



**The Sigma Nu LEAD Program
Sigma Nu Fraternity, Inc.**

Annual Report

June 12, 2007

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Purpose

The LEAD Program (Leadership, Ethics, Achievement, Development) is Sigma Nu's four-year, multi-phase ethical leadership development and membership education program deliberately designed and implemented to achieve the Fraternity's Mission by supporting progress toward the Fraternity's Envisioned Future, Strategic Imperatives and Strategic Goals. The LEAD Program's emphasis on the development of all members, regardless of their position in the chapter, and on ethical leadership development within the framework of the Fraternity's principles is unique in higher education. Each Phase consists of a specific curriculum designed to be implemented in an interactive, experiential learning environment. Fraternity members participating in the program gain important knowledge and skills that will benefit them while in college and later in their personal lives, careers and communities. The LEAD Program was created in 1988.

Description of LEAD Program Phases

Phase I

Phase I constitutes Sigma Nu's Candidate Education Program. The purposes of Phase I are: 1) To establish a foundation of knowledge about the Fraternity – its history, Mission, principles, structure and operations; 2) To introduce Candidates to leadership theory and basic leadership skills.

- Session 1 – *Fraternity*
- Session 2 – *History*
- Session 3 – *Leadership: Working in Groups*
- Session 4 – *Project Management*
- Session 5 – *Values*
- Session 6 – *Ethics*
- Session 7 – *Leadership: The Basics*
- Session 8 – *Risk Reduction*
- Session 9 – *International Organization and Chapter Operations*
- Session 10 – *The Ritual: The End...The Beginning*
- Session 11 (Optional) – *Community Service*
- Session 12 (Optional) – *Time Management*

Phase II

Phase II is designed for second-year members and provides a structured program for continued personal growth and group development. The purpose of Phase II is to prepare members to take on leadership positions in their chapters and community by honing leadership knowledge and skills. Phase II builds self-confidence in the second year members of a chapter...it helps them find their voice, as individuals and as a group.

- Session A – *7 Habits of Highly Effective People*
- Session B – *The Leadership Challenge*
- Session C – *Visionary Leadership*
- Session D – *Effective Change*
- Session E – *Myers-Briggs*
- Session F – *Group Process and Decision Making*
- Session G – *Controversy with Civility*
- Session H – *Living Our Values*

Phase III

Phase III is designed for third-year members and provides an advanced leadership and personal development curriculum completed by participants at their own, individual pace. Members participating in Phase III meet periodically as a group with their LEAD Facilitator to discuss progress and experiences. Phase III includes a module on career development as members begin to look beyond graduation.

- Module 1 – *Organizational Development*
- Module 2 – *Personal Development*
- Module 3 – *Effective Change*
- Module 4 – *Career Development*
- Module 5 – *Social Change and Service*
- Module 6 – *Ethics*
- Module 7 – *Problem Solving*

Phase IV

Phase IV is designed for fourth-year members. As members enter their fourth, and often final, year in college, most are focused on life after school. Phase IV is the capstone phase with the goal of preparing members for this important transition. Phase IV is also intended to provide an important means of keeping more members of a chapter involved in the life of the chapter.

- Session 1 – *Networking*
- Session 2 – *Conflict*
- Session 3 – *Success Tips for the First Year on the Job*
- Session 4 – *Managing Your Money After Graduation*
- Session 5 – *Servant Leadership*
- Session 6 – *Negotiating Salary Offers*
- Additional – *Shadowing & Mentoring Program*

All-Chapter Phase

The All-Chapter Phase is designed for facilitation with large groups of members. Its purpose is continued personal and chapter development.

