Organizational Learning in Student Organizations:
Discovering How to Grow and Develop

An Honors Thesis Submitted By

Lea Wender

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Richard H. Price, PhD

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"Because I knew you, I have been changed for good."

ABSTRACT

Student organizations are present in practically every college across the country. These organizations engage student leaders in a constant process of organizational learning as students respond to a continuous stream of organizational challenges and questions. This study explores how four processes underlying organizational learning develop over time: strategies for resource acquisition, elaboration of a governance structure, increased specification of leadership succession systems, and development of organizational routines. The purpose of this study was to understand how these processes evolve in ways that contribute to overall organizational growth and development. Interview and archival data were collected from twelve student organizations in three different "birth cohorts" to identify how each organizational process developed. Findings from the study suggest that the number and complexity of resource acquisition strategies, supporting organizational structures, specifications in the leadership selection process, and the number and complexity of organizational routines increase over time. The study provides implications for leaders of student organizations as well as scholars examining organizational learning or student organizations.

INTRODUCTION

Student organizations are present on nearly every college campus and represent a variety of student interests such as community service, political activism, Greek organizations, multicultural initiatives, the fine arts, and many others. They are celebrations of the talents, passions, and diversity of the student body that make up each university. These organizations also offer a "hidden curriculum" that not only allows students to become skilled players in organizational arenas, but also provides benefits to their communities. This "hidden curriculum" increases overall satisfaction with the college experience and provides a means for students to enhance their organizational and general life skills (Astin & Sax, 1998). Research shows that participation in student organizations contributes to a stronger commitment to "helping others, serving their communities, promoting racial understanding, doing volunteer work, and working for nonprofit organizations" (Astin & Sax, 1998).

Students learn how to make decisions and changes that lead to substantial growth in their own organizations. Whether an organization raises more money, involves more participants, or increases a sense of awareness, these organizations are evolving as the students learn. The benefits to the community are not inconsequential. For example, a Dance Marathon called "Thon," the mission of which is to raise money for pediatric cancer, started at Penn State in 1973. Almost forty years later, the organization has raised over $78 million, engaged 15,000 students each year, and grown to be the largest student-run philanthropy in the country. "Thon" sparked a national movement of Dance Marathons that engages students in real organizational questions and challenges.

Model of Organizational Learning

While student organizations provide a wide range of benefits to the participants and the surrounding community, student organizations are often very fragile. They face challenges of frequent leadership changes, financial constraints, a continuing need to attract members, and inexperienced leadership. Because of these challenges, student organizations must engage in a constant process of organizational learning (Levitt and March, 1988) in order to continue to cope with an often uncertain environment and changing personnel.

Levitt and March (1988) suggest that organizational learning occurs through history based learning. History based learning consists of allowing outcomes of past organizational behavior to guide future organizational choices. This requires actors within the organization to embed certain organizational routines in an organization often through recording them in organizational rulebooks or through stories that get passed down orally. History based learning involves constantly analyzing the outcomes of past organizational behavior to determine whether these outcomes are beneficial enough to continue in future organizational action (Cyert and March, 1963). This type of learning is often vulnerable to information getting lost as a result of leadership transitions or the inability to properly record organizational memories. In addition, organizations are sensitive to competency traps, the idea that organizations become adept in certain processes and are blinded to potentially more efficient processes (Arthur, 1984).

The process of organizational learning is complex and comprised of many organizational sub-processes. The literature suggests four key processes are crucial to organizational learning: resource acquisition strategies (Hodge and Piccolo, 2005 &

Walker and McCarthy, 2010), governance structures (Smith and Shen, 1996), leadership

succession systems (Friedman, 1984), and organizational routines (Cohen and Bacdayan,

1994 & Pentland and Feldman, 2002). I propose that these four organizational processes

are connected through core organizational elements in student organizations to form an

overall process of organizational learning as shown in Figure 1 below.

Figure 1: Process of Organizational Learning in Student Organizations

In Figure 1 three core components are depicted: the governing board (Kole and

Lehn, 1997), material and symbolic resources needed for organizational functioning

(Walker and McCarthy, 2010), and programming activities (Salipante and Golden-

Biddle, 1995). At the most basic level, organizations operate through the actions of

members converting resources into organizational action (Herman and Renz, 1998). In

Figure 1 these cornerstones of organizations are linked through organizational processes

of leadership succession, resource acquisition, governance, and development and

maintenance of organizational routines. By studying organizational learning in student

organizations at different points in their learning and development, I propose to test

hypotheses about how each of the four processes changes over time.

Resource Acquisition Strategies

Student service organizations face a myriad of challenges acquiring resources, and their survival depends on their ability to do so. Resources are defined as any valued material entity that contributes to the growth and survival of an organization (Bielefeld, 1993). Resource acquisition strategies consist of the tactics through which an organization attempts to acquire resources it identifies as necessary as well as ways in which it maintains these resources over time. Examples of resource acquisition strategies include securing a sponsorship with a local business to help with printing needs or applying for grants to secure funds to support student organization activities. In a student organization, strategic resource acquisition requires answering four questions: what do we need, who will get it, how will they get it, and how do we keep it? (Walker and McCarthy, 2010).

Froelich (1999) suggests nonprofit organizations form strong relationships with a small number of resource sources early in their development and often become dependent on those sources. To avoid dependency, they need to establish a range of resources and acquisition strategies. Acquiring different material resources requires different strategies. Over time, as individuals within organizations identify new available resources, they will use additional resource acquisition strategies (Walker and McCarthy, 2010).

> **Hypothesis 1:** *The number of resource acquisition strategies will increase with the age of the student organization.*

Resources drive organizational activity and therefore require more complex governance of the organization as the acquisition processes become more complex (Hodge and

Piccolo, 2005). As student organizations continue to learn and develop more complex strategies, they will develop more specialization in carrying out these tasks.

Hypothesis 2: Resource acquisition strategies will become the responsibility of specific governance roles over time.

Governance Structure

The governance structure of an organization is defined as the roles, rights, reporting relationships and duties prescribed for the purpose of governance. These roles as well as the ways in which an organization allocates rights and duties to these roles are often defined by an organization's founding documents (Dalton, 1998).

As an organization expands, duties and responsibilities evolve in response to changing demands and opportunities in the environment. These changes can include creating additional roles or substructures to help support the new organizational demands. In this sense, the governance structure becomes a means to accomplish new tasks and enhance the organizational accomplishments.

Hypothesis 3: The number of roles that make up this governing body will increase over time.

Hypothesis 4: The number of supporting organizational substructures that make up this governing body will increase over time.

As the organization's activity and ways in which it can pursue its mission continue to expand, the governance responsibilities and tasks will increase (Smith and Shen, 1996). Kole and Lehn (1997) show that as the amount of responsibilities increase task specialization in the governing body will also increase.

Hypothesis 5: Specialization of responsibilities of the governing body will be greater in older organizations than younger organizations.

Leadership Succession Systems

Student organizations face leadership challenges because leaders change frequently—students often remain at school for only four years. To remain stable and grow, student organizations must develop leadership succession systems that both determine the ways in which leaders are selected and transmit the information needed to fulfill their duties (Friedman, 1984). Leadership succession systems include: establishing who is eligible to participate in the leadership selection process, when the selection will take place, the method by which leaders will be chosen (application, election, etc.), and finally, the process by which organizations transmit knowledge, responsibilities, and relationships to incoming leaders (Center for Nonprofits, 2010).

Succession planning often begins with early identification of talented individuals in lower positions who can learn the responsibilities necessary to pursue a leadership position in the future (Greer and Virick, 2008). Student organizations limit eligibility for leadership positions as an attempt to ensure that only qualified individuals will fill leadership positions. Formalizing the requirements for leadership can enhance the talent and knowledge of incoming leaders (Rothwell, 2005).

Hypothesis 6: The specificity of criteria defining who is eligible to participate in the leadership selection process will increase with time.

Because there are frequent leadership changes in student organizations, Olshansky (2010) suggests that the scheduling of leaders' replacements each year becomes

increasingly well defined and understood by current members. In addition, he suggests that the method by which leaders will be determined will become increasingly accepted and documented in procedural documents so that the process is standardized from year to year. The bylaws of student organizations play a key role in this. They should "be clear regarding the organization's leadership structure, process for nominations, elections, and responsibilities of leadership" (Olshansky, 2010).

> **Hypothesis 7:** *The timing of selection will be more clearly specified in older organizations.*

> **Hypothesis 8:** *The method by which leaders are selected will become more specific over time.*

Once new leaders are selected, they need to be given the knowledge to fulfill their role effectively (Price, 2008). The transmission of knowledge is not only limited to responsibilities but also to knowledge about key resources, connections, people, and processes that incoming leaders must maintain and fully understand (Bielefeld, 1993). Organizational learning and growth depend on these knowledge transfers so that new leaders can use past experience as a guide for future behavior.

> **Hypothesis 9:** *The process by which organizations transmit knowledge to incoming leaders will become more comprehensive as organizations age.*

Organizational Routines

Organizational routines are the building blocks of all organizational behavior and are present in all organizational processes (Cohen, 1996). They are patterns of actions and beliefs that have been developed in an organization's past and help shape the

decisions the organization makes in the future (Cohen and Bacdayan, 1994). Organizations develop routines through "reflect[ing] on what they are doing [and] decid[ing] to alter what they do in future iterations of the routine" (Feldman, 2000). Levitt and March (1988) have shown that organizational routines are a fundamental source of organizational learning.

> **Hypothesis 10:** *The number and complexity of organizational routines will increase as an organization gets older.*

Student Organization Population

This study aims to test my model of organizational learning in student organizations using a population of student service organizations on the University of Michigan campus. As I am studying a process that occurs over time, I will take a cross-sectional sample of organizations in three different age groups. By comparing the organizations at different life stages in the way they manage leadership succession, resource acquisition, governance processes and organizational routines, I hope to better understand what contributes to their organizational learning and development.

METHOD

Study Design. Information for this study was collected using a comparative case study design, collecting both archival and interview data in twelve community service student organizations at the University of Michigan. Qualitative case studies were an appropriate method to explore my research question for many reasons. My research question examines an organizational development process, which is not easily controllable or easily observable over an extended time period. The case study method allowed me to collect "rich, empirical descriptions of phenomena" (Yin, 1994) that are

not easily simulated through manipulation. Analyzing my data as well as extant literature enabled me to create "theoretical constructs, propositions, and/or midrange theory" (Eisendhardt & Graebner, 2007) that help explain the progression of organizational learning and development in a real-world setting.

Using the multiple comparative case study approach increases the likelihood that my conclusions and propositions will be robust as they are "deeply grounded in varied empirical evidence" (Eisenhardt & Garebner, 2007). Collecting data from multiple organizations not only allowed me to develop inferences about processes within organizations, but also gave me the ability to compare student organizations of widely different ages; this approach affords an opportunity to observe differences in the range and complexity of organizational learning and development. Having multiple sources of data also increases the likelihood that conclusions will have greater generalizability across different organizational environments (Baxter & Jack, 2008).

