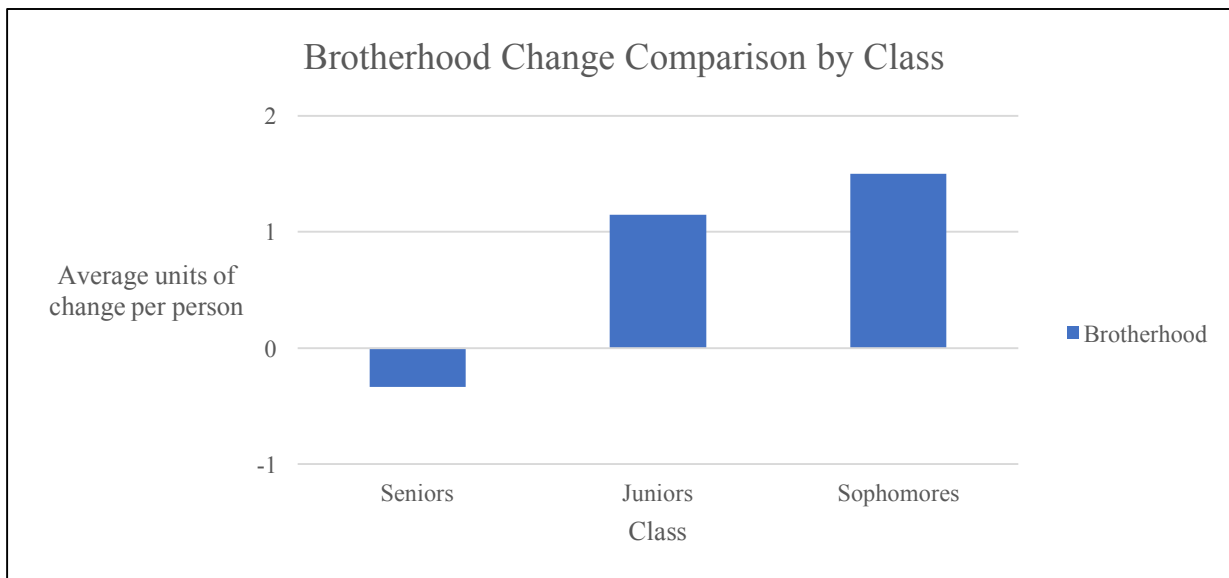
Figure 3: Average change in brotherhood compared by class

Both the Junior and Sophomore class identified a significant positive change in brotherhood, while the Senior class identified a slight negative change in brotherhood.
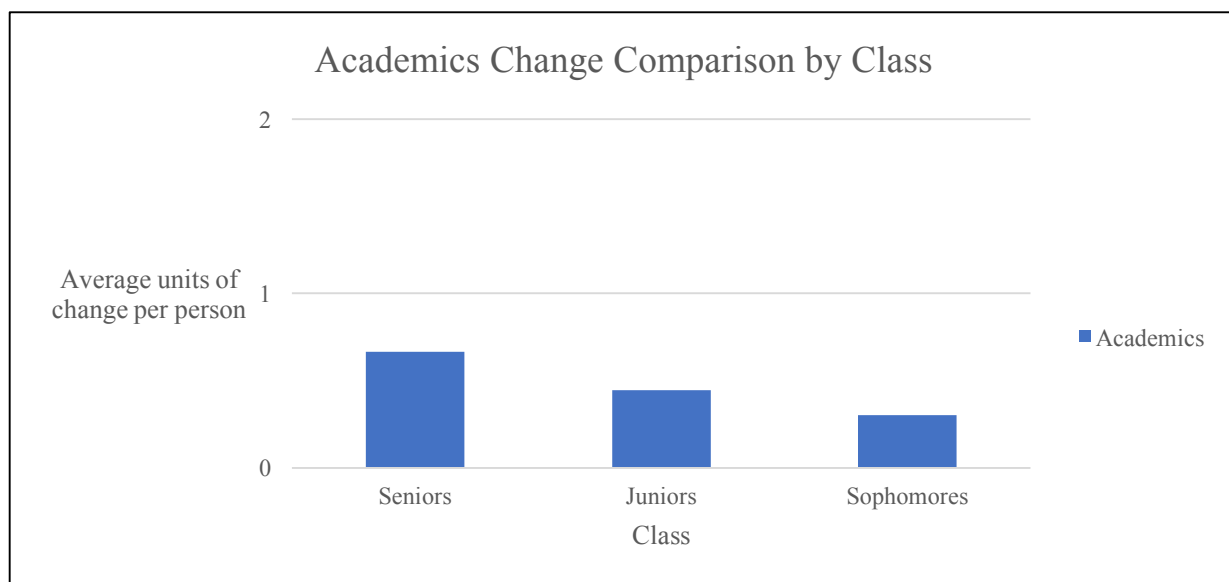