Module A:

Personal Development

- Session 1 – *Wellness*
- Session 2 – *Etiquette*
- Session 3 – *Scholarship*
- Session 4 – *Stress Management*
- Session 5 – *Spirituality*
- Session 6 – *Diversity*

Module B:

Chapter Development

- Session 1 – *Goal Setting*
- Session 2 – *Delegation*
- Session 3 – *Effective Meetings*
- Session 4 – *Strategic Planning*
- Session 5 – *Officer Transitions*
- Session 6 – *Campus Involvement*
- Session 7 – *Accountability*

Module C:

Risk Reduction

- Session 1 – *Alcohol Abuse*
- Session 2 – *Sexual Abuse/ Assault*
- Session 3 – *Fire Safety and Chapter Maintenance*
- Session 4 – *Sexually Transmitted Diseases*
- Session 5 – *Substance Abuse*

Related Programs

College of Chapters

The College of Chapters has been a premier Sigma Nu member education and brotherhood development conclave since the late 1950's. After many years as a regional program during the 1980's and 1990's, the College of Chapters once again became an international conclave in 1995. Since 2001, the College of Chapters has been held in Lexington, Virginia on the campus of Washington and Lee University. Every other summer, hundreds of Sigma Nu student members and alumni gather for this unique, experiential Brotherhood experience. Phase II of the LEAD Program provides the primary curriculum for the College of Chapters.

LEAD Institutes

Annually, in the months of January-April, the Fraternity offers numerous LEAD Institutes on a regional basis for the purpose of preparing chapter and alumni leaders to successfully implement the LEAD Program in their chapters. Institutes are facilitated by the Fraternity's staff and trained volunteers.

Educational Chapter Consultations

Each academic year, a member of the Fraternity's professional staff conducts an on-site visit with each undergraduate chapter. One of the primary purposes of these consultations is to meet with chapter members responsible for implementation of the LEAD Program to determine how the chapter might improve implementation. Staff members may also facilitate LEAD sessions during a consultation and meet with alumni volunteers to train them to become guest facilitators.

LEAD Program Evaluation and Implementation Results

Since inception of the LEAD Program, the Fraternity recognized that an independent, scientific evaluation of the LEAD Program would be desirable for numerous purposes including a measurement of whether the program is accomplishing its purpose, curriculum development, enthusiasm and support for the program among members and non-members and academic respect and support for the program.

In 2006, the Fraternity took a major step toward this goal by engaging The George Mason University Center for the Advancement of Public Health, under the direction of Dr. David Anderson, to develop and implement a pilot evaluative component. That pilot was implemented on a small scale in 2006 (30 chapters) and was implemented nationally in spring 2007. The results of the national implementation are expected by early fall 2007.

The Fraternity has continued to conduct its own evaluation of the LEAD Program and related programs. In March 2005 and August 2006, Sigma Nu surveyed key chapter officers responsible for implementing the LEAD Program during the 2004-2005 and 2005-2006 academic years, respectively. Respondents to the 2005 survey represented more than 50% of chapters. Respondents to the 2006 survey represented more than 41% of chapters. The results evidence the significant positive impact of the LEAD Program.

Usage

	2005	2006	
•	95%	96%	implemented one or more Phases.
•	86%	82%	implemented eight or more Phase I sessions.
•	66%	70%	implemented Phase II.
•	41%	58%	implemented All-Chapter Phase.
•	20%	23%	implemented Phase III.
•	12%	24%	implemented Phase IV.
•	97%	99%	have a LEAD Chairman.
•	72%	81%	reported LEAD Program has support of executive committee.
•	23%	34%	have a LEAD Committee.
•	41%	41%	have a LEAD budget.
•	20%	N/A	have a LEAD Advisor.
•	63%	67%	use LEAD resources on website.
•	20%	N/A	of sessions were facilitated by a guest facilitator.

Chapter Benefits

- | | 2005 | 2006 | |
|---|------|------|--|
| • | 90% | 89% | agree or strongly agree that the LEAD Program is effective at developing leadership skills. |
| • | 89% | 89% | agree or strongly agree that Candidates have positive view of the LEAD Program after completing Phase I. |
| • | 83% | 81% | agree or strongly agree that the LEAD Program is interactive. |
| • | 88% | 86% | agree or strongly agree that the LEAD Program materials are useful. |
| • | 73% | 81% | agree or strongly agree that their chapter explained the LEAD Program and its benefits during recruitment. |
| • | 73% | 78% | agree or strongly agree that the LEAD Program is helpful to their chapter. |
| • | 71% | 63% | report that the LEAD Program has created a stronger brotherhood. |
| • | 73% | 66% | report that the LEAD Program has promoted dialogue about the future. |
| • | 69% | 69% | report that the LEAD Program helps develop future officers. |
| • | 61% | N/A | report that the LEAD Program sets a new standard of excellence. |