Sampling strategy. The University of Michigan has 1253 registered student organizations (www.maizepages.org), one of the highest concentrations of student organizations on a single campus in the United States. In light of the existence of so many different kinds of organizations, with varying missions, national affiliation status, and organizational demands, I chose to limit my study to one type of organization. Limiting my study to community service organizations was an attempt to reduce the influence of confounding variables stemming from the range of demands different types of student organizations face.

I identified 117 service organizations but observed that these widely disparate organizations could make comparisons across organizations difficult. Specific types of

organizations that I thought could produce unwanted heterogeneity in my sample were national affiliates (n=39), organizations that stemmed from pre-existing organizations (n=10), "dead" organizations or organizations whose current status was unknown (n=15), and atypically large organizations containing more than 150 members (n=1).

Several factors support the rationale to use these exclusion factors. National affiliates often have increased access to resources and different organizational demands based on their contractual obligations to their parent organization. Organizations that stemmed from pre-existing organizations presented potentially confounding variables because many of the organizational processes I was studying could have occurred as part of the development of the organization in its previous form. Organizations that had recently died or whose status was unknown prevented me from gathering adequate information on their organizational development. Finally, because only one organization was atypically large, I knew I would not be able to generalize any conclusions about how size influences organizational learning. To prevent these comparison limitations, I chose to eliminate these organizations from my sample. The resulting sample contained 52 student service organizations at the University of Michigan.

The principal phenomenon of interest in this study is how organizations develop over time. Therefore, the study design allowed for a comparison of organizations across widely different ages. The sample was divided into three "birth cohorts": 0-2 years old, 6-8 years old, and 12 years and older.[1] Four years between birth cohorts helped ensure that organizations in the widely different age groups had gone through multiple leadership

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[1] Note: 14 out of the 52 organizations in the sample did not fit into these designated age ranges.

successions and had adequate amounts of time to develop resource acquisition strategies and organizational routines.

I randomly selected four organizations that fell within each of these birth cohorts, for a final total sample of twelve organizations. Including four organizations in each birth cohort provides enough empirical data to allow me to identify consistent observations related to organizational development within and across birth cohorts. Appendix A contains demographic information for each organization in the study.

Data collection. Time constraints required me to limit the types of data I gathered from the organizations. Of the four organizations in each birth cohort, I randomly selected two organizations to intensively study. The intensive data collection approach involved conducting interviews with multiple members of the organization's leadership team and collecting a representative sample of the archival materials the organization had available. For the two remaining organizations in each birth cohort, I did not conduct interviews and collected only archival materials.

Table 1:
Sampling Frame: Student Organization Age and Data Collection Method

	0-2 years	6-8 years	12+ years	Total
Interview and Documents	Coituslove	Intellectual Minds Making a Difference	University Students Acting Against Cancer	6
	Detroit Urban Debate Eduation	Students for Education, Empowerment, Development, and Sustainability	Student Funded Fellowships	
Documents Only	Wikipedians	Mstars for Make-A-Wish	Student Book Exchange	6
	The Ypsilanti Health Initiative	Volunteers in Action	Galens Medical Society	
Total	4	4	4	12 total organizations

Before contacting any of these organizations, I performed a pilot study on an organization that fell in the oldest birth cohort, but was not one of my randomly selected organizations. The pilot study involved interviewing a Chair of the organization to ensure that my interview questions would provide adequate information about key processes. This pilot allowed me to identify a list of questions that would provide sufficient information from which I could draw conclusions before I contacted the organizations I had randomly selected for my actual sample. Appendix B provides a summary of key informants I used throughout my study, including the pilot study organization.

The contact person for each randomly selected organization (as denoted on the student organization catalogue online) received an email with a short description of the study. The email concluded with an invitation to meet in person to discuss further details about participation in the study. Of the initial twelve organizations contacted, two organizations declined and one organization never responded. I replaced these organizations by randomly selecting other organizations in the appropriate birth cohorts.

I met with one officer from each of the 12 organizations to elaborate on what participation in the study would entail and get verbal agreement that the organization would participate. I then asked the leader to provide a brief version of the organization's "story" to provide background knowledge when conducting in-depth interviews or analyzing documents. Appendix C includes a sample initial email and outlines generally the conversation that took place at these initial meetings.

Identifying Interviewees and Documents

My strategy was to conduct interviews with people who would have a detailed knowledge of diverse functions of the organizations. With the help of the initial contact

from each organization, I attempted to locate key informants related to resource acquisition, organizational routines, governance structure, and leadership succession systems. Table 2 includes a list of interviewees' organization, and role within each organization. Interviews were conducted in person between November 2010 and January 2011 on the University of Michigan's campus.

Table 2:
Interview List for Student Organizations

0-2 years old		6-8 years old		12+ years	
Coituslove	President/ Founder	Intellectual Minds Making a Difference	Cochair	University Students Acting Against Cancer	President
			Secretary		Secretary
	Historian		Special Events Chair		Treasurer
Detroit Urban Debate Education	Ex-Director/ Founder	SEEDS	Ex-board member	Student Funded Fellowships	Cochair
	Director/ partial founder		Board Member		Cochair
	Asst. Director		Board Member		

Analyzing organizational archives required me to identify documents and information sources that are available across all twelve organizations. The Assistant Director at the Office of Student Activities and Leadership, the office responsible for registering student organizations, directed me to documents that most organizations possess or are required to create. Table 3 contains a list of the documents I was able to collect from all 12 organizations.

Table 3:
Data Source for Student Organizations

| | Organizational Age | | | | | | | | | | | |
| | 0-2 years | | | | 6-8 years | | | | 12+ years | | | |
	Coituslove	DUDE	Wikipedians	YHI	IMMAD	SEEDS	Mstars	VIA	USAAC	SFF	SBE	Galens
Meeting minutes		X		X	X				X	X		X
Budgets		X		X	X				X			
Grant applications		X		X	X				X			
Constitution	X	X	X	X	X	X	X	X	X	X	X	X
Website		X	X	X	X	X	X	X	X	X	X	X
Ctools/Google groups		X		X		X			X	X	X	
Regular emails to members				X	X							
Recruitment materials		X		X	X			X	X			
Membership records	X				X				X	X		
Sponsorship contracts					X							
Any published materials		X	X	X	X	X	X		X	X		
List of sponsors				X	X	X			X		X	
Record of fundraising results					X				X	X		
Social media	X	X	X	X	X	X	X	X	X	X		
Powerpoint presentation	X		X	X	X				X			
Visual media		X	X	X	X		X		X			

Interview Protocol:

The interviews attempted to assess the level of organizational development reflected in governance structure, succession systems, resource acquisition strategies, and organizational routines. In addition, the interviewees explained their personal responsibilities in the organization as well as their motivations for getting involved and staying involved in the organization. Appendix C contains the script for the interviews as well a list of questions asked at most interviews.

Analysis of interview and archival data. All interview and archival data were organized into raw data tables containing answers to interview questions or quotes from archival data that pertained to each hypothesis. These tables can be found in Appendix D. I used these raw data tables as a guide to form the summary tables found in the results section. These results tables contain descriptive statistics that summarize the ways in which the organizations develop over time.

I created these descriptive measures through counting applicable information when appropriate. In some cases, the information was coded into different categories[2], such as different types of resource acquisition strategies. Once I was able to develop a counting system for all of my hypotheses, I calculated means for all of the age groups so that trends over time could be clearly observed for each hypothesis.

RESULTS

In each interview, I asked the student leader questions that would help identify the state of the organizational processes relevant to each organizational dimension: resource acquisition strategies, governance structure, leadership succession systems, and organizational routines. These qualitative data along with archival materials from each organization were used to evaluate the hypotheses I proposed for how each process changes as organizations age. Appendix D provides the raw data related to each hypothesis. Interview transcripts are available upon request.

Resource Acquisition Strategies

Student leaders were asked to identify the material resources on which their organization depends as well as the ways in which the leaders acquire these resources (the resource acquisition strategies). In addition, I coded statements within the archival materials indicating tactics organization members used to acquire resources. Table 4 summarizes the results from these interview questions and archival materials.

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[2] In some cases I was able to get two raters, and in others, only one.

Table 4:
Hypothesis 1- The number of Resource Acquisition Strategies* will increase with age

Organizational Age		
0-2 years	**6-8 years**	**12+ years**
Coituslove	IMMAD	USAAC
# of strategies 3 "If we don't have it [money], most likely we won't, it comes out of my own pocket"- President	# of strategies: 6 "We need money for most of the events we plan and we get all of our money from OAMI. Our other main resource is our people and we do that a lot through recruiting events and word of mouth." - Cochair	# of strategies: 9 "We do a lot with money and education, so whenever we can establish a relationship we try to hang on to those and use our network as effectively as possible. We also participate in a lot of events that can help with money and getting members" -Treasurer
DUDE	SEEDS	SFF
# of strategies: 5 "The majority of our funding comes from private donations due to our 501c3 status or grant applications, and we get most of our members through the debate team and our class in the Soc department"- Outgoing Director	# of strategies: 8 "We have some crucial partnerships that really help us with a lot of our resources. We also work a lot on grant applications and fundraising events through our fundraising committee. We also rely on advisors and programming for organizational advice, like leadership connection" -Old Eboard Member	# of strategies: 9 "We get a lot of resources through the law school... money for grants... space... items for the auctions... support and advice, so a lot of our efforts go towards managing this relationship. We also have come up with creative ways to get money for grants like our LSTAR program and DADP program." -Cochair
Wikipedians	Mstars	SBE
# of Strategies: 4	# of Strategies: 6	# of Strategies: 3
YHI	VIA	Galens
# of Strategies: 7	# of Strategies: 3	# of Strategies: 10
MEAN 4.75	5.75	7.75

The leftmost column spans the rows: "Interview and Archival data" (for the first four data rows) and "Archival Data Only" (for the last four data rows).

List of acquisition strategies*: Grants, self-fund, dues, endowment, sell things, admissions cost, university funds, sponsorships, private donation solicitation, recruitment events to get members, form class as membership base, target specific population, donate, faculty partnerships, Form committee, form partnership

The number of resource acquisition strategies increased with age in 9 out of the 12 organizations. Student Book Exchange (SBE), an organization in the oldest birth cohort, has fewer acquisition strategies than organizations in the younger birth cohorts. In addition, Volunteers in Action (VIA) employs fewer resource acquisition strategies than organizations in the younger birth cohort. A possible explanation for the finding in the case of VIA is that VIA is a suffering organization. After meeting with a leader of VIA, it was clear that the organization was "falling apart," and no longer attempts to acquire many resources essential to its survival. The results for VIA are not consistent with many

of my hypotheses due to the challenges currently facing the organization. In this way, VIA's failure to grow and develop as a student organization, in fact, supports my hypotheses by providing data that is inconsistent with many of them.

The second organization where results appear to be inconsistent with my hypothesis, Student Book Exchange, organizes two exchanges each year and has concentrated sources of resources needed to run these events. Over time, the organization has learned to make the exchange process much more efficient. For example, early in the organization's history, leaders of SBE formed a partnership with Alpha Phi Omega (APO), a service fraternity on campus. Since the formation of the partnership, APO provides the majority of the volunteers needed to run the exchanges, and thus strategies to acquire volunteers—a resource that many organizations attempt to acquire in multiple ways—are acquired through one strategy, a longstanding partnership.