Figure 4: Average change in academics compared by class

All three classes identified a positive change in academics. The Senior class identified the most positive change and the Sophomore class identified the least.
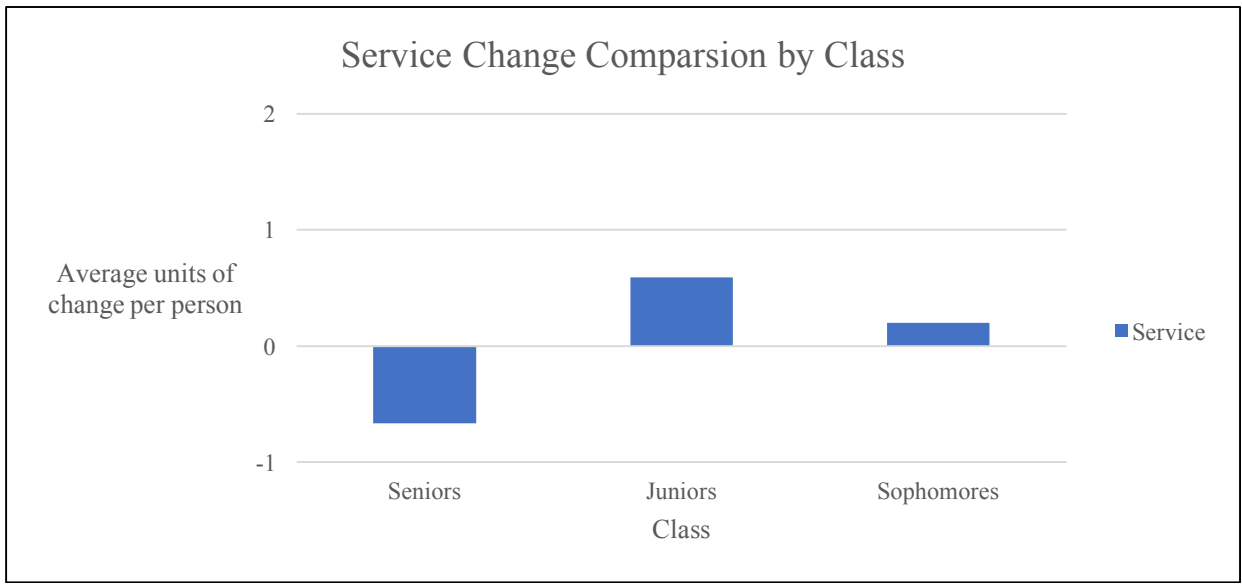
Figure 5: Average change in service compared by class

The Junior class identified the most positive change in service. The Sophomore class identified a slight positive change in service. The Senior class identified a significant negative change in service.
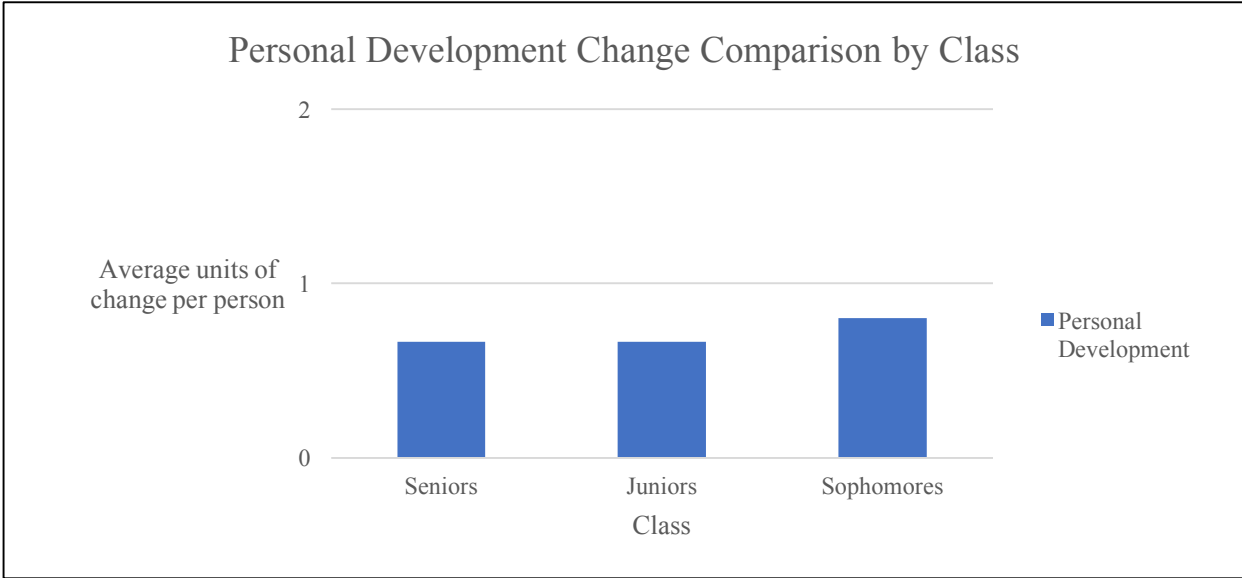

Figure 6: Average change in personal development compared by class

All three classes identified a significant positive change in personal development. The Sophomore class identified the most, and both the Junior and Senior class reported equal change slightly lower than the Sophomore class.