Individual Benefits

- | | 2005 | 2006 | |
|---|------|------|--|
| • | 85% | 83% | agree or strongly agree that the LEAD Program has enhanced their Sigma Nu experience. |
| • | 85% | 77% | agree or strongly agree that the LEAD Program has helped them grow and develop as an individual. |
| • | 87% | 85% | report that the LEAD Program has allowed them to learn more about leadership. |
| • | 73% | 71% | report that the LEAD Program has shown them how to work in groups. |
| • | 69% | 59% | report that the LEAD Program has given them skills that they have applied in other campus organizations. |
| • | 67% | 63% | report that the LEAD Program has given them a stronger sense of brotherhood. |
| • | 67% | 65% | report that the LEAD Program has taught them how to implement change. |
| • | 57% | 57% | report that the LEAD Program helped them gain problem-solving skills. |
| • | 55% | 47% | report that the LEAD Program increased their self-confidence. |
| • | 55% | 49% | report that the LEAD Program helped them learn more about themselves. |

NOTE: In the 2006 survey, 93% of respondents said they would recommend the LEAD Program to another Brother.

2005 College of Chapters Results

Since 1999, more than 1000 members have participated in four College of Chapters. In December 2005, participants in the June 2005 College of Chapters (275) were surveyed. 35% of those surveyed responded and respondents represented 31% of chapters. The results evidence the continuing positive impact of the College of Chapters, even six months after its completion.

- 92% agreed or strongly agreed that C of C prepared them to assume their leadership role in their chapter.
- 88% agreed or strongly agreed that C of C helped them to make connections with other Sigma Nu Brothers.
- 88% agreed or strongly agreed that C of C helped them to understand themselves better as a person and leader.
- 82% agreed or strongly agreed that C of C prepared them to implement new ideas and implement change.
- 82% agreed or strongly agreed that C of C prepared them to better manage other officers and committees.
- 81% agreed or strongly agreed that C of C prepared them to better examine all sides of an issue.
- 78% agreed or strongly agreed that C of C helped them to better understand the concept of accountability.
- 76% agreed or strongly agreed that C of C prepared them to plan LEAD in their own chapter.

LEAD Institute Results

Over the months of January-March 2005 20 LEAD Institutes were conducted for 328 members representing 110 chapters. Participants were surveyed in April 2005. Over the months of January-April 2006, 18 LEAD Institutes were conducted for 251 members representing 110 chapters. Participants were surveyed in October 2006. Survey results for both years clearly indicate that the LEAD Institutes are hitting the intended mark.

As a result of attending a LEAD Institute...

- | | 2005 | 2006 | |
|---|-------------|-------------|--|
| • | 93% | 87% | feel more enthusiastic about the LEAD Program |
| • | 86% | 87% | feel more confident about the LEAD Program. |
| • | 85% | 89% | feel more knowledgeable about the LEAD Program. |
| • | 83% | 82% | better understand why the LEAD Program exists. |
| • | 80% | 75% | understand how to plan implementation of the LEAD Program. |
| • | 75% | 71% | feel better prepared to facilitate LEAD Program sessions. |
| • | 67% | 64% | better understand the importance of facilitation. |

LEAD Institute Results (continued)

Since attending the LEAD Institute...

- | | 2005 | 2006 | |
|---|-------------|-------------|---|
| • | 82% | 85% | improved how they plan the LEAD Program. |
| • | 78% | 67% | put ideas into action. |
| • | 78% | 77% | sought executive committee support of the LEAD Program. |
| • | 74% | 58% | made plans to implement another Phase. |
| • | 55% | 51% | made plans to use teambuilding resources. |
| • | 54% | 62% | made plans to better utilize the LEAD Committee. |
| • | 46% | 62% | reviewed LEAD resources on website. |
| • | 39% | 45% | began recruiting guest facilitators. |
| • | 28% | 31% | began developing a guest facilitator list. |
| • | 28% | 34% | asked an advisor to facilitate. |