Gronbjerg (1991) argues that the management of resource acquisition strategies is as important as the strategy itself. In this case, SBE has effectively managed this partnership so that they can exert less effort to acquire volunteers in other ways. The leaders of SBE acknowledge that this partnership is crucial to their organization's efficiency, and thus they focus their efforts on maintaining this resource rather than acquiring volunteers in diverse ways.

On the other hand, reliance on APO for volunteers is also an example of the risks of excessive resource dependence. Froelich (1999) asserts that organizations often fall into a trap of resource dependence, relying "on few sources for vital inputs [and] becom[ing] highly dependent on and beholden to those providers for survival." SBE's dependence on APO volunteers has not negatively impacted the overall organization. It

seems SBE has been able to "manage rather than be controlled by its resource dependencies" (Pfeffer and Salancik, 1978).

Newer organizations also exhibited a high degree of resource dependence. DUDE coaches debate in Detroit schools. In order to recruit partner schools in Detroit to coach in, DUDE formed a partnership with the Detroit Urban Debate League (DUDL). DUDL initiates contact with all of the Detroit schools in which DUDE provides coaching. One student leader in DUDE described the partnership as, "they [DUDL] provide the schools and students, and we provide the coaches." The partnership with DUDL saves DUDE time and provides a crucial part of its programming. DUDE is dependent on DUDL for these resources, and without this partnership the survival of DUDE's tutoring program would undoubtedly be threatened.

Since it appears that the number of resource acquisition strategies increases as organizations get older, it would seem that organizations face an increased need to put additional organizational infrastructure in place to manage these resources and partnerships. I hypothesized that in order to accomplish this, student organizations would delegate specific resource acquisition strategies to particular governance roles over time.

Table 5:
Hypothesis 2- Resource Acquisition Strategies will become the responsibility of specific governance roles over time

	Organizational Age		
	0-2 years	**6-8 years**	**12+ years**
Interview and Archival Data	Coituslove # of Roles: 1	IMMAD # of Roles: 2	USAAC # of Roles: 7
	DUDE # of Roles: 0	SEEDS # of Roles: 2	SFF # of Roles: 10
Archival Data Only	Wikipedians # of Roles: 1	Mstars # of Roles: 6	SBE # of Roles: 2
	YHI # of Roles: 3	VIA # of Roles: 0	Galens # of Roles: 0
MEAN	1	2.5	4.75

Results in Table 2 support this hypothesis. The number of roles dedicated to acquiring resources increases over time. In many of these cases, the resource acquiring roles are tied to specific events that require a particular set of resources. For instance, SFF holds an auction every year, the proceeds of which go toward the grants it disburses. The event is open to all law school students, staff, and faculty and features a live and silent auction as well as open bar and buffet. Almost every aspect of the event requires a different resource. In order to effectively acquire all the needed resources, SFF has two Auction Chairs supported by an Auction Committee. The Auction Committee contains multiple roles all dedicated to acquiring different needed resources. Examples of these roles include: Food Coordinator, Firm Donation Coordinator, Small Business Donation Coordinator, and Faculty Donation Coordinator. Each one of these roles was created for the sole purpose of acquiring a certain set of resources.

My findings on resource acquisitions strategies support the hypotheses that the number of resource acquisition strategies and resource acquiring roles increase as

organizations get older. These findings reflect increases in organizational learning and development to respond to changing resource demands.

Governance Structure

In each interview, I asked the student leaders to outline the roles and supporting structures in the organization's governing body as well as the tasks for which each role is responsible. I used information from the organizations' constitutions and responsibility guides to supplement the information gathered in the interviews. My hypothesis is that the number of roles comprising the governance structure would increase over time. Table 6 summarizes the interview and archival material I obtained.

Table 6:
Hypothesis 3- The number of roles that make up the governing body will increase over time

	Organizational Age		
	0-2 years	**6-8 years**	**12+ years**
Interview and Archival Data	Coituslove **# of Roles:** 7/8 (interviewees disagreed) "We have a Vice President, a tech person, we have a president, 2 treasureres, 2 secretaries, a historian, our in design manager, and we have like 2 or 3 promoters"- President	IMMAD **# of Roles:** 7 "We have 2 cochairs, a treasurer, secretary, 2 special events, historian, recruitment chair, and academic chair"- Cochair	USAAC **# of Roles:** 11 "Eboard is President, VP, Secretary, and Treasurer then the board is Breast Cancer Awareness chairs, Skin Cancer Awareness Chairs, Athletic Committee Chairs, Cancer Awareness Week Chairs, Ronald McDonald Chairs, Lung Cancer Awareness Chairs, and Community Outreach" -Secretary
	DUDE **# of Roles:** 6 "We have a director position, an assistant director position, a chief operations office, chief financial officer, chief information officer, and general secretary"- Outgoing Director	SEEDS **# of Roles:** 1 "We have a flat structure among the board- its just 3-5 eboard members. It normally happens that one person tends to take on more financial responsibilities an another more secretarial but technically there is only one position" -Board member	SFF **# of Roles:** 7 "We function as a board-- 2 cochairs, 2 auction cochairs..., 2 application chairs..., Secretary..., Treasurer..., 2 Communications chairs, and a few smaller positions that handle smaller projects that come up every year" -Cochair
Archival Data Only	Wikipedians **# of Roles:** 6	Mstars **# of Roles:** 12	SBE **# of Roles:** 3
	YHI **# of Roles:** 7	VIA **# of Roles:** 2	Galens **# of Roles:** 5
MEAN	6.5	5.5	6.5

These tables show no difference over time in the number of roles that make up organizations' governance structure. Institutional theory (Meyer and Rowan, 1977) offers a possible explanation for why the numbers of positions in the governance structures are more similar than I hypothesized. DiMaggio and Powell (1983) introduce the concept of mimetic isomorphism, the idea that when organizations are unsure of what actions are appropriate, they copy models from more legitimate organizations. For example, CoitusLove, an organization that was born a little over 6 months ago has 7-8 different board positions. When I asked their founder how she decided which positions were necessary she said she took them from an older organization's constitution. One of the positions on the board is a Historian, whose responsibilities so far have included "taking pictures at the one event we had." It appears that newer organizations sometimes create positions for legitimacy's sake rather than efficiency or effectiveness. Imitating what other organizations do in the face of uncertainty may be a potential explanation for the influx of board positions in newer organizations.

One trend that is roughly consistent with the data, however, is that the number of people making up the governing body increases over time with more than one person filling the same role. This could be a reflection of the increased amount of responsibility that develops when organizations increase the amount of programming or activity. In addition to adding people to the board, I hypothesized that over time organizations would respond to the increase in organizational activity by adding supporting organizational structures.

Table 7:
Hypothesis 4- The number of organizational supporting structures will increase with time

	Organizational Age		
	0-2 years	**6-8 years**	**12+ years**
Interview and Archival Data	Coituslove # of Supporting Structures: 0	IMMAD # of Supporting Structures: 0	USAAC # of supporting substructures: 7 "We're having committees. Each set of chairs on our board has their own committee. This is a good way to give our members specific projects and keep them engaged"- Secretary
	DUDE # of Supporting Substructures: 0	SEEDS # of Supporting Substructures: 3 "Subgroup Structure: 1. International Project Teams... 2. Social Events Committee... 3. Fundraising Committee" - Constitution	SFF # of Supporting Substructures: 3 "The auction chairs have a committee under them and each person on their committee has specific responsibilities... and the application chairs have a small comittee under them. The communications chairs also have a committee under them"- Cochair
Archival Data Only	Wikipedians # of Supporting Structures: 0	Mstars # of Supporting Structures: 0	SBE # of Supporting Structures: 3
	YHI # of Supporting Structures: 0	VIA # of Supporting Structures: 0	Galens # of Supporting Structures: 3
MEAN	0	0.75	4

Organizational Structures can be defined as committees that sit under the governing board and enhance the organizational structure

These results support my hypothesis. All of the organizations in the oldest birth cohort as well as one organization in the middle birth cohort have multiple committees that support the main governing body. Due to increased organizational activity, organizations appear to add supporting structures to enhance efficiency and increase the number of organizational tasks that can be accomplished.

The results in Table 8 test the hypothesis that specialization of responsibilities of the governing body will increase over time. In testing this hypothesis, I included only results for positions that existed in all organizations so that accurate comparisons could be made.

Table 8:
Hypothesis 5- Specialization of responsibilities of the governing body will be greater in older organizations

	Organizational Age		
	0-2 years	**6-8 years**	**12+ years**
Interview and Archival Data	Coituslove **# of Responsibilities per standard role:** President: 4 Secretary: 1 Treasurer: 1 "As presdient, I make sure duties are being carried out, get locations for meetings, emails/phone calls, and address disputes"- President	IMMAD **# of Responsibilities per standard role:** Cochair (President): 5 Secretary: 5 Treasurer: 3 "Cochairs prepare for each tutoring session, run our mass meeting and eboard meeting, overseeing everyone, work with our faculty advicsor and OAMI"- Cochair	USAAC **# of Responsibilities per standard role:** President: 4 Secretary: 10 Treasurer: 9 "My responsibilities are attendance and membership points, possibly getting things on to ctools so that members can see how many points they have, email reminders, general planning for events, manage the calendar and newsletter, and take minutes"-Secretary
	DUDE **# of Responsibilities per standard role:** Director (President): 3 CFO (Treasurer): 2 Secretary: 1 "Responsibilities as director mostly consist in making sure everyone does things, help people accomplish tasks, and work with main connections we have"- Incoming Director	SEEDS **# of Responsibilities per standard role:** Board member: ~5 depending on the chunk of responsibility "We split up responsibilities among board members at the beginning of the year so we generally know who's in charge of what. These tend to be split up into general themes like trip coordination, financial responsibilities, and secretarial things, but it's not always the same." -Board member	SFF **# of Responsibilities per standard role:** Cochair (President): 5 Secretary: 4 Treasurer: 4 "Secretary does typical secretarial duties-- communications, emails, minutes, records... and then the treasurer has a pretty tricky job. We handle our operating costs but not they money with the grants so the treasurer works a lot with the law school and managing all the money in the different accounts" -Cochair
Archival Data Only	Wikipedians **# of Responsibilities per standard role:** President: 3 Treasurer: 1 Secretary: 1	Mstars **# of Responsibilities per standard role:** President: 8 Director of Finances (treasurer): 4	SBE **# of Responsibilities per standard role:** Financial Sub-Committee Chair (Treasurer): 2
	YHI **# of Responsibilities per standard role:** Director (President): 8 Director of Finances & Donations (Treasurer): 4	VIA **# of Responsibilities per standard role:** No specific responsibilities listed in documents	Galens **# of Responsibilities per standard role according to Constitution:** President: 6 Secretary: 2 Treasurer: 1
MEAN	2.64	5	4.7

Results in Table 8, while generally consistent with my hypothesis, exhibit
substantial variability, and the hypothesis seems to be more applicable for some positions
than others. The Secretary responsibilities tend to increase over time while the number of
responsibilities of the President varies with organizational age and shows no consistent
trend.

While many of the results on governance structure were mixed, it appears that
structures begin to be supported by additional substructures as organizations age. I

suspect that this is a result of the increase of organizational activity and overall number of responsibilities to be met as organizations get older, learn and develop.