Section 2: Demographic Comparison by Class

The next set of graphs compares demographics by class before and after the change process. The four demographics compared include: GPA, misbehavior, service hours, and campus involvement. The average GPA by class is displayed in Figure 7. The average number of standards board visits by class, referred to as misbehavior, is displayed in Figure 8. The average number of service hours by class is displayed in Figure 9. The last graphical representation, Figure 10, displays the average number of campus involvement activities by class. Each graph also includes a column labeled "Combined" which represents the average of all three classes combined, providing additional insight on trends.
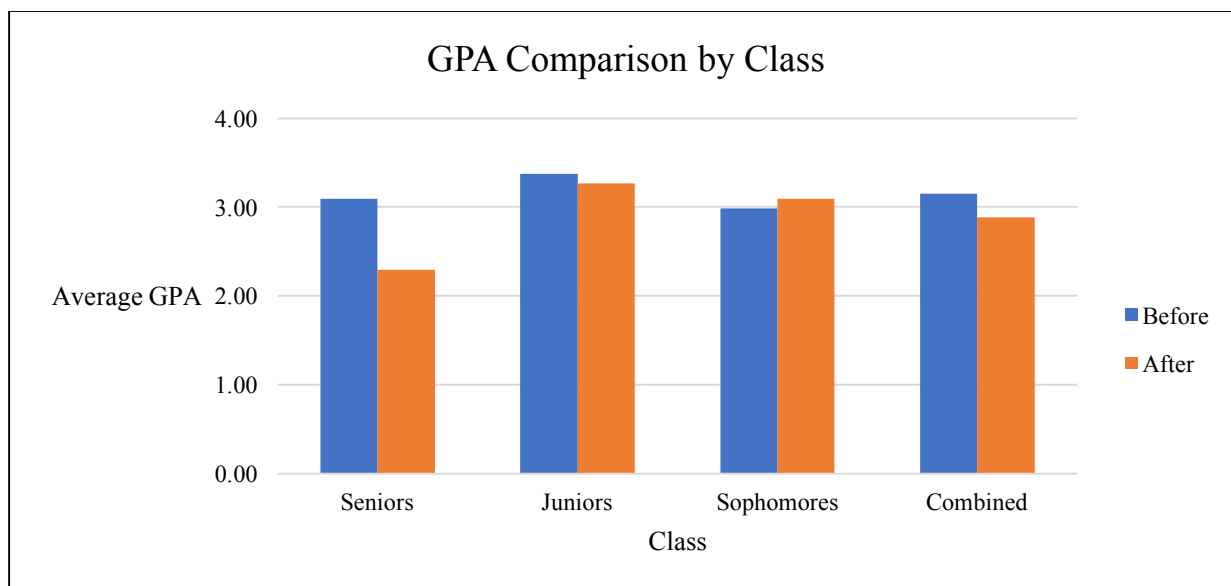

Figure 7: GPA comparison by class before and after change process

The Sophomore class had an increase in class GPA. The Senior and Junior class had a slight decrease in class GPA. The class with the highest average GPA was the Junior class. Average GPA for all three classes combined declined from 3.15 to 2.88 GPA.
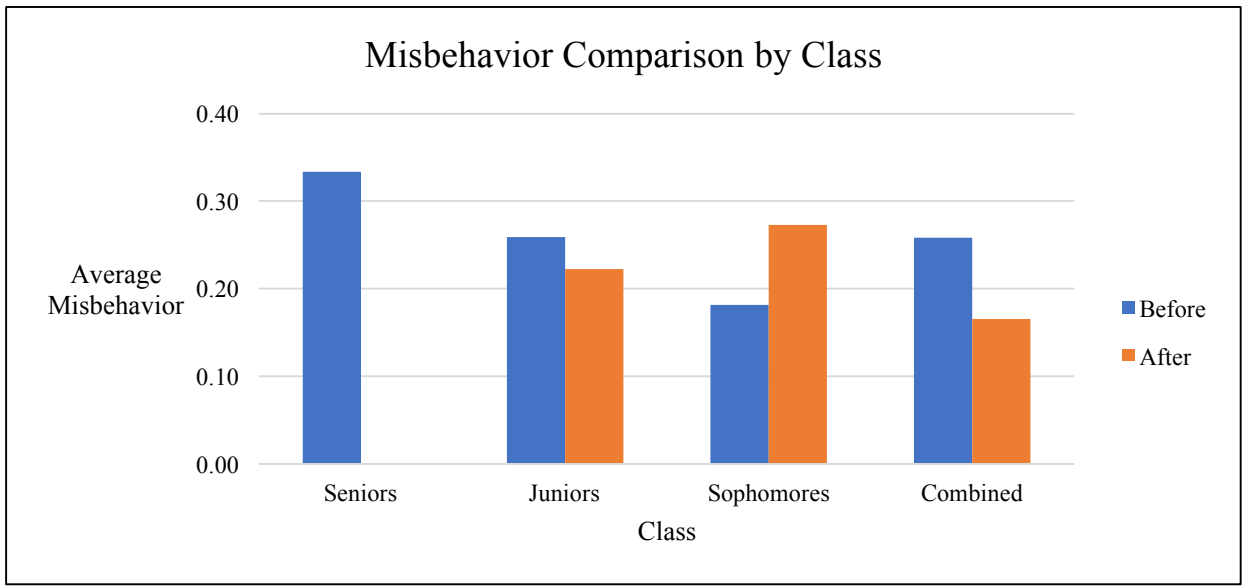
Figure 8: Misbehavior comparison by class before and after change process

The Senior class demonstrated the most significant improvement in misbehavior with zero occurrences after the implementation. The Junior class also demonstrated an improvement, while the Sophomore class's misbehavior increased. The combined average decreased.
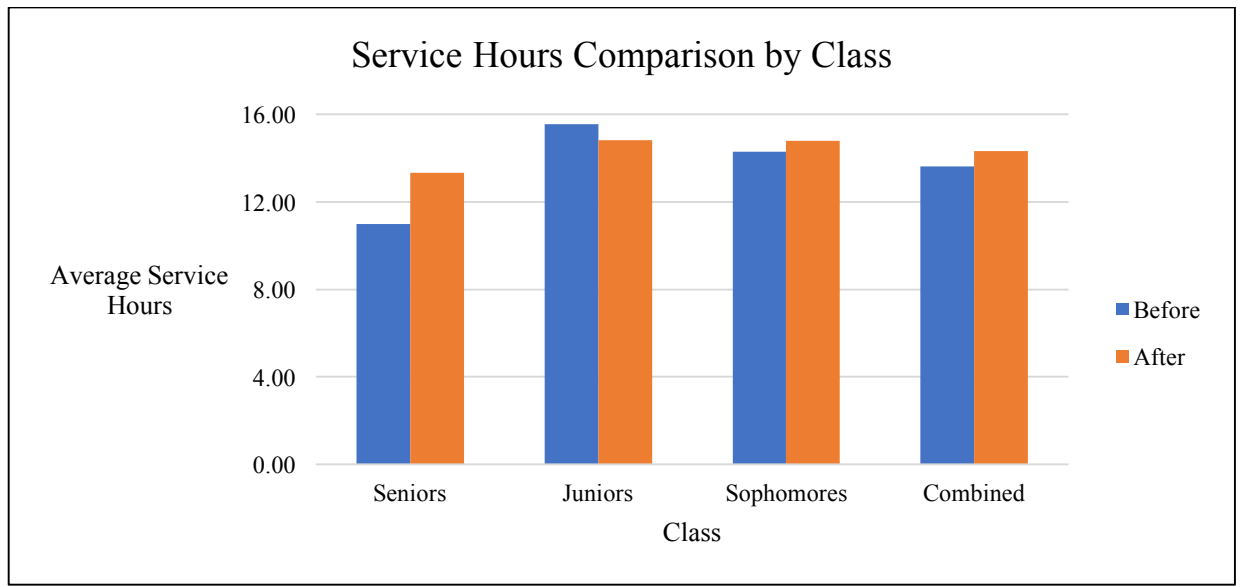