Analysis of Evaluation and Implementation Results

As the Fraternity's primary development and education program, LEAD is successful in supporting the Fraternity's Mission and Envisioned Future Statements. The LEAD Program is also successful in supporting the Fraternity's Excellence Through Education, and numerous others, Strategic Imperative. Finally, the LEAD Program is successful in meeting the Fraternity's Strategic Goal of offering "*an ethical leadership development program that provides chapters with a sustainable competitive advantage over similar programs offered to collegiate members of other organizations.*"

The LEAD Program Supports Vision, Mission and Envisioned Future

As the single largest educational program of the Fraternity, the Fraternity should take great satisfaction that the results of the LEAD Program bear positive implications for all of the Fraternity's Envisioned Future Statements – **Leadership In Action, Excellence, Growth and Membership Value** – which define how the Fraternity will be a relevant, thriving organization in 15-20 years. While all that the Fraternity does and seeks to do is designed to make progress toward this Envisioned Future, the LEAD Program is the Fraternity's field of dreams, where our hopes for the future are sown and cultivated...where our Mission can be significantly met in the lives of each individual member.

The LEAD Program Supports the Development of Brotherhood and Chapter

As the results of the annual EBI survey have shown, there is a direct correlation between a member's sense of brotherhood and level of membership satisfaction. As the sense of brotherhood increases, satisfaction with membership increases, not surprisingly. As the LEAD Program's results evidence, the LEAD Program can directly contribute to an increased sense of brotherhood within and between chapters.

The undergraduate chapter is the laboratory in which learnings from the LEAD Program can be applied. It is intended that the LEAD Program will benefit not only individual participants but their chapters as well. Anecdotal evidence to date supports such a positive correlation. However, future analysis should be done to compare overall performance of chapters (Pursuit of Excellence) with their level of LEAD Program implementation. Such a comparison will test anecdotal evidence supporting this correlation.

The LEAD Program Curriculum Is Unique

As confirmed by independent, outside experts in the field of leadership development theory and programs for college students, the curriculum and implementation of Sigma Nu's LEAD Program is unique among such programs in two fundamental ways:

- First, the LEAD Program is inclusive of all undergraduate members of the Fraternity and its curriculum is based on the theory that all members have some

capacity for leadership that can be cultivated and improved through the acquisition of additional knowledge, skills and practical application.

- Second, the LEAD Program is explicitly focused on the development of ethical leadership within the framework of the Fraternity's principles.

Both unique characteristics are deemed to be positive differentiations for the LEAD Program, and for both Sigma Nu members and the communities and organizations they may positively impact as a result of participation in the LEAD Program. The first characteristic is deemed important from the perspective of the need for transformational leadership within the Greek community. Transformational leadership theory posits that every individual has the capacity for leading positive, transformational change and advocates that every individual should take responsibility for leading such change in organizations and communities. This theory is contrasted with many other leadership development programs that focus exclusively on positional leadership development.

The second characteristic ties leadership development in Sigma Nu to the Fraternity's founding principles of Love, Honor and Truth, thus creating an emphasis on the need for ethical (values-driven) leadership and integrating that goal of the LEAD Program within the Fraternity's most fundamental and historical purpose.

Improvement and Growth Opportunities for The LEAD Program

There remain numerous opportunities to make the LEAD Program more effective, to expand the number of members participating in the program and to more scientifically measure the impact of the program on individual members. Opportunities also exist to provide LEAD-based programs for alumni members and to consider expansion of the program into non-member markets.

Curriculum and Delivery Effectiveness

In order to remain "cutting-edge" and unique, the curriculum of the LEAD Program must be frequently reviewed and improved by professional staff taking into consideration the input of users (members) and outside experts. The LEAD Curriculum Advisory group and LEAD Student Advisory group continue to serve this purpose well as the Phase I curriculum has been updated for fall 2007.

The efficacy of the LEAD Program's curriculum is impacted significantly by the media and formats in which it is delivered. Currently, the Program curriculum, while available online, is contained primarily in written format. Studies show that the LEAD Program's target audience continues to rely more heavily on new media, *in addition to* traditional media. It is clear that to remain accessible and relevant, the LEAD Program must take advantage of available, new media such as flash video and interactive web applications to deliver content. While the desire among today's students for learning and interacting in group settings remains strong, students increasingly prefer and expect to access and gain

information and knowledge in their preferred media in an on-demand fashion. Currently, the LEAD curriculum is being prepared for interactive, online delivery to be introduced at Grand Chapter 2008.