Leadership Succession Systems

The older an organization is, the more leadership transitions it will have undergone. Each additional leadership transition informs changes that can be made to increase effectiveness for the following leadership group. I predict that much of the evolution that occurs within leadership succession systems involves adding additional specifications or steps in particular processes associated with leadership succession.

Table 9:
Hypothesis 6- The specificity of criteria defining who is eligible to participate in the leadership selection process will increase over time

| | Organizational Age | | |
	0-2 years	6-8 years	12+ years
Interview and Archival Data	Coituslove # of Criteria: 1 "Officers should be a student of the University of Michigan."- Constitution	IMMAD # of Criteria: 2 "Any member who has been a member for ONE year is eligible for office."- Constitution	USAAC # of Criteria: President and Vice President: 5 Secretary and Treasurer: 4 Board: 3 "In order to be on eboard, you need to have been on the board before, and in order to be on the board you have to have enough points to be considered an active member"- President "Being an active member means accumulating points through attending events"- Secretary
	DUDE # of Criteria: 2 "Any member is eligible for office"- Constitution	SEEDS # of Criteria: 4 "Individuals who have been active members for at least one full semester. Active membership requirements: Attend regular meetings, serve on an international project team, attend fundraisers" - Constitution	SFF # of Criteria: 2 "SFF will be administered by the Board consisting of currently enrolled Michigan Law School students."- Constitution
Archival Data Only	Wikipedians # of Criteria: 4	Mstars # of Criteria: 1	SBE # of Criteria: 1
	YHI # of Criteria: 0	VIA # of Criteria: 0	Galens # of Criteria: Active members: 8 Alumni: 2 Honorary: 2
MEAN	1.75	1.75	4 (took highest amount of criteria)

Results in Table 9 generally support my hypothesis. In the instances that are not consistent with my hypothesis, I was able to discern the reasons that may account for the

variability. For example, SFF's eligibility specifications have evolved to increase the diversity of perspectives in members attracted to serve on the board. SFF provides grants to first year law students pursuing internships in public service. One of the stipulations required to be a board member is ineligibility to receive these grants. Acknowledging that this can reduce the attractiveness of the role, SFF recruited the majority of its board members from the group of students who had received Darrow Scholarships. Darrow scholars receive full tuition and board, so the inability to apply for a grant was not a detractor. SFF recently changed this expectation and decided to recruit more heavily from the general law school population. This decision was made to increase the diversity of perspectives on the board in the hopes that SFF could grow as an organization.

This change explains why there are so few eligibility criteria in this older organization. USAAC, however, takes an opposite approach and imposes stringent eligibility criteria to ensure that qualified and experienced people are filling the organization's top positions. While both cases are inconsistent with my hypothesis, there is a logic behind these decisions, which reflects the older organization's adaptive development.

My second hypothesis regarding leadership succession systems proposes that the timing of the leadership transition will become more clearly specified as organizations get older. Table 10 summarizes the results.

Table 10:
Hypothesis 7- The timing of selection will be more clearly specified in older organizations

	Organizational Age		
	0-2 years	6-8 years	12+ years
Interview and Archival Data	Coituslove # of specifications: 1 "We decided we weren't going to let on any new eboard members for a while because we just want to establish ourselves with our current eboard for a second" -President	IMMAD # of specifications: 2 "The application goes out sometime in January/February and the new leaders are announced every year at the sleep over in April" -Cochair	USAAC # of specifications: 2 "The interview and selection process is to be completed no later than the last day of classes tin the Winter Term for the following year"- Consitution "It normally happens at our last board meeting in April" -Secretary
	DUDE # of specifications: 1 "There's no limit to how long a person can maintain their position, except that the board needs to be students" -Incoming Director "We're having our first elections in December" -Asst. Director	SEEDS # of specifications: 4 "To fill an opening executive board position for the beginning of a semester, an eligible member must state his or her interest to the existing Executive Board by November 1st for the Winter semester of March 1st for the Fall Semester. The current board will choose final candidates by consensus by the third week of the same month."- Constitution "New eboard is picked about a month before the trip each year"- Board member	SFF # of specifications: 4 "One cochair is chosen in December while the other is choen in April so that one cochair has 6 months of experience... The secretary changes at the end of every semester and other chair positions all change in April after the auction... General board members are selected in the first 2 months of fall semester" -Cochair
Archival Data Only	Wikipedians # of specifications: 5	Mstars # of specifications: 3	SBE # of specifications: 1
	YHI # of specifications: 0	VIA # of specifications: 0	Galens # of Specifications: 4
MEAN	1.5	2.25	2.75

Specifications include: Naming specific date, specific month, conditional timing (when x happens)

These results provide data consistent with my hypothesis. The data also allowed me to see the logic behind certain timing decisions. Leadership selection timing is often a reflection of how organizations transmit information to incoming leaders. For example, SEEDS selects leaders before the members' yearly trip so that on the trip they can "transition important relationships to incoming leaders through introducing them to our important contacts on the trip." Older organizations appear to have learned when these important transition opportunities will occur and in turn when the leadership selection process would most effectively take place.

As the timing of leadership selection evolves, so does the process by which leaders are selected. Table 11 summarizes the results pertaining to my hypothesis that

the methods through which leaders are selected will become increasingly detailed and specific over time.

Table 11:
Hypothesis 8- The method by which leaders are selected will become increasingly specified as time goes on

| | Organizational Age | | |
	0-2 years	6-8 years	12+ years
Interview and Archival Data	Coituslove # of method specifications: 1 "The committee leaders for various CoitusLove intiatives shall be elected by the president/founder of The CoitusLove Organization" -Constitution	IMMAD # of method specifications: 4 "Non-graudating current board members have first pick on whatever positions they want and then all positions that aren't taken become available to the mass members" -Secretary "Cochair applicants have to be interviewed by the current cochairs and then the selected cochairs pick the rest of the board via application" -Special Events Chair	USAAC # of method specifications: 13 "Everyone can apply for 2 eboard positions and submits answers in advance for certain questions current Board to consider and then Board decides on new eboard... The eboard then picks the board through an application process" -Secretary
	DUDE # of method specifications: 2 "They are elected positions. Members who were actively invovled could vote and a majority won." -Incoming Director	SEEDS # of method specifications: 2 "People interested in being on the board will make speeches to active members. The candidates will leave the room and active members will vote on them" -Board member	SFF # of method specifications: 2 "For chair positions, it's pretty much self select. People say which positions they think they'd be good for and the board discusses it. if there's disagreement, we'll put it to a vote... The new board members are chosen in September of October via application" -Cochair
Archival Data	Wikipedians # of method specifications: 7	Mstars # of method specifications: 1	SBE # of method specifications: 1
	YHI # of method specifications: 3	VIA # of method specifications: 0	Galens # of method specifications: 6
MEAN	3.25	1.4	5.5

Specifications include: # of steps in selection process, including both what potential leaders have to do to be considered and also what the people selecting them have to do

The number of steps in the selection process does tend to increase over time, but again results from certain organizations, namely SFF and SBE, are inconsistent with my hypothesis. A potential explanation for the findings is that increasing steps in the selection process can be a response to increasing competition for the positions. In the case of the exception, SFF, Chairs are chosen from the existing board. The existing board consists of only 20 people; the pool of potential leadership candidates is thus smaller, which leads to less competition and a less formal selection process.

For organizations to maintain consistency when leadership transitions occur, they need an effective way to transmit knowledge to incoming leaders. As organizational activity becomes increasingly complex with age and development, I hypothesized that the methods through which outgoing leaders pass on knowledge to incoming leaders will become increasingly comprehensive. Table 12 summarizes results for this hypothesis.

Table 12:
Hypothesis 9- The process through which organizations transmit knowledge to incoming leaders will become more comprehensive with age

	Organizational Age		
	0-2 years	**6-8 years**	**12+ years**
Interview and Archival Data	Coituslove # of methods: 0 "We haven't had to change leadership too much, so we don't have any real way we transfer responsibilities" -President	IMMAD # of methods: 5 "Members interested in board positions can shadow the position they want for a month before we select them" -Cochair "We have a retreat with old and new eboard to talk about responsibilities" -Secretary "We want to start more guidebooks that would make people write down all their responsibilities" -Special Events Chair "We always have some returning board members that know what to do" -Cochair	USAAC # of methods: 5 "We have a transition meeting with old and new baord to discuss how to do things" -President "Each position has a binder that outlines responsibilities" -Secretary "Ask returning board members" -Treasurer "We have to fill out a worksheet after each event we put on outlining materials, relevent contacts, and other information" -Secretary
	DUDE # of methods: 1 "Its pretty informal-- the outgoing leader talks to the incoming one. Also, a lot of the things that we do are things that all debaters just know how to do." -Incoming Director	SEEDS # of methods: 5 "We always have a meeting with the old board and new board to help them break up responsibilities and talk to them about the year" -Old Board Member "Since we take the trip with both boards, it's a good way to introduce the new board to relevant contacts"-Board Member "People keep records of necessary contacts on community rosters" -Old Board Member	SFF # of methods: 6 "We have an incredibly comprehensive ctools site with all our past meeting minutes, grant applications, relevant contacts, and much more. This is a really great reference for us...We're transitioning to guidebooks so that each position has a binder with all past organizational activity...Having one cochair have 6 months of experience always makes sure the other one has a great knowledge source for questions"-Cochair
Archival Data Only	Wikipedians # of methods: 1	Mstars # of methods: 1	SBE # of methods: 1
	YHI # of methods: 1	VIA # of methods: 1	Galens # of methods: 3
MEAN	0.75	3	3.75

Methods include: contact lists, ctools sites, binders, guidebooks, transition meeting, retreat, verbal transition, emails, having experienced board members on board

Although this table supports my hypothesis, there is only a small difference between the middle and oldest birth cohorts. Perhaps, once leaders establish a set of effective methods to transmit knowledge about leadership, motivation to alter methods decreases. The decision to change transmission methods most likely occurs when

organizations observe effective tactics in other organizations (DiMaggio and Powell, 1983). This also may explain why there is not a substantial range in types of tools organizations use to pass on this knowledge.

Overall, leadership succession systems seem to become increasingly complex with age. The number of eligibility specifications tends to increase, as does the specificity of the leadership selection process and the comprehensiveness of the knowledge transmission process. Since older organizations inevitably will have gone through more leadership transitions, they will have developed a more complex system that effectively meets their needs.

Organizational Routines

Organizational routines are a function of organizational growth and time, since they are, by definition, repeated activities. Table 13 assesses the hypothesis that the number and complexity of organizational routines increase over time.