Figure 9: Service hours comparison by class before and after change process

Both the Senior and Sophomore class had an increase in average service hours. The Junior class had a slight decrease. The combined average service hours increased during the change process.
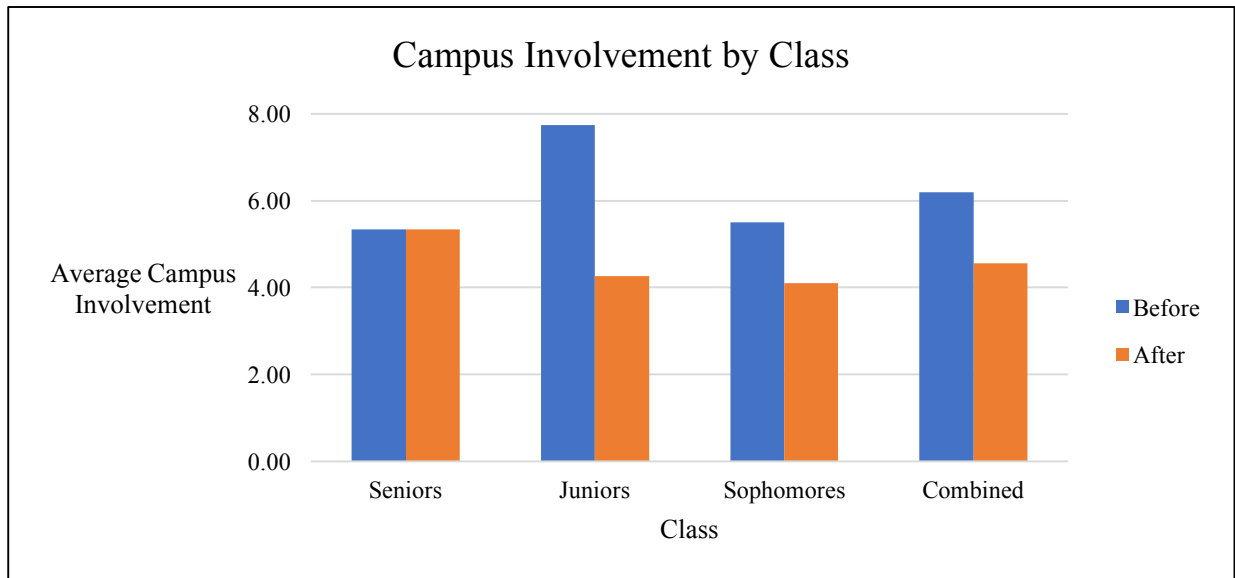
Figure 10: Campus involvement comparison by class before and after change process

Campus involvement had no increase amongst all three classes. The Seniors maintained the same level of campus involvement. Both the Junior and Sophomore classes had a decrease in campus involvement. The combined average for campus involvement decreased during the change process.

Discussion

The driver behind this research was motivation. More specifically, how can one motivate Fraternity members to contribute towards the progress of the Fraternity? As outlined in the literature review, this problem was tackled through the creation and implementation of a Vision and Mission for the Fraternity. A survey was administered approximately ten weeks after the introduction and implementation of the Vision and Mission. The results section identified what the survey responses indicated, and the discussion aims to answer why those results occurred, ways they could be improved, and implications for the research. The discussion will begin by evaluating significant results amongst the five constructs. Next, each of the four demographics measured will be analyzed with the same objective of identifying significance amongst results. A discussion on the difficulties encountered, and recommendations for improving the project will follow. The discussion will conclude with a summary of the findings, and broader implications for the research.

Constructs Explained

1. Brotherhood (survey questions 1-8)

The results indicate a significant positive change associated with brotherhood as shown in Table 1. Brotherhood reported the most units of change compared to all other constructs. Figure 3 displays how the change was distributed amongst the classes. Both the Sophomore and Junior class identified a significant positive change in brotherhood, while the Senior class reported a slight negative change. The Fraternity live-in requirement is only two years, so by the time you become a senior you likely have completed the live-in requirement. The fact that only a few seniors were living in the fraternity Fall term likely contributed to the decrease reported in brotherhood for the Senior class. It's hard to have an increase in brotherhood if most of your closest friends move out of the house.

Within the brotherhood construct, question 8 (The entire chapter brotherhood is very strong) had the most significant level of change indicating the entire chapter brotherhood increased. All survey questions can be found in Appendix B. Brotherhood within classes of the Fraternity tends to be fairly strong, but disconnect can exist between classes. The results of this question indicate that the Vision and Mission potentially helped remove part of the disconnect between classes.