The LEAD Program also relies upon skilled facilitators to guide the important group discussion of various sessions and modules of the Program. More senior members can become excellent facilitators when provided the training necessary. Likewise, alumni, college and university officials and community experts can provide excellent facilitation. Currently, training for student and alumni facilitators is provided via LEAD Institutes, the College of Chapters and during Leadership Consultant visits. An advanced facilitation training program is also currently used to further develop the very best LEAD facilitators. A database of alumni and non-member facilitators is currently being built to further support the inclusion of guest facilitators. As the LEAD Program continues to rely heavily on group discussion of various sessions and modules, additional investments in opportunities for training facilitators and increasing the pool of non-member, guest facilitators will result in more effective Program implementation and will create more enthusiasm and support for the Program.

Increased Member Participation

The Fraternity's resources have been primarily directed at Phase I, Phase II, the College of Chapters and the LEAD Institute components of the LEAD Program. Usage rates reflect this concentration of resources as these components evidence the heaviest participation.

Usage rates for Phases III and IV and All-Chapter increased from 2005 to 2006. This is encouraging and indicative of continued growing interest in and support of the Program. The Fraternity continues to seek usage growth for all Program components.

New Markets

As the Fraternity undertakes a study to determine the future of its alumni involvement programs, the staff will continue to review the feasibility of developing and implementing a new component of the LEAD Program aimed at alumni members as participants. It is theorized that such a program would, 1) Be self-supporting; 2) Generate additional alumni interest in the LEAD Program for student members; 3) Facilitate the creation and continuation of "lifelong friendships;" 4) Be of personal benefit to alumni member participants; 5) Further the commitment of alumni to the Fraternity and its purpose and willingness to financially support the LEAD Program. The potential demand for such a component is supported anecdotally but will have to be more scientifically measured as part of the upcoming alumni survey.

The concept of "spinning-off" the LEAD Program into a separate company, wholly or partially-owned by the parent company, is one that has existed for some time. It is theorized that some of the advantages of doing so would be, 1) Furtherance of the Fraternity's desire to positively impact society by sharing the benefits of the LEAD Program with non-members; 2) Increased opportunity for grant funding of the LEAD Program from non-Sigma Nu sources resulting in improved curriculum and

implementation, thus benefiting Sigma Nu members participating in the Program; 3) Opportunity for improving the brand image and awareness of Sigma Nu Fraternity as a positive, leadership-based organization; 4) Increased interest in potential new Fraternity members by virtue of awareness of or participation in the Program.

Evaluation

The methods used by the Fraternity over the last nine years to evaluate and measure the Program provided vital data and feedback and are not insubstantial. However, they are limited in scope and do not bear the same credibility as that of an independent, scientific evaluation.

Since its inception, the Fraternity recognized that such an evaluation of the LEAD Program would be desirable for numerous substantial purposes including the value of an independent measurement of whether the Program is accomplishing its purpose, information to guide curriculum improvement, increased enthusiasm and support for the Program among members and non-members and academic respect and support for the Program. However, the cost of such evaluation has been prohibitive until 2006. At that time, the Fraternity hired Dr. David Anderson of the Center for the Advancement of Public Health at George Mason University to develop and implement a pilot of such an evaluation.

The pilot included instrument development and implementation with a small number of chapters in 2006. The Program evaluation was conducted nationally in spring 2007. It was designed to measure how the LEAD Program affects a member's:

1. Connectedness to the Fraternity, its Mission, his chapter, other members, other member's opinions/points of view.
2. Sense of values and ethics and working with people of different perspectives.
3. Understanding and development of leadership skills and capabilities.
4. Understanding of and ability to enact change.
5. Critical thinking skills.

To the extent possible, the evaluation will also contrast LEAD non-participant responses with LEAD participant responses. Results of the national implementation are expected by early fall 2007. At this time, it remains cost prohibitive to develop and implement a longitudinal evaluation that tracks Program impact on specific individual members.