

**HIGHER EDUCATION IN THE CREATION OF INDIVIDUAL SOCIAL CAPITAL:
A STUDENT ORGANIZATION ETHNOGRAPHY**

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University of Pittsburgh, 2013

Higher education is often credited with being an effective means for an individual to invest in and acquire skills and knowledge—often referred to as human capital. Participating in higher education may also provide an individual with the opportunity to build valuable relationships with individuals that result in access to resources such as information, the mutual exchange of favors, emotional support and career networking—often referred to as social capital. While it is understood that higher education is an effective way for an individual to invest in and accumulate human capital, it is not as clearly understood how higher education can be an effective way for an individual to invest in and accumulate other forms of capital, such as social capital. The consequence of not having an equivalent emphasis on how higher education creates social capital among students potentially implies that higher education may not be explicitly making an effort to promote opportunities for social capital investment; students and researchers may not be aware that higher education can facilitate social capital investment; and students may not understand the application of social capital in their own lives. In response to the lack of emphasis on higher education as a form of social capital investment, this study looks at one segment of higher education, namely undergraduate student participation in student organizations, to explore the potential opportunities for social capital accumulation in higher education. Qualitative research methodology was used to collect, analyze and interpret comprehensive narrative and visual data to gain insights in the phenomenon of higher education in the creation of social capital. The population for the study was undergraduate students at the

University of Pittsburgh who participate in student organizations. As the result of criterion-based sampling, the sample chosen for the study was the Blue and Gold Society, a student ambassador organization that supports and represents the University while providing members with opportunities to network with faculty, staff, other students, university donors, alumni and community members. Ethnography, more specifically participant observation, semi-structured interviews and cultural artifact review, were utilized to collect the data. Computer assisted qualitative data analysis software was utilized to efficiently manage, organize and analyze data. The results from the research study answer the questions: 1) What individuals make up an undergraduate student organization member's social network and how are those relationships developed? 2) What forms of social capital are embedded in the social networks of undergraduate student organization members? 3) What role does trust play in an undergraduate student organization member's access to social capital and how is trust developed among social network members? The findings state that members of the Blue and Gold Society student organization are able to collectively invest in and accumulate 18 forms of social capital amongst a social network of 30 distinct individuals/types of individuals; Society members develop relationships with these individuals through 21 distinct processes; trust plays a role in Society members' ability to invest in and access social capital embedded in their social networks; and, Society members utilize 16 distinct processes to develop trust within their relationships with social network members. Recommendations are provided for higher education student affairs professionals, researchers, institutional leadership and assessment designers.

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PREFACE

I want to thank my wife Elizabeth, and my children Jack, Wellesley, Matthew and Emerson, for their unwavering support, love and prayers over the past six years as I have worked to complete my graduate studies. Others who have also played a significant role in helping me achieve my goal of earning this doctorate degree through various forms of support include my mother, mother- and father-in-law, sister, the Bulloch family, and many other wonderful family, friends, co-workers and professors. I embarked on this journey with the hopes of furthering my own education and proving to myself that I am capable of such an accomplishment. As it pertains to my personal interest in the topic of this dissertation research study, the “other” outcomes of higher education are of particular interest to me because I strongly feel that I have learned much more about myself, about life, and about non-academic related matters than I have about the actual topics I have studied over the past 10 years as both an undergraduate and graduate student. I hope that my research inspires others to rethink the outcomes of participating in higher education and I hope that other students are able to enjoy the choice non-academic related growth and special experiences that I have throughout my higher education studies. Finally, I wish to thank my tireless advisor and dissertation committee chair, Dr. Jacob, and committee members Drs. Weidman, Ferketish and Murrell, for their guidance in helping me to complete this particular research study. And a special thank you to my department chair, Dr. Kerr, for helping me to believe in myself and believe that I could do this.

1.0 INTRODUCTION

Higher education is often credited with being an effective means for an individual to invest in and acquire resources such as skills and knowledge—often referred to as human capital. Human capital is defined as the skills and knowledge acquired by an individual that facilitate productive activity (Coleman, 1988). Human capital, or the skills and knowledge that an individual possesses, has been shown to positively contribute to an individual's earnings (Bureau of Labor Statistics, 2010), marketability and job attainment (Anderson & Keys, 2007) and quality of life (Winters, 2011), among other desired outcomes. Throughout history, individuals have invested in human capital through higher education to better themselves and their opportunities in life through knowledge and skill acquisition.

Participating in higher education may also provide an individual with the opportunity to build valuable relationships with individuals that result in access to resources such as information, the mutual exchange of favors, emotional support and career networking—often referred to as social capital. Social capital is defined as “the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition—or in other words, to membership in a group” (Bourdieu, 1986, p. 21). Examples of social capital include information flow (Lin, 2001), reciprocity (Halpern, 2005), occupational mobility (Coleman, 1988), identity reinforcement (Lin, 2001) and emotional support (Deo, 2009). Current research focused on identifying and

measuring the individual outcomes of higher education tends to focus on human capital creation rather than social capital creation.

1.1 PROBLEM STATEMENT

While it is understood that higher education is an effective way for an individual to invest in and accumulate human capital, it is not as clearly understood how higher education can be an effective way for an individual to invest in and accumulate other forms of capital, such as social capital. Just as a college education, or human capital, can increase productivity, so too can social relationships positively affect the productivity of individuals (Putnam, 2000). The consequence of not having an equivalent emphasis on how higher education creates social capital among students potentially implies that higher education may not be explicitly making an effort to promote opportunities for social capital investment; students and researchers may not be aware that higher education can facilitate social capital investment; and students may not understand the application of social capital in their own lives.

1.2 PURPOSE STATEMENT

In response to the lack of emphasis on higher education as a form of investment in social capital, this study will look at one segment of higher education, namely undergraduate student participation in student organizations, to explore the potential opportunities