Question 3 (Our fraternity has led to some of my closest friendships) had the least amount of change; however, it was still a positive change. Question 3 focuses on the development of close friendships within the Fraternity. Close friendships take time to create, and due to the short evaluation period, it would be difficult to identify a significant increase in close friendships. However, the slight increase lends support to the increase in overall chapter brotherhood.

Takeaway 1: Overall chapter brotherhood increased. The negative change reported by the Seniors may be attributed to the live-in requirement.

2. Academics (survey questions 9-13)

A significant change was not identified in the academic construct as reflected in Table 1 of the results section. Contrary to these results, Figure 4 of the results section displays all three classes identified a slight positive change in academics. These findings provide reason to believe that a longer period of evaluation may be needed to identify a significant change in academics.

Within the construct of academics, the largest increase from prior to post evaluation was for question 9 (Our fraternity considers academics a top priority) indicating that the Fraternity increased the prioritization of academics. The question with the least amount of positive change was question 10 (I personally believe academics are a top priority) signifying members maintained their personal belief regarding the importance of academics.

The results from questions 9 and 10 indicate the Fraternity increased the priority of academics, but the members did not. This misalignment reveals that the value and goal regarding academics outlined in the Fraternity Mission may not have been congruent with the members' beliefs. Expectancy Value Theory points out that a critical component of motivation is the value one associates with the desired outcome (Eccles & Wigfield 2000). It is possible the members already believed academics were important, and the Vision and Mission Statements did nothing to increase value from an individual standpoint. The value one gains from getting better grades could have been better communicated to the members to increase their motivation.

Takeaway 2: The Fraternity prioritized academics but the members showed no increase in personal commitment.

3. Service (survey questions 14-18)

The survey results indicate there was not a significant change in the service construct as reflected in Table 1 of the results section. Service recognized the least amount of change compared to the other constructs as seen in Figure 1.

Question 15 (I am very proud of our philanthropic efforts as a fraternity) had the most significant increase, while question 16 (I could do more to support other Greek philanthropies) recorded a negative change. The positive change in question 15 indicates the members developed a slight increase in pride towards the Fraternity's philanthropic efforts over the course of the change period. This provides reason to believe members became slightly more pleased with their Fraternity's efforts towards service as a whole. Question 16 identified member's level of commitment towards philanthropies of other Greek chapters. The negative change for question 16 indicates members believe they don't need to support other Greek philanthropies as much. Question 15 and 16 paint contradicting pictures. This reveals that perhaps the Fraternity isn't concerned with how many philanthropies they participate in, but rather how well they do. Service hours are often times earned through the participation of philanthropies. It just so happened that SAE won a philanthropy during Fall term or post implementation, which could explain the increased pride towards the Fraternity's efforts as a whole towards service. Quality can be more important than quantity when it comes to service; however, this discovery reveals

that the motivation to serve may be flawed. The demographics section will discuss the service hours reported per class, which may reveal further insight for the service construct.

Takeaway 3: No significant change revealed in service, and a negative change revealed towards supporting other Greek philanthropies potentially indicating a flawed motive to serve.

4. Personal development (survey questions 19-25)

The survey results indicate a significant positive change associated with the personal development construct as shown in Table 1. The distribution of change is reflected in Figure 6 of the results section indicating all three classes identified positive change in personal development, with the Sophomore class identifying the most.

Of the questions related to personal development, question 24 (I believe my character is a very accurate representation of the qualities described below. "...who is himself humbled if necessity compels him to humble another; who does not flatter wealth, cringe before power, or boast of his own possessions or achievements...") had the most significant positive change. Question 21 (Our fraternal creed is simply a document which doesn't impact my life) had the least amount of positive change. The results from question 24 highlight a perceived increase in humbleness amongst the members. The improvement could be associated with an increased commitment to the Fraternity creed, which is encompassed in the Fraternity Vision. Question 21 maintained a high level of agreement demonstrating that members place high value on their fraternity creed, *The True Gentleman*.

Takeaway 4: Personal development increased with a likely association to an increased member commitment towards the Fraternity creed.

5. Vision and Mission accuracy and congruency (survey questions 26-31)

Statistical analysis was performed on the fifth construct, Vision and Mission accuracy and congruency, and the results are displayed in Table 3. The analysis revealed a strong agreement with each of the questions outlined in the construct. The outliers could be explained by individuals who don't regularly attend chapter meetings, or who weren't involved in the creation process. As discovered in the research on motivation theories, people desire to have control over their lives. The members who weren't directly involved in the process of developing the Fraternity Vision and Mission may feel as if the lack of control is reason to not support the initiative. Overall, strong agreement amongst all questions within the construct indicates the statements were well crafted, and presented in a manner that was conducive to the well-being of the Fraternity.

Takeaway 5: Members strongly agree with the Vision and Mission and are committed to upholding them.

Demographics Explained

1. GPA

The only class demonstrating an increase in GPA was the Sophomore class. Both the Senior and Junior classes had a decrease in GPA. Results for GPA can be found in Figure 7. As mentioned in the discussion regarding the academic construct, the members individually didn't indicate an increased prioritization of academics. This level of complacency could be the reason for the general decrease. Other factors to consider are the difference in demands for the different terms. Junior and Senior year for college students tend to be more difficult than the previous years, which could result in a decrease in grades. An important thing to consider is the minimum GPA requirement for the Fraternity is a 2.7 GPA. The Junior and Sophomore classes both decreased in average GPA, but both exceed this expectation. The overall trend indicated a decrease from 3.15 to 2.88 GPA, opposite of what was desired.

