

The Socially Responsible Leadership Scale (SRLS Online) Results Interpretation Guide for Students

Thank you for completing the SRLS Online. The following information will help you interpret your results.

The Social Change Model of Leadership

The SRLS Online is based on the values of the Social Change Model of Leadership. In this model, leadership is understood to be a process that people engage in, rather than a position that one person has over others. Everyone in the group who engages collaboratively to accomplish the group's goals is "doing leadership."

The Social Change Model assumes that leadership is about trying to accomplish change. Leaders are trying to make their organization, their campus, their community, or their world a better place. One doesn't decide to be a leader in order to have a title or position of power. Instead, one sees something that should be changed and in stepping up to be a part of that change, becomes a leader.

In this approach to leadership, anyone who wants to work with others to make a difference can be a leader. This kind of collaborative process means that groups must have trust, which requires that group members act in ways that are consistent with their beliefs, values, and the group's goals.

The SCM is unique in that it was created specifically for the college undergraduate. College educators asked themselves, "What do students need to learn in order to work together to create change?" They concluded that seven values are necessary in order to have trust, common goals and true collaboration. As each value begins with the letter C, these have come to be known as the "Seven C's." Since change is an important aspect of the model, the Socially Responsible Leadership Assessment also measures the value of "change."

Three Categories of the Seven C's

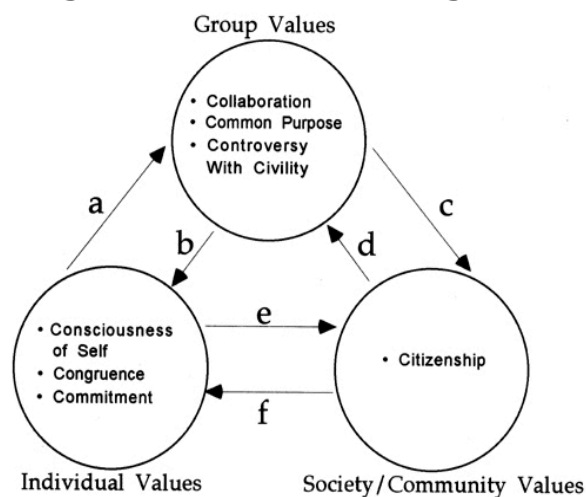
Individual: What individual qualities should students learn? What personal qualities support effective collective action and social change?

Group: What processes do students need to learn in order to work effectively in groups? How can collaboration foster individual development and social change?

Community/Society: How can involvement in positive change in the community promote group collaboration and develop individual character?

(Adapted from Higher Education Research Institute, 1996, p. 19)

Diagram of the Social Change Model



The Seven C's: The Critical Values of the Social Change Model

Individual Values

Consciousness of Self	Being self-aware of the beliefs, values, attitudes, and emotions that motivate you to take action. Being mindful, or aware of your current emotional state, behavior, and perceptual lenses.
Congruence	Acting in ways that are consistent with your values and beliefs. Thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others.
Commitment	Having significant investment in an idea or person, both in terms of intensity and duration. Having the energy to serve the group and its goals. Commitment originates from within, but others can create an environment that supports an individual's passions.

Group Values

Collaboration	Working with others in a common effort, sharing responsibility, authority, and accountability. Multiplying group effectiveness by capitalizing on various perspectives and talents, and on the power of diversity to generate creative solutions and actions.
Common Purpose	Having shared aims and values. Involving others in building a group's vision and purpose.
Controversy with Civility	Recognizing two fundamental realities of any creative effort: 1) that differences in viewpoint are inevitable, and 2) that such differences must be aired openly but with civility.

Community Values

Citizenship	Believing in a process whereby an individual and/or a group become responsibly connected to the community and to society through some activity. Recognizing that members of communities are not independent, but interdependent. Recognizing individuals and groups have responsibility for the welfare of others.
Change	Believing in the importance of making a better world and a better society for oneself and others. Believing that individuals, groups and communities have the ability to work together to make that change.

(Adapted from Higher Education Research Institute, 1996, p. 21; Tyree, 1998, p. 176; and Astin, 1996, p. 6-7)

Feedback Loops

Notice that each level is inextricably tied to the others. Learning the values at the individual level helps facilitate the leadership process at the group level (arrow a). Likewise, participation in collaborative group processes provides experience and feedback that enhances a person's learning at the individual level (arrow b). These "feedback loops" exist among all three levels of the model.

Understanding Your Assessment Results

Based on your answers to the SRLS questions, this report provides your average scores on each of the seven C's and change. The score on each value cannot be interpreted except in comparison to other students who took the same assessment. (For example, you know that the assessment had a scale of 1 to 5. However, a score of "3" does not mean "average").

Your Results

National-level data using the SRLS is collected via the [Multi-Institutional Study of Leadership](#). The below table shows the average scores from the MSL National Study (as of 2021 administration), which is scored on a 5-point scale ranging from Strongly Disagree (1) to Strongly Agree (5).

Consciousness of Self	3.92
Congruence	4.21
Commitment	4.39
Collaboration	4.18
Controversy with Civility	4.23
Citizenship	3.91
Omnibus SLRS	4.13

From MSL Study 2021

Additional reports, articles, and insights about the larger MSL, which includes the SRL as well as other student development-related scales, can be found on the MSL website linked above.

SRLS Revised Version 2: Why was the Common Purpose Scale removed from the SRLS and survey results?

The Social Change Model consists of seven leadership values ("Seven C's") however, only six are represented in the SRLS. The decision to remove the Common Purpose Scale from the SRLS was made to decrease the overall item count of the instrument while increasing the reliability and validity of its measurement. There was conceptual redundancy across the Common Purpose and Collaboration Scales. The overlap of the two scales prohibited common purpose from being easily distinguishable from collaboration when utilizing the social change model as a developmental model to expand individual capacities. Further evaluation of the initial Social Change Model publication supported the discovery that common purpose is a function of and directly linked to collaboration. The definition identifies the common purpose construct as a group trait instead of a capacity of an individual or the group.

For the full article, see [The Measurement of Socially Responsible Leadership: Considerations in Establishing Psychometric Rigor](#) (Dugan, 2015).

What does it mean if I'm lower or higher than the national average?

The purpose of this assessment is to help you learn more about yourself (an important value in the model: Consciousness of Self). If you have identified values in which you are strong, think about how you can model those values for others in your group. If you have identified a value that could be stronger, talk to mentors, advisors and friends to learn about opportunities on your campus to gain experience and learn more. Be intentional about your own growth and learning. This might mean taking courses or training workshops that address the value you want to work on. It might mean challenging yourself to get involved in your group or on your campus in new and different ways.

No one is ever "done" learning about doing effective leadership. It is a lifelong journey of taking on challenges and learning from them. We wish you the best of luck.

References

- Higher Education Research Institute. (1996). *A social change model of leadership development guidebook. Version III*. Los Angeles, CA: Higher Education Research Institute.
- Astin, H. S. (1996). Leadership for social change. *About Campus*, 1, 4-10.
- Tyree, T. M. (1998). *Designing an instrument to measure socially responsible leadership using the social change model of leadership development*. Dissertation Abstracts International, 59, (06), 1945. (AAT 9836493).