Table 13:
Hypothesis 10- The number and complexity of organizational routines will increase with age

	Organizational Age		
	0-2 years	**6-8 years**	**12+ years**
Interview and Archival Data	Coituslove # of complex routines: 1 # of simple routines: 3 "We're gonna keep having mass meetings and weekly meetings but other than that we don't do too much regularly because we're so new"- President	IMMAD # of complex routines: 8 # of simple routines: 4 "Over the summer we become Black Welcome Week and we plan that..., we do an open house for the parents and mentees..., then we start the tutoring program..., we have oncampus events for our mentees (about 3 every year), and a couple retreats for our leaders and members"- Special Events Chair	USAAC # of complex routines: 11 # of simple routines: 5 "We'll always have mass meetings and board meetings, certain events like great american smokeout, light the night, have a team at relay, Cancer Awareness Week, and benefit different types of cancer causes" -President
	DUDE # of complex routines: 6 # of simple routines: 6 "The most prominent things we do are do weekly debate tutoring..., judge and run tournaments..., run a summer institute..., hold a conference..., fundraisers and grant writing..., that's really what we do"- Incoming Director	SEEDS # of complex routines: 9 # of simple routines: 6 "The trip is the main focus every year and most things are in preparation for that. We have structure board meetings and memership meetings every week, and we work on projects with similar themes every year. In addition, we work with the gear-up program and do programming with elementary schools in the area. We're also always maintaining our connections and partnerships."- Board member	SFF # of complex routines: 11 # of simple routines: 6 "In the fall, we always have to revise our grant application and put out applications for new board members as well as reach out to our big funders... The Winter always focuses on the actual application process and executing our big auction..., and then the summer is a lot of housekeeping things and elections to get us set up for the next year" -Cochair
Archival Data Only	Wikipedians # of complex routines: 1 # of simple routines: 4	Mstars # of complex routines: 5 # of simple routines: 2	SBE # of complex routines: 3 # of simple routines: 4
	YHI # of complex routines: 4 # of simple routines: 3	VIA # of complex routines: 2 # of simple routines: 0	Galens # of complex routines: 7 # of simple routines: 4
MEANS	Complex: 3 Simple: 4	Complex: 6 Simple: 3	Complex: 8 Simple: 4.75

Results in Table 13 support my hypothesis. Both the number of total routines and complex routines increase over time. Older organizations have had the time to receive feedback on their outputs to make an educated decision of what activities are worth making routine (Cohen, 1991). DUDE, for example, held its first conference in 2010 with the goal of encouraging professors to do more research on the benefits of debate. The conference, however, was not well attended, resulting in feedback on the need to alter the activity in the hopes that future activities associated with the conference will become more routine.

Conversely, USAAC appears to have received enough feedback on certain activities to form routines. Every year, the organization "will participate in Relay for Life, the Great American Smokeout, Light the Night, and execute their Cancer Awareness Week events." This increase in routines appears to be solely a reflection of USAAC having the time and history to make these activities more routine (Cyert and March, 1963).

DISCUSSION

This study explored the process of organizational learning in student organizations by examining how four aspects of organizational learning -- 1] resource acquisition strategies, 2] governance structure, 3] leadership succession systems, and organizational routines -- change over time.

My results suggest several conclusions. First, the number of resource acquisition strategies tends to increase with age and often the resources come from a wider variety of sources in older organizations. Second, as organizations age, governance structures are elaborated with additional supporting organizational structures as the overall amount of organizational activity increases. Third, leadership succession systems grow to include more detailed steps in the leadership selection process as well as more comprehensive methods to transmit knowledge to incoming leaders. Fourth, the overall number and complexity of organizational routines increase with age.

Limitations of this Study

This study was aimed at examining how organizational processes unfold over time. Ideally, I would have been able to perform a longitudinal study and examine the same organizations over a long period of time. Given my time constraints I had to employ

a cross-sectional research strategy by looking at organizations in several different age groups. This method, however, leaves the differences I observed in my results vulnerable to alternate explanations, namely cohort effects. Unobserved specific historical events in the age cohort of some organizations could have occurred at a particular moment in time and contributed to the results I observed (Menard, 2002). For example, organizations in older birth cohorts might have been subject to particular rules that did not end up affecting newer birth cohorts. While I believe that the changes that I observed could be attributed to organizational learning, these differences could actually have been due to specific past historical events.

Another limitation in my methods comes from my data source. Using interviews as a primary information source means my conclusions can only be drawn from what the interviewees are willing or able to share. There will always be an inherent bias and subjectivity in their statements as well as a possibility that they will not disclose all pertinent information. Because of these limitations, the archival data were intended to help me draw more reliable conclusions. In certain situations, though, the documents to which I had access were not detailed or comprehensive, so I was not able to access all the information relevant to my hypotheses.

Another limitation of this study is that I only studied organizations at the University of Michigan. This limits my ability to generalize across different university environments. Other campuses will have different organizational restraints, demands, and access to resources.

Implications for Research on Organizational Learning

My findings show that organizational learning is a complex, detailed phenomenon made up of multiple organizational processes that change over time. The results reveal changes on multiple levels, and, this, in turn is a reflection of organizational learning that occurs over time. I view organizational learning as a complex phenomenon that integrates organizational theories, such as resource dependence (Pfeffer & Salanick, 1978) and institutional theory (DiMaggio and Powell, 1983), to provide an overall explanation for how organizations grow and learn to thrive.

SBE and DUDE demonstrate that some aspects of organizational learning may actually increase resource dependence putting the organization at increasing risk. Nevertheless, it is an organization's ability to learn that also helps in managing the risks associated with resource dependence. My study also provided results that support the idea that organizations expand their resource acquisition strategies over time and often this includes creating a larger net of sources of resources. This idea opens the door for future research on the intersection of resource dependence theory and organizational learning, exploring how organizations learn to manage their dependencies or expand the sources through which they acquire resources.

One explanation for some of my results that did not support my hypotheses was that, facing uncertainty, organizations may imitate other organizations in unexpected ways. Mimetic isomorphism seems to be a large source of organizational learning for many organizations, especially at a young age. Additional research in organizational learning could examine the applicability of institutionalism mechanisms in student

organizations. Studies could examine the implications that learning from other organizations has on long-term survival.

Lastly, the case of VIA introduces questions that deserve further attention. Leaders of VIA acknowledge that it is a failing organization. As a result, and despite its age, data from VIA do not support many of my hypotheses. At the same time VIA's results suggest that unraveling organizations have failed to learn and develop in ways that would ensure their continuation and growth. Future studies could address the question of what prevents organizations from learning effectively and the effects of a failure to learn.

Implications for Research on Student Organizations

There is little literature recognizing the importance of student organizations or how student organizations grow and survive. My study attempts to fill this need and recognizes the challenges and organizational questions student leaders and members face along the way. It also suggests other leads for research. For instance, there seems to be a critical period for development when student organizations reach the "middle age." If an organization can grow and survive past this age, it may have a higher likelihood of long-term survival. Two organizations within the middle age group demonstrate the challenges presented at this age. Volunteers In Action has faced substantial tribulations in recent months and its organizational development has suffered. Conversely, SEEDS decided recently to take its group, formerly named Health in Action, and redirect its focus to a different community, traveling to Guatemala instead of the Dominican Republic. While the organization contains all of the same students and many of the same organizational practices, it was at this crucial "middle age" that the leaders saw a need to refocus their

efforts, rewrite their constitution and begin to establish more concrete organizational practices so that the organization has a higher chance of long-term survival.

Implications for Student Leaders

The conclusions drawn from my study can also assist student leaders running their organization's day-to-day operations. The study encourages leaders to understand the significance of some of their actions on overall organizational development. With this new understanding, leaders will be better equipped to run their organizations effectively (Astin et. al, 1999). My study provides some insight into effectively managing one's resource dependencies and optimizing leadership succession systems. In addition, the study demonstrates how organizations can alter their governance structures in response to changing organizational needs or demands.

If student leaders are aware of these organizational processes, they will be better able to diagnose vulnerable areas within their organization and find ways to operate more effectively. My results could also allow them to identify their key organizational assets, such as important partnerships or resources. Student leaders will be more equipped to deal with the organizational challenges and questions that arise on a daily basis within their organizations.

Lastly, I believe many results from this study can be applied to increase a student organization's chances for long-term survival. Additional research is needed to predict which organizational practices increase an organization's ability to become institutionalized and alternatively what causes student organizations to fail. I hope that this study has provided a context for future research on student organizations.

Student organizations are worthy of attention for the benefits they provide students, but also because there are still more questions to be answered. I was unable to measure how exactly resource acquisition strategies, governance structure, leadership succession systems, and organizational routines are connected to one another. I proposed a model that also suggested that these processes influenced each other in particular ways. However, it is worth studying whether these processes are linked through a cyclical or stage model. This could serve as a tangible guide to direct students through the process of organizational learning.

This project has not only added to my overall understanding of organizational learning in student organizations but also has enhanced my ability to think about organizations in a more analytical manner. I hope that this work will help to convince people of the benefits of studying and preserving student organizations; they have certainly helped define aspects of my own life.

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Appendix A: Student Organization Profiles

CoitusLove

Mission	The purpose of this organization shall be to function as an intercommunity service organization designed to promote sexual awareness, safety, and knowledge at the University of Michigan. CoitusLove is designed to reach the community and the University of Michigan campus to promote safe sex. Through meetings and discussions, CoitusLove hopes to gain a infinite level of what the community infers the organization to suffice to, to achieve success on the University of Michigan campus. CoitusLove provides sexual protection to those sexually active and health information that is needed to prevent STDs and HIV.
# of Members	25
History	CoitusLove was founded in the Winter semester of 2010. They work closely with the Washtenaw Department of Community Health to help educate the Michigan Community about sexual health issues.
Established	2010
Typical Activities	- Provide students and people condoms and important information on sexual health

Detroit Urban Debate Education (DUDE)

Mission	To promote urban debate opportunities for all students in the Detroit-metro area.
# of Members	25
History	DUDE was founded as an organization that works with Detroit public and charter schools to provide teaching, coaching, and research assistance for urban debate programs. The organization also provides professional development and training workshops for aspiring debate teachers and coaches and organizations interested in learning more about public speaking, advanced research skills and argument construction, as well as offering consultation to develop debate curricula and program structures. In 2009, they were granted non profit status. In the summer of 2010, DUDE organized its first annual summer debate institute. In the fall of 2010, they organized a two-day academic conference on urban debate and activism.
Established	2008
Typical Activities	- Middle school debate programs (classes, extracurriculars) - High school debate programs (classes, extracurriculars) - Coach workshops - Judge workshops and tournaments - Evidence/research cooperatives

Wikipedians

Mission	Similar to the mission statement of The Wikimedia Foundation, our mission is to empower and engage students at the University of Michigan to collect and develop educational content under a free license or in the public domain and to disseminate it effectively and globally.
# of Members	10
History	A graduate student in Chemistry, founded the Wikipedians in order to educate undergraduate and graduate students on the creation and development of Wikipedia pages. The Wikipedians is the first Wikipedia student club in the United States.
Established	2010
Typical Activities	- Wikipedia tutorials - Sponsor trivia night to collect funds to donate to the Wikimedia Foundation

The Ypsilanti Health Initiative (YHI)

Mission	To engage students, community members, and community organizations in building a strong foundation of community health in Ypsilanti. To making healthy living more accessible and more affordable. To increase the consumption of healthy foods, to improve health awareness, to reduce fast food intake, and to boost physical activity and exercise.
# of Members	30
History	YHI was founded at the LeaderShape conference in 2008. YHI members meet with Ypsilanti community members on Saturdays. Participants in the YHI can receive course credit for Sociology or Psychology.
Established	2008
Typical Activities	- Incentivized grocery shopping trips - Health-education discussions - Exercise classes - Cultural competency workshops - Nutritious lunches

Intellectual Minds Making A Difference (IMMAD)

Mission	Our purpose is to assist in the eradication of the academic achievement gap continuing to disempower students in the state of Michigan; we specifically focus on college preparation amongst Detroit Public School students, mainly for the ACT examination.
# of Members	30
History	IMMAD was founded by a group of undergraduate students and is still student run. IMMAD members facilitate ACT and college admissions preparation workshops in downtown Detroit on Saturdays. The organization also provides free breakfast and lunch for all participants.
Established	2002
Typical Activities	- Black Welcome Week (Black Pre-Professional Organization Day, Gimme 5 On The Black Hand Side), Community Service, Sleepover

Students for Education, Empowerment, Development, and Sustainability (SEEDS)

Mission	Our mission is to develop community health in a sustainable manner. We seek to build a network of collaborators to ensure the effectiveness of our projects and promote the community's ownership of development solutions. Through student-driven service, we aim to develop our members' cultural awareness, professional skills, and ethics.
# of Members	30
History	From 2002 until 2008, SEEDS worked with Rancho al Medio, a rural community in the Dominican Republic. Over the course of several spring breaks, SEEDS installed and tested water filtration systems, taught a variety of academic subjects, educated the community about nutrition and healthy lifestyles, and aided a clinic supported by a contingent of students from UM Medical School. Since 2008, SEEDS has sustained a collaboration with the community of Samox San Lucas in Alta Verapaz, Guatemala. In the spring of 2009, SEEDS teams implemented programs including water collection and containment, hygiene education, and needs assessment in the community. SEEDS is partnered with the CasaSito association, an NGO based in Guatemala. SEEDS is also partnered with the organization GEAR UP at UM. In collaborating with GEAR UP, SEEDS has been involved in organizing classes that expose Detroit-area high school students to many of the technical components of SEEDS's international work.
Established	2002
Typical ties	- Summer service projects in Latin America Health education and service projects in Ann Arbor and Detroit

M Stars

Mission	M Stars aims to enrich the lives of children facing life-threatening illnesses by providing financial, inspirational, and motivational support while providing college students with an outlet for making a difference in the lives of others.
# of Members	120
History	M Stars was founded as a contributing organization to the national Make-a-Wish organization. M Stars members participate in fundraising activities throughout the year in order to sponsor as many wishes as possible. Throughout the fundraising process, members develop relationships with wish kids and their families.
Established	2004
Typical Activities	- Organizing the annual Wish Ball - Fundraising for wish grants - Sending monthly gifts to children - Goodbye/welcome home parties

Volunteers In Action (VIA)

Mission	Volunteers in Action is a student group based out of Hillel that provides volunteer opportunities throughout the community.
# of Members	0
# of Board Members	2
History	VIA is the volunteer arm of Hillel. VIA organizes volunteer opportunities for students, specifically tutoring sessions at local schools.
Established	2003
Typical Activities	- Volunteering at Food Gatherers' Soup Kitchen by either cooking or serving - Tutoring children at the Peace Neighborhood Center - Mitzvah Madness, a day full of community service activities - Latke Vegas, a celebration of Hanukkah for charity - Sponsoring Shabbat dinner at Hillel (greet people, lead prayers, make announcements) - Co-sponsoring Waffle Wednesday at Hillel (get supplies, mingle at the event) - Making baked goods for the families at Ronald McDonald House monthly

University Students Acting Against Cancer (USAAC)

Mission	USAAC's main goal is to provide cancer awareness to the U of M community. Through volunteer work, support groups, and financial donations, we assist those whose lives have been affected by cancer.
# of Members	150
History	USAAC was founded by Robert Guttman, a former Michigan student whose mother had been diagnosed with cancer. When he founded USAAC, it was the first student group on campus with a direct connection to the American Cancer Society.
Established	1989
Typical Activities	- Opportunities to volunteer on and around campus - Educational events to increase student and community awareness about cancer prevention and research - Cancer Awareness Week - Breast Cancer Awareness - Ronald McDonald House volunteer opportunities - Locks of Love - Elementary Outreach program - Skin Cancer Awareness - Smokeout - LUNGevity - C.H.E.E.R.S and Sunshine activities - Opportunities for anyone impacted by cancer (survivors, family members, medical staff) to share their stories

Student Funded Fellowships (SFF)

Mission	Student Funded Fellowships conducts fundraisers to provide grants to Michigan Law students who take unpaid or low-paying summer jobs serving the public interest.
# of Members	20 (Members are board Members)
History	Since its founding in 1977, SFF has provided over 1,000 grants totaling over $2.5 million. These grants make public interest work a more viable option for those students who wish to pursue it by alleviating some of the financial hardship of accepting such a summer position. In 2010, SFF awarded grants of over $4,000 each to more than 50 UM law students. Through these substantial distributions, SFF has helped to foster MI law students' commitment to important public interest work.
Established	1977
Typical Activities	- Sponsors the annual SFF Auction - Facilitates the LSTAR program - Regular fundraising activities including a Student-Faculty basketball game

Student Book Exchange (SBE)

Mission	The Student Book Exchange provides students an alternative to shopping and selling books at bookstores. SBE is run by students, for students.
# of Members	40
History	SBE holds a book exchange in the Michigan Union in order to facilitate the sale of affordable used textbooks from one student to another. The exchange takes place for four days each semester—two days of selling books followed by two days of buying books. Although SBE began as its own entity, volunteers must now be associated with its affiliate, Alpha Phi Omega, a national service fraternity.
Established	1989
Typical Activities	- The Student Book Exchange Book Drive: an event during the first week of the Fall and Winter semester to help students buy and sell books that they need for their upcoming classes.

Galens Medical Society

Mission	Galens Medical Society raises money to donate to child support organizations in Washtenaw County. Our annual Tag Days fundraiser is an important source of income for many local non-profit agencies, and a longstanding Ann Arbor tradition.
# of Members	115
History	Galens Medical Society is a medical student organization at the University of Michigan founded as an honorary society that brought together medical students and faculty. In 1918, Galens Medical Society members organized the first "All-Medic Smoker" in the Michigan Union. The mission of Galens Medical Society evolved to focus on charity work for children in 1927. The organization sponsored the construction of the 8th floor of C.S. Mott Hospital in 1964. Four years later, they donated enough to create the Galens Intensive Care Unit for Children in Mott Hospital. Today Galens Medical Society is the largest and longest running service and social organization at the University of Michigan's Medical School.
Established	1914
Typical Activities	- Tag Days fundraiser - Blood drives - "The Smoker" annual musical - Annual banquet

Appendix B: Interview List for Key Informants on Student Organizations

Organization	Position	Relevance
Ginsberg Center	Director of Student Initiatives	Works/ed with IMMAD, SEEDS, DUDE
Office for Student Activities and Leadership	Assistant Director	Coordinates Leadership Connection/Leadershape and provides resources to all student orgs on campus
Ford School Charity Auction	Cochair	Pilot interview/organization
Volunteers In Action	Chair	Organization I'm studying in the 6-8 yr birth cohort—org doesn't have very many docs, so interview was necessary

Appendix C: Contact Scripts and Interview Protocol

Initial Email:

Hi _____,

I hope this email finds you well. My name is Lea Wender, and I am a senior in the Organizational Studies Program. I am currently working on my senior honors thesis on the process of development in student organizations. In order to study this process, I am taking an in depth look at organizations born at different times. I am looking specifically at community service orgs on campus, and thus I found your information on Maize Pages as the contact person for the _____.

I would love the opportunity to learn more about _____ and tell you more about the research I'm conducting and what role your organization might be able to play in it if you're interested. Please let me know if you would be willing to spare a half hour so that I can fully explain my research and the ways in which we would be able to help one another-- I can't tell you how much I would appreciate it.

Thanks so much!
Lea Wender

Initial Meeting Script:

As I said in my email, I am doing an honors thesis on how student organizations develop over time. I am studying twelve student organizations in three different age groups, and you fall in the _____ age group. I am curious to find out more about how your organization functions on a daily basis, and I want to learn about things like how you select new leaders, what types of activities your organization does, and how you get the resources necessary to operate. Participation in my study would require:

- **Interview and Archival Data Organization:** About an hour and a half long interview with you and some of the leaders in your organization that you help me identify. In addition, I'll want to collect some organizational documents, such as your constitution, access to your ctools site if you have one, funding applications, and other documents relevant to your organization's functioning.
- **Archival Data Only Organization:** Providing access to multiple organizational documents, such as your constitution, access to your ctools site if you have one, funding applications, and other documents relevant to your organization's functioning.

If you choose to participate, you will receive a copy of my final paper and any other conclusions I was able to draw that are more specific to your organization.

(If the organization is wiling to participate)

In order for me to get some context going into the more indepth interviews and looking at your organization's documents, do you want to tell me about what your organization does?

Beginning of Interview:

Thanks so much for participating in my study. (If not initial contact person I ask the following…) Did _____ tell you about my study at all? (If no, then I repeat the beginning of the initial meting script). Today I'm going to ask you questions about what exactly your organization does, what a typical year (if there is such a thing) looks like in your organization, how you acquire your main resources, and also how you select new leaders. I am trying to find out as much about the everyday operations of your organization as possible, so please do not hesitate to share small details. If you need any clarification on any of my questions, please feel free to ask. Does that sound okay?

Frequently Asked Questions:
Interview questions varied, depending on the interviewee's role and what the interviewee said about the specific organization. However, the following questions were frequently asked of interviewees.
1. Tell me about your organization's mission?
   a. Fundraising, volunteering, awareness?
   b. Has it changed?
2. What events does your organization hold? Do these change year-to-year?
3. What positions make up your organization's governing body?
   a. What are the responsibilities of each position?
4. What is your position in the organization?
5. How often do you meet with the board and other members?
   a. What happens at these meetings?
6. What is the process for selecting new leaders?
7. When does the personnel transition take place?
8. What is the process of transmitting relevant knowledge to incoming leaders?
9. What are the main resources (money, people, supplies, space, etc.) your organization depends on?
10. Have these resources changed?
11. How do you go about acquiring each of these resources?
12. Do you ever worry you won't get the resources you need to operate?
13. What people/organizations does your organization interact with on a daily, weekly, monthly, yearly basis?
14. Which outside people/organizations are most crucial to your organization's success? Why?
15. Why do you think your organization continues to survive? Was there ever a time that your organization's survival was threatened?
16. Why did you join the organization and why do you stay involved?

End of Interview:

Thanks so much for the great information. If you think of anything that might be applicable that you forgot, feel free to send me an email or call me anytime. I will definitely contact you with any follow up questions that may come up [Provide my own contact information]. Let me know if you need anything else from me, and I'll be sure to send you a copy of my final report as soon as it's finished.

Appendix C: Raw Data Tables for Each Hypothesis

Hypothesis 1- The number of Resource Acquisition Strategies will increase with age

	Organizational Age		
	0-2 years	**6-8 years**	**12+ years**
Interview and Archival Data	Coituslove	IMMAD	USAAC
	1. Self-fund 2. Membership dues 3. Private Donation Solictitation	1. Grants 2. Target specific population 3. Form partnership 4. Faculty Partnership 5. Sponsorship 6. Recruitment Events	1. Grants 2. Sell things 3. Admission cost 4. Sponsorships 5. Private Donation Solicitation 6. Donate 7. Form Committee 8. Form Partnership 9. Recruitment Events
	Detroit Urban Debate Education	SEEDS	Student Funded Fellowships
	1. Grants 2. Private Donation Solicitation 3. Form class 4. Form partnership 5. Faculty Partnerships	1. Grants 2. Sponsorship 3. Private Donation Solicitation 4. Target specific population 5. Faculty Partnership 6. Form Committee 7. Recruitment Event 8. Form Partnership	1. Sell things 2. Admissions Cost 3. University Funds 4. Sponsorship 5. Private Donation Solicitation 6. Donate 7. Form committee 8. Form Partnership 9. Faculty Partnership
Archival Data Only	Wikipedians	Mstars	Student Book Exchange
	1. Grants 2. Dues 3. University funds 4. admissions costs	1. Grants 2. Form Partneship 3. Admissions cost 4. Private Donation Solicitation 5. Donate 6. Recruitment Events	1. Form partnership 2. Sell things 3. Form committee
	Ypsilanti Health Initiative	Volunteers in Action	Galens medical Society
	1. Unversity funds 2. Grants 3. Form partnership 4. Private Donation Soliciation 5. Membership dues 6. Form class 7. Recruitment events	1. Form partnership 2. Grants 3. Recruitment Events	1. Grants 2. Private donation solicitation 3. Membership dues 4. Endowment 5. Admissions cost 6. Form partnership 7. Faculty Partnership 8. Donate 9. Sponsorship 10. Form committee

Hypothesis 2- Resource Acquisition Strategies will become the responsibility of specific governance roles over time

	Organizational Age		
	0-2 years	**6-8 years**	**12+ years**
Interview and Archival Data	Coituslove	Intellectual Minds Making a Difference	USAAC
	1. Promoter	1. Special Events Chair 2. Recruitment Chair	1. Breast Cancer Awareness Chairs 2. Lung Cancer Awareness Chairs 3. Skin Cancer Awareness Chairs 4. Cancer Awareness Week Chairs 5. Athletic Committee Chairs 6. Community Outreach Chairs 7. Ronald McDonald Chairs
	DUDE	SEEDS	Student Funded Fellowships
	No Resource Acquiring Positions	1. Recruitment Board members 2. Board member who applies for funding	1. Application Chair 2. Auction- Volunteer coordinator 3. Auction- Firm donation 4. DADP coordinator 5. LSTAR coordinator 6. Auction- Alumni and donations program 7. Auction- food and advertising 8. Auction- faculty donations 9. Auction- small business 10. Auction- video coordinator
Archival Data Only	Wikipedians	Mstars	Student Book Exchange
	1. PR Chair	1. Director of Special Events 2. Director of Promotions 3. Director of Student Relations 4. Diretor of University Affairs 5. Director of Information Technology 6. Director of Community Affairs	1. Diag day subcommittee chairs 2. Publicity subcommittee chairs
	Ypsilanti Health Initiative	Volunteers in Action	Galens medical Society
	1. Director of Special Projects 2. Director of Student Relations 3. Director of Community Member relations	No Resource Specific Roles	No Resource Specific Roles

Hypothesis 3- The number of roles that make up the governing body will increase over time

	Organizational Age		
	0-2 years old	**6-8 years old**	**12+ years**
Interview and Archival Data	Coituslove	Intellectual Minds Making a Difference	University Students Acting Against Cancer
	Board (disagreement on positions between interviewees): President Vice President Historian 2 Treasurers 2 Secretaries 2 Promoters Design person	**Board:** 2 Co-chairs Historian Academic Chair 2 Special Events Chairs Secretary Treasurer Recruitment chair (position not filled this year)	**Eboard:** President Vice President Treasurer Secretary **Board:** 2 Breast Cancer Awareness Chairs 2 Lung Cancer Awareness Chairs 2 Skin Cancer Awareness Chairs 2 Cancer Awareness Week Chairs 2 Athletic Committee Chairs 2 Community Outreach Chairs 2 Ronald McDonald Chairs
	Detroit urban debate education	SEEDS	Student Funded Fellowships
	Director Asst Director **Eboard:** COO CFO CIO Secretary	**Board:** 3-5 general board members	**Board=all members:** 2 Co-chairs 2 Auction Chairs Secretary Treasurer 2 Application Chairs Communications chair 8-9 general board members
Archival Data Only	Wikipedians	Mstars	Student Book Exchange
	Board: President VP Treasurer Secretary PR chair	**Board:** President VP Chief of Staff Director of Community Affairs Director of Finances Director of Special Events Director Information Technology Director of PR Director of University Affairs Director of Promotions Director of Student Relations 11 Executive Staff members	**Board:** Diag Day sub-committee chair Financial sub-committee chair Publicity sub-committee chair
	Ypsilanti Health Initiative	VIA	Galens Medical Society
	Board: YHI Director Director of Special Projects Director of Finances and Programs Co-Director of Student Relations Project Community Facilitator Directors of Community Member Relations Directors of Health Education	**Board:** President Treasurer	**Board:** President VP Secretary Treasurer Prefect Honorary

Hypothesis 4- The number of organizational supporting structures will increase with time

	Organizational Age		
	0-2 years	**6-8 years**	**12+ years**
Interview and Archival Data	Coituslove	IMMAD	USAAC
	No Supporting Structures	**No Supporting Structures**	1. Breast Cancer Awareness Committee 2. Lung Cancer Awareness Committee 3. Skin Cancer Awareness Committee 4. Cancer Awareness Week Committee 5. Athletic Committee Committee 6. Community Outreach Committee 7. Ronald McDonald Committee
	DUDE	SEEDS	SFF
	No Supporting Structures	1. International Project Teams 2. Social Events Committee 3. Fundraising Committee	1. Application Committee 2. Auction Committee 3. Communications Committee
Archival Data Only	Wikipedians	Mstars	SBE
	No Supporting Structures	**No Supporting Structures**	1. Diag Day sub-committee 2. Financial sub-committee 3. Publicity sub-committee
	YHI	VIA	Galens
	No Supporting Structures	**No Supporting Structures**	1. Executive Committee 2. Special Project Committees 3. Alumni Advisory Committee

Hypothesis 5- Specialization of responsibilities of the governing body will be greater in older organizations

	Organizational Age		
	0-2 years old	**6-8 years old**	**12+ years**
Interview and Archival Data	Coituslove	IMMAD	University Students Acting Against Cancer
	President 1. oversees everythin 2. ensures all responsibilities are being fulfilled **Treasurers** collect membership dues **Secretaries** take meeting minutes	**Cochairs** 1. run overall vision and director for organization 2. manage relationship with key funders (OAMI) 3. secure relationship with princeton review 4. organize Black Welcome week **Secretary** 1. takes notes at every meeting 2. organizes mentee applications and parent contact information 3. keeps all relevant contact information for organization	**President**: 1. Communication with USAAC members 2. Organization and execute meetings. 3. Creating agendas for meetings 4. Advising when necessary. **Secretary**: 1. Communication with USAAC members 2. Recording points. 3. Composing and sending e-mails. 4. Club e-mail list maintenance. 5. Recording meeting minutes. 6. Maintaining communication with USAAC alumni. 7. Scheduling facilities 8. Schedule event dates. 9. Maintains the USAAC master calendar 10. Maintain a current roster of membership. 11. Advising Board when necessary. **Treasurer**: 1. Communication with USAAC members 2. Collecting budgets. 3. Applying for funding 4. Keeping a record of USAAC's account and spending 5. Ensuring timely reimbursement. 6. Reconcile transactions performed at the SOAS office. 7. Educate, inform, and remind board about funding deadlines and policies. 8. Provide financial reports 9. Advising when necessary
	Detroit urban debate education	SEEDS	Student Funded Fellowships
	Director: 1. Making sure that everyone does things 2. There are tasks that need to be done, so people do them 3. It is my job to make sure that people get things done, and to help them do that **Secretary:** 1. Take meeting minutes **CFO:** 1. Organize grant process 2. Apply for funding with ginsberg	**Some responsibility chunks:** 1. apply for grants 2. maintain sponsorship 3. organize fundraisers 4. manage SOAS account 5. work on international project 1. Take meeting minutes 2. Run meetings 3. Work with elementary school connection 4. Work on project team 5. Help recruit members	**2 cochairs** 1. Coordinate board meetings 2. Manage relationship with dean of admissions 3. Advise other positions 4. Mange relationship with development 5. Manage relationship with dean of students **Treasurer** 1. Manage bank account for auction 2. Manage back account for grants 3. Work with law school on allocations 4. Reiumbursements **Secretary:** 1. performs administrative tasks 2. meeting minutes 3. send emails 4. manage communications within board
Archival Data Only	Wikipedians	Mstars	Student Book Exchange
	President: 1. maintain membership records 2. recruit new members 3. help Fundraiser apply for funds **Treasurer:** 1. handle all dues and accounts **Secretary:** 1. keep accurate records of the # of records to Wikipedia	**President:** 1. Maintain Integrity and the Mission of M Stars 2. Build and maintain relationships 3. Submit docs to MSA 4.Maintain the constitution 5. Lead meetings 6. Select Directors 7. Help plan events 8. Oversee **Director of Finances:** 1. In charge of treasury 2.Managing SOAS 3. Set budget 4. Work with directors to adhere to budget	**Financial sub-committee chair**: 1. maintain all financial records 2. submit necessary sales/tax information as necessary
	Ypsilanti Health Initiative	VIA	Galens Medical Society
	YHI Director: 1. Ensure smooth running of organization & planning team 2. Serve as face of YHI (attend all events). 3. Maintain strong relationships with our community partners 4. Set schedule for the year 5. Coordinate and facilitate weekly board meetings 6. Coordinate elections/appointments 7.Monitor and update website & CTools site 8. Collaboration & Outreach **Director of Finances and Donations:** 1. Outline budget for each semester 2. Ensure appropriate adherence to budget 3. Write grants & solicit donations 4. Collect receipts & disburse reimbursements	**No specific responsibilities in constitution**	**President:** 1. call executive committee meetings 2. appoint special committees 3. serve as ex-officio member of the board 4. preside over the board 5. provide facilities for filing and keeping annual reports 6. collecting annual reports from the officers and committee chairpersons, and transferring them to his successor **Secretary:** 1. take minutes 2. take attendance record **Treasurer:** 1. present a complete and updated financial statement to the membership at least once during his term in office

Hypothesis 6- The specificity of criteria defining who is eligible to participate in the leadership selection process will increase over time

	Organizational Age		
	0-2 years	**6-8 years**	**12+ years**
Interview and Archival Data	Coituslove	IMMAD	University Students Acting Against Cancer
	1. Studen at University of Michigan	1. Member 2. Member for 1 year	**President and Vice President:** 1. Going into 5th Semester 2. Served on board before 3. Member for at least 1 year **Secretary and Terasurer:** 1. Going into 3 semester 2. Active member Freshman year **Board member:** 1. Active member Active member includes: 1. Received 15 points thourgh meeting attendance, attending USAAC events, committee meeting attendance
	DUDE	SEEDS	Student Funded Fellowships
	1. Member	1. Active Member for at least 1 semester 2. Attend regular meetings 3. Serve on an international project team 4. Attend fundraisers	1. Student at the University of Michigan 2. Student in the Law School
Archival Data Only	Wikipedians	Mstars	Student Book Exchange
	1. Any Active Member This includes: 1.) completing a minimum of 5 adequate edits a month on any Wikimedia Project. 2.) paying in full of any financial obligations 3.) submitting questions and attending at least one trivia night 4.) attending all monthly meetings.	**President and VP:** 1. Officers for at least two academic years **Executive Directors:** 1. Officers for 1 academic year	1. Must be a member 2. Must have participated in one SBE event 3. Member of APO
	Ypsilanti Health Initiative	Volunteers in Action	Galens
	No elibility requirements specified	No eligibility requirements specified	**Officer:** 1. Be an active member 2. Complete self-nomination form 3. Attendance at membership meetings 4. Serve as an officer of Galens/on a committee 5. Participate in tag days 6. Participate in fundraising activities 7. Pay Dues 8. Enrolled in Medical School at the Universtiy of Michigan **Alumni:** 1. Former active member 2. Still in good standing with the society **Honorary:** 1. Any member of University of Michigan Faculty or Staff 2. In good standing

Hypothesis 7- The timing of selection will be more clearly specified in older organizations

	Organizational Age		
	0-2 years	**6-8 years**	**12+ years**
Interview and Archival Data	Coituslove	IMMAD	USAAC
	There may be new executives and officers elected each semester, depending on dedication and initiative taken while position is held	Officers are selected in March and announced in April at the yearly sleepover event	The interview and selection process is to be completed no later than the last day of classes in the Winter Term for the following year.
	Detroit Urban Debate Education	SEEDS	Student Funded Fellowships
	First formal election process took place in December of Fall Semester, but there is no regular established time	1. Service on eboard starts at the end of Winter Semester 2. Must state interest by March 1st to begin service in Fall Semester 3. Decision will be made by the end of that month	1. 1 co-chair is chosen in December of Fall term while the other is chosen in April 2. Secretary changes at the end of every semester 3. Every other chair position is selected in April after the auction has been held 4. New general board members are interviewed and selected in the first 2 months of the fall semester
Archival Data Only	Wikipedians	Mstars	Student Book Exchange
	1. Elections are held annually in March for the following academic year. 2. Officers assume their positions in April and hold their positions through the academic school year, until the following March.	1. Within this organization there will be one President who will serve from May 1st to April 30th of every given year. 2. Officers are to apply for positions at the commencement of a given academic year.	1. Officer elections will be conducted at a regular meeting. 2. An officer will take the position immediately following elections.
	Ypsilanti Health Initiative	Volunteers in Action	Galens
	No consistent time is specified	The procedures for selection of officers and timing of the assumption of duties shall be determined from time to time.	1. The nomination and election of officers, honoraries, prefect, alumni advisory board, and honorary prefect shall be completed by the first meeting in April. 2. There shall be one annual election each March for new active members. 3. New members may only be nominated by completion of the self-nomination form by the meeting prior to the election.

Hypothesis 8- The method by which leaders are selected will become increasingly specified over time

	Organizational Age		
	0-2 years	**6-8 years**	**12+ years**
Interview and Archival Data	Coituslove	IMMAD	USAAC
	1. Committee leaders for various CoitusLove initiatives shall be elected by the president /founder of The CoitusLove Organization. 2. There may certain cases when the members of the organization may vote by majority for executive positions.	1. Non-graduating current board members get first pick at whatever position they want for next year 2. Cochairs are picked by the current cochairs through an interview process 3. After all non-graduating current board members have been placed, they will make the open positions known to the general members 4. These new members can apply through an application process and the cochairs pick who they would like to fill the open positions	**Executive Board Members:** 1. Executive Board Members are elected to their positions by popular vote 2. Active Members, Board Members, and Executive Board Members are eligible to vote. 3. Members wishing to run declare their intentions no later than one week prior to elections. 4. Candidates are eligible to run for no more than one position. 5. Voting System Votes are tallied using a point system. The candidate receiving the most points will fill the position. 6. Vote points are weighted based on the experience level of the voter due to the fact that some Members will have a better understanding of the necessary characteristics for a position as well as having more contact with the candidates. 7. Candidates will give a speech and afterwards go through a Q&A session. 8. A current Executive Board member, who is not running for a position, will tally the votes and send out results via e-mail. **Board members:** 1. Executive Board is responsible for interviewing and selecting Board Members to serve with them during their tenure.
	Detroit Urban Debate Education	SEEDS	Student Funded Fellowships
	1. First election took place in December. 2. Open positions were ones filled with someone who was graduating. 3. Members voted and majority won.	1. Interested candidates make speeches to active member and leave the room 2. Active members vote and majority wins	**Chair Positions:** 1. Self select-- people talk about why they think theyd be good for something and the board discusses together. 2. If there's disagreement, a vote is taken **New General Board Positions:** 1. Application/Interview process held by the current board
Archival Data Only	Wikipedians	Mstars	Student Book Exchange
	1. Officers are elected by a vote of active members of the organization at the time of the election. 2. The President will take nominations from the floor, the nomination process is closed and the movement seconded. 3. The nominated parties will be allowed to vote. 4. Voting is done by secret ballot to be collected and tabulated by the Secretary and one other voting member, appointed by the current/outgoing President.	1. Officers are to apply for positions	1. Officer elections will be conducted at a regular meeting.
	Ypsilanti Health Initiative	Volunteers in Action	Galens
	1.Candidates running for committee leadership positions must submit a form of intent. 2. Winning candidates will be chosen by a democratic voting process in which the majority prevails.	1. The procedures for selection of officers and timing of the assumption of duties shall be determined from time to time.	1.All voting shall be by ballot 2. Election shall be by a majority vote of the total active membership. 3. If more than the required number of nominees receive a majority vote, the nominees with the greatest number of votes shall be elected. 4. If less than the required number of nominees receive a majority vote, the nominee with the least number of votes shall be removed from the ballot and another vote taken. 5. In the event of a tie the vote shall be taken again.

Hypothesis 9- The process through which organizations transmit knowledge to incoming leaders will become more comprehensive with age

	Organizational Age		
	0-2 years	**6-8 years**	**12+ years**
Interview and Archival Data	Coituslove	IMMAD	USAAC
	No one has been outgoing really to have any sort of process	1. Experienced board members on board 2. Retreat 3. Verbal Transition 4. Guidebooks 5. Introduce new board members via email	1. Contact lists 2. Binders 3. Transition Meeting 4. Have experienced members on board 5. Verbal Transition
	Detroit Urban Debate Education	SEEDS	Student Funded Fellowships
	1. Verbal Transition 2. Experienced board members on board	1. Contact lists 2. Ctools site 3. Transition Meeting 4. Experienced Board Members on Board 5. Verbal Transitions	1. Contact lists 2. Ctools sites 3. Guidebooks 4. Email appropriate contacts to transition contact 5. Have experienced members on board 6. Verbal transition
Archival Data Only	Wikipedians	Mstars	Student Book Exchange
	1. Ctools site	1. Guidebook	1. Experienced board members on board
	Ypsilanti Health Initiative	Volunteers in Action	Galens
	1. ctools site	Nothing specified-- poor transition	1. Binders 2. Contact lists 3. Ctools site

Hypothesis 10- The number and complexity of organizational routines will increase with age

	Organizational Age		
	0-2 years	**6-8 years**	**12+ years**
Interview and Archival Data	Coituslove	Intellectual Minds Making a Difference	University Students Acting Against Cancer
	Complex routines: 1. Organizational Education **Simple routines:** 1. Weekly meetings 2. Festifall 3. Student org registration	**Complex Routines:** 1. Black Welcome Week 2. Sleepover 3. Oncampus mentor/mentee event 4. Community Service event 5. ACT tutoring 6. Membership recruitment 7. Mentee open house 8. Succession system **Simple Routines:** 1. Student org registration 2. Maintain SAOS 3. Retreats 4. Weekly meetings	**Complex Routines:** 1. Cancer awareness week 2. Longevity Walk 3. Relay for Life 4. Great American Smokeout 5. Special Days camp 6. Succession System 7. Bake Sales 8. Office hours 9. Membership point system. 10. Governance Structure 11. Membership recruitment **Simple Routines:** 1. Student org registration 2. Maintain SAOS 3. Weekly meetings 4. Newsletter creation and distribution 5. MSA funding process
	Detroit Urban Debate Education	SEEDS	Student Funded Fellowships
	Complex Routines: 1. Weekly coaching 2. Sociology class 3. Summer institute 4. DUDE tournament 5. Tournament judging 6. Conference **Simple Routine:** 1. Student org registration 2. Maintain SAOS 3. Maintain 501c3 4. Grant application process 5. Debate team recruitment 6. Maintaining Ginsberg connection	**Complex Routines:** 1. Trip 2. Governance Structure 3. Succession System 4. Project-based committee 5. Fundraising/social committees 6. Water-based projects 7. Fundraising events 8. Gear-up School programming 9. Membership recruitment **Simple Routines:** 1. Weekly meetings 2. Maintain SAOS 3. Register for student orgs 4. Faculty advisor connection 5. Maintain connection with Ginsberg 6.Mass weekly meetings	**Complex Routines:** 1. Auction 2. Application process for grants 3. Maintaing faculty relationships 4. Relatiship with office of development and alumni 5. Maintaining relationship with Dean of students 6. LSTAR program 7. DADP program 8. Fall semester bar night 9. Succession system 10. Board member application 11. Grant selection process **Simple Routines:** 1. Maintain student org status 2. Weekly meetings 3. Ctools maitenance 4. Get work study money 5. Working with financial aid 6. emails to students and alumni
Archival Data Only	Wikipedians	Mstars	Student Book Exchange
	Complex Routines: 1. Trivia nights **Simple Routines:** 1. Monthly meetings 2. Student org registration 3. Edit Wikipedia entries 4. Collect dues	**Complex Routines:** 1. Recruitment 2. Yost Skate Night 3. One-wish night 4. Buffalo Wild Wings Charity Day 5. Penny War **Simple Routines:** 1. Student org registration 2. Maintain SAOS	**Complex Routines:** 1. The exchange 2. Publicity 3. Awareness methods **Simple Routines:** 1. APO partnership 2. Timing of exchange 3. Student org registration 4. Financial breakdowns
	Ypsilanti Health Initiative	Volunteers in Action	Galens
	Complex Routines: 1. Weekly programs at beneficiary 2. Funding processes 3. Recruitment methods 4. Sociology class **Simply Routines:** 1. Student org registration 2. Weekly meetings 3. YHI newsletter	**Complex routines:** 1. tutoring weekly 2. hillel collaboration	**Complex Routines:** 1. Tag days 2. Smoker 3. Honorary selection process 4. Succession system 5. Volunteer events 6. Social events 7. Governance Structure **Simple Routines:** 1. Student org registration 2. Monthly meetings 3. Maintain Bentley library 4. Collect dues