Takeaway 6: Overall average GPA declined from 3.15 to 2.88 GPA, which is still above Fraternity requirements.

2. Misbehavior

Results for misbehavior are displayed in Figure 8. The overall trend indicates an improvement in behavior. This means less members were sent to standards for misbehaving after the implementation compared to before. Initially, approximately one out of four members misbehaved, and after the implementation, approximately one in every six misbehaved. An improvement in behavior is conducive to the Vision and Mission of the Fraternity.

The spike in Sophomore misbehavior is likely attributed to the increase in sophomores living in the Fraternity from Spring to Fall term. More friends under one roof is often a recipe for more mischief. There are several other factors that could also have impacted the discrepancy such as maturity level, or a misunderstanding of chapter rules. An overall trend indicates the older you are in the Fraternity the less you misbehave.

Takeaway 7: Misbehavior incidents decreased by approximately 35%.

3. Service

Contrary to the significance test results on the service construct, Figure 9 displays a positive trend in service hours during the change process. The overall average increased from 13.6 to 14.3 hours. This increase indicates an increased commitment to service amongst members implying that the inclusion of service within the Fraternity Mission successfully induced positive change. Although the increase isn't huge, it is still positive and significantly exceeds the Fraternity requirement of seven service hours per term.

Takeaway 8: Average service hours per member increased by 0.7 hours totaling to 14.3 which more than doubles the Fraternity requirement of 7 hours per term.

4. Campus Involvement

Campus involvement remained constant for the Senior class, and decreased for the Juniors and Sophomores. The decrease in campus involvement displayed in Figure 10 could be explained by an increased effort applied to internal issues. The change process was primarily focused on motivating Fraternity members to contribute towards the progress of the Fraternity. An increased commitment requires time and effort to be taken from other areas and applied to the Fraternity. Other reasons for this decrease is the potential that less opportunities for campus involvement were available after the implementation compared to Spring 2016. Although a decrease did occur from an average of 6.2 to 4.6, the Fraternity requires members to be involved in only one campus involvement activity per term.

Takeaway 9: Average campus involvement per member decreased from 6.2 to 4.6, but still exceeds the Fraternity requirement of 1 per term.

Summary

Takeaway 1: Overall chapter brotherhood increased. The negative change reported by the Seniors may be attributed to the live-in requirement.

Takeaway 2: The Fraternity prioritized academics but the members showed no increase in personal commitment.

Takeaway 3: No significant change revealed in service, and a negative change revealed towards supporting other Greek philanthropies potentially indicating a flawed motive to serve.

Takeaway 4: Personal development increased with a likely association to an increased member commitment towards the Fraternity creed.

Takeaway 5: Members strongly agree with the Vision and Mission and are committed to upholding them.

Takeaway 6: Overall average GPA declined from 3.15 to 2.88 GPA, which is still above Fraternity requirements.

Takeaway 7: Misbehavior incidents decreased by approximately 35%.

Takeaway 8: Average service hours per member increased by 0.7 hours totaling to 14.3, which more than doubles the Fraternity requirement of 7 hours per term.

Takeaway 9: Average campus involvement per member decreased from 6.2 to 4.6, but still exceeds the Fraternity requirement of 1 per term.

Both takeaways 4 and 5 indicate proper alignment of the Vision and Mission Statements with the Fraternity values. The members strongly agree with both statements and are reportedly committed to upholding them. The commitment falls off when the results from the other

constructs are revealed. While both brotherhood and personal development constructs did show significant improvement through the change process, academics and service did not. The data could change if the study was conducted over a longer time period, but the lack of change may be due to a separate issue. Although both the academic and service constructs declined by the survey's standards, the averages of both are still above the Fraternity minimum requirements.

Step six of the change process involved reemphasizing the Vision and Mission. One way this was accomplished was through the creation of goals stemming from our Vision and Mission. The goals aimed to redirect attention from our minimum requirements to exceeding those expectations. Unfortunately, no tangible benefit was attached with reaching those goals. The average person is going to do what is expected of them and nothing more. Without a reward system in place, there isn't incentive to outperform the minimum requirements. All the remaining takeaways (1-3 & 6-9) root back to the misalignment of the Fraternity requirements and values. Expectancy Value Theory is at the basis of this idea. Members have already established that they agree with the values expressed in the Vision and Mission statements; however, the majority doesn't view exceeding the requirements as valuable.

Difficulties

Throughout the change process, three items were identified as the most difficult road blocks to overcome: the turnover rate, integrating the Vision and Mission within the culture, and the level of member commitment. The Fraternity reelects leaders every year. Making significant change in one year is a very difficult task. The success of this change process would likely not be seen to its full extent for many years to come, further burdened by the commitment of future executive councils. The next major obstacle throughout the process was integrating the Vision and Mission within the culture of the Fraternity. The members generally embraced the concepts, but didn't always abide by them. These instances served as opportunities to point out the discrepancies in what we are doing versus how we should be behaving. The largest difficulty was getting members to buy into a cause that didn't have an obvious and short term benefit. The results from redefining organizational values can be hard to define and visualize making it difficult to justify the effort put forth. In a company, an employee could receive a promotion for going above and beyond, whereas in the Fraternity, the monetary benefit does not exist.

Improvements

In hindsight, there are several factors that could be improved to enable a more effective change process. The first point of focus is the statements themselves. The Vision and Mission do incorporate the values of the Fraternity, but they fail to create excitement and passion for the cause. As discussed in the literature review section, a vivid and inspiring statement is much more effective at empowering change. "Selling poor goods becomes a tough job" (Kotter, 1996, p.87). More time and thought spent on this aspect could have led to better results.

The Vision and Mission Statements were not created by the entire Fraternity. The statements were drafted by the executive council and then presented to the remaining members of the Fraternity. Self-determination Theory highlights the importance of having control over our environment (Deci & Ryan 2000). If all the members were involved, they would be able to

control the outcome. By forcing the Vision and Mission Statements upon the members without their direct involvement, resistance is created automatically.

Another consideration is evaluating a longer period of time. Due to the constraints of the study, only a ten-week window was used to evaluate the effectiveness of the change process. Creating significant change requires time. A wider window of time would provide more opportunity for the change process to have an effect on the Fraternity.

The most substantial room for opportunity was revealed by the results of the survey pertaining to the five constructs. The Fraternity has set minimum requirements that each of the members are expected to achieve, and yet majority of these requirements fall well below the member average. Progressing is not achieved by establishing goals below member capabilities. Progress is achieved by setting benchmarks that challenge members and promote exceeding expectations.

Reconsidering the position of the minimum requirements could solve part of the issue. For example, if Seniors were required to live-in, perhaps the Senior class brotherhood would be much stronger. Because pushback will likely occur if the minimum requirements are raised, a better alternative might be establishing an incentive program aligned with the Fraternity values that encourages members to exceed the requirements.

In a perfect world, members wouldn't need to be incentivized to get better grades or perform more service hours. You would hope they would want to do that, but people desire a reward for their actions. At a young age, it can be difficult to see the bigger picture. It's all about give and take. If I provide ten hours of service work instead of seven required by the Fraternity, what do I get in return? A wise person might say you get the satisfaction of serving others or helping those in need, but people often expect something tangible in return. If I only need a 2.7 GPA to remain in good standing in the Fraternity, why do I need to get a 4.0? Obviously, it demonstrates a much clearer understanding of the material, but arguably, it provides no tangible benefit. Creating an incentive program aligned with Fraternity values that provides a tangible reward for excelling in requirements set by the Fraternity could be the solution to improving members' commitment towards the Fraternity Vision and Mission.

Conclusion

From the onset, there were two goals of this research project. The first was to identify an effective way to motivate Fraternity members to contribute towards the progress of the Fraternity. Research indicated that implementing a Vision and Mission would be an effective way to motivate Fraternity members. Both a Vision and Mission Statement were created indicating the accomplishment of the first goal. The second goal was to identify positive change associated with the method used to motivate Fraternity members. Positive change was identified in three of the five constructs related to the Vision and Mission Statements demonstrating goal two was also achieved.

The underlying question regarding this research was whether the implementation of an effectively crafted Vision and Mission Statement could generate positive change within a

Fraternity? The results from the survey illustrate that positive change was achieved, giving credence to the value of defining and implementing a Vision and Mission within an organization. The statements serve as a guiding compass, indicating how members of an organization should prioritize their efforts.

The results obtained from the study demonstrate implementation can be just as critical as the creation of the statements. Further research should be conducted on the impact a properly aligned incentive program can have on the level of commitment towards a Vision and Mission.

I personally believe implementing a Vision and Mission Statement can effectively harness motivation and better align the efforts of all Fraternity members, which will ultimately help improve the impact and perception Fraternities have in society.

Appendix A

Poster 1:

Oregon Alpha's Vision and Mission Statement
06/05/16

Vision

To prepare every brother to become a
respectful, loyal, and accountable
individual guided by *The True Gentleman*.

Mission

To attract and strengthen members
committed to brotherhood, academics,
service, and personal development.

Poster 2:

Oregon Alpha's Vision and Mission Statement
06/05/16

Vision

To prepare every brother to become a respectful, loyal, and accountable individual guided by *The True Gentleman.*

Mission

To attract and strengthen members committed to brotherhood, academics, service, and personal development.

Executive Officers

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Appendix B

Survey Instrument:

Directions:
In the left column, answer how you felt about the statement last spring term.
In the right column, answer how you feel currently about the statement.

Example:
If you believe our chef was decent last spring term, you would circle 3
If you currently believe our new chef is much better, you would circle 4

1	2	③	4	Our chef produces great food.	1	2	3	④

Last Spring Term — Strongly Disagree (1), Slightly Disagree (2), Slightly Agree (3), Strongly Agree (4)

Currently — Strongly Disagree (1), Slightly Disagree (2), Slightly Agree (3), Strongly Agree (4)

1	2	3	4	Statement	1	2	3	4
1	2	3	4	Our fraternity considers brotherhood a top priority.	1	2	3	4
1	2	3	4	I personally believe brotherhood is a top priority.	1	2	3	4
1	2	3	4	Our fraternity has led to some of my closest friendships.	1	2	3	4
1	2	3	4	If there is a brotherhood event, I will participate.	1	2	3	4
1	2	3	4	If there is a brotherhood event, I will encourage others to attend.	1	2	3	4
1	2	3	4	The brotherhood of our fraternity has made a tremendous impact on my life.	1	2	3	4
1	2	3	4	My class brotherhood is very strong.	1	2	3	4
1	2	3	4	The entire chapter brotherhood is very strong.	1	2	3	4
1	2	3	4	Our fraternity considers academics a top priority.	1	2	3	4
1	2	3	4	I personally believe academics are a top priority.	1	2	3	4
1	2	3	4	Our fraternity has exposed me to educational opportunities I wouldn't have received otherwise.	1	2	3	4
1	2	3	4	The fraternity provides me with the resources I need to be successful in college.	1	2	3	4
1	2	3	4	I would do better in school if I wasn't in the fraternity.	1	2	3	4
1	2	3	4	I personally believe the 10-hour service requirement is way too high.	1	2	3	4
1	2	3	4	I am very proud of our philanthropic efforts as a fraternity.	1	2	3	4
1	2	3	4	I could do more to support other Greek philanthropies.	1	2	3	4
1	2	3	4	I personally believe service is a top priority.	1	2	3	4
1	2	3	4	Our fraternity considers service a top priority.	1	2	3	4
1	2	3	4	I work better in team settings due to my experience in the fraternity.	1	2	3	4
1	2	3	4	I have developed very valuable leadership skills from my experience in the fraternity.	1	2	3	4
1	2	3	4	Our fraternal creed is simply a document which doesn't impact my life.	1	2	3	4
1	2	3	4	I strongly believe I am a good representation of a True Gentleman.	1	2	3	4

Survey Instrument Continued:

Strongly Disagree	Slightly Disagree	Slightly Agree	Strongly Agree			Strongly Disagree	Slightly Disagree	Slightly Agree	Strongly Agree
1	2	3	4			1	2	3	4
Last Spring Term						**Currently**			
Please read through the next statements thoroughly and answer honestly for each section.									
1	2	3	4		I believe my character is a very accurate representation of the qualities described below. (1 of 3) "The True Gentleman is the man whose conduct proceeds from good will and an acute sense of propriety, and whose self-control is equal to all emergencies; who does not make the poor man conscious of his poverty, the obscure man of his obscurity, or any man of his inferiority or deformity..."	1	2	3	4
1	2	3	4		I believe my character is a very accurate representation of the qualities described below. (2 of 3) "...who is himself humbled if necessity compels him to humble another; who does not flatter wealth, cringe before power, or boast of his own possessions or achievements..."	1	2	3	4
1	2	3	4		I believe my character is a very accurate representation of the qualities described below. (3 of 3) "...who speaks with frankness but always with sincerity and sympathy; whose deed follows his word; who thinks of the rights and feelings of others, rather than his own; and who appears well in any company, a man with whom honor is sacred and virtue safe."	1	2	3	4
The next statements refer to our fraternal vision and mission listed below. Vision To prepare every brother to become a respectful, loyal, and accountable individual guided by The True Gentleman. Mission To attract and strengthen members committed to brotherhood, academics, service, and personal development.									
					I personally believe our fraternal vision is an accurate representation of what SAE members should strive to become throughout their fraternal	1	2	3	4
					I personally believe our fraternal mission contains the top priorities our fraternity should be focused on.	1	2	3	4
					I will hold myself to the standards expressed by our vision.	1	2	3	4
Answer only how you feel currently					I will hold myself to the standards expressed by our mission.	1	2	3	4
					I will address behavior that goes against the values declared by our vision.	1	2	3	4
					I will address behavior that goes against the values declared by our mission.	1	2	3	4

Current class standing in the fraternity:	☐Freshmen ☐Sophomore ☐Junior ☐Senior
Current class standing in school:	☐Freshmen ☐Sophomore ☐Junior ☐Senior
Approximate service hours:	Last spring term _____ This Fall Term _____
Number of standards board visits:	Last spring term _____ This Fall Term _____
Approximate chapter attendance:	Last spring term _____ % This Fall Term _____ %
Approximate GPA:	Last spring term _____ (0.0 - 4.0)

Thank you for your participation in this survey.

Survey Questions:

#	Question
1	Our fraternity considers brotherhood a top priority.
2	I personally believe brotherhood is a top priority.
3	Our fraternity has led to some of my closest friendships.
4	If there is a brotherhood event, I will participate.
5	If there is a brotherhood event, I will encourage others to attend.
6	The brotherhood of our fraternity has made a tremendous impact on my life.
7	My class brotherhood is very strong.
8	The entire chapter brotherhood is very strong.
9	Our fraternity considers academics a top priority.
10	I personally believe academics are a top priority.
11	Our fraternity has exposed me to educational opportunities I wouldn't have received otherwise.
12	The fraternity provides me with the resources I need to be successful in college.
13	I would do better in school if I wasn't in the fraternity.
14	I personally believe the 10-hour service requirement is way too high.
15	I am very proud of our philanthropic efforts as a fraternity.
16	I could do more to support other Greek philanthropies.
17	I personally believe service is a top priority.
18	Our fraternity considers service a top priority.
19	I work better in team settings due to my experience in the fraternity.
20	I have developed very valuable leadership skills from my experience in the fraternity.
21	Our fraternal creed is simply a document which doesn't impact my life.
22	I strongly believe I am a good representation of a True Gentleman.

23 I believe my character is a very accurate representation of the qualities described below. (1 of 3)

"The True Gentleman is the man whose conduct proceeds from good will and an acute sense of propriety, and whose self-control is equal to all emergencies; who does not make the poor man conscious of his poverty, the obscure man of his obscurity, or any man of his inferiority or deformity..."

24 I believe my character is a very accurate representation of the qualities described below. (2 of 3)

"...who is himself humbled if necessity compels him to humble another; who does not flatter wealth, cringe before power, or boast of his own possessions or achievements..."

25 I believe my character is a very accurate representation of the qualities described below. (3 of 3)

"...who speaks with frankness but always with sincerity and sympathy; whose deed follows his word; who thinks of the rights and feelings of others, rather than his own; and who appears well in any company, a man with whom honor is sacred and virtue safe."

26 I personally believe our fraternal vision is an accurate representation of what SAE members should strive to become throughout their fraternal experience.

27 I personally believe our fraternal mission contains the top priorities our fraternity should be focused on.

28 I will hold myself to the standards expressed by our vision.

29 I will hold myself to the standards expressed by our mission.

30 I will address behavior that goes against the values declared by our vision.

31 I will address behavior that goes against the values declared by our mission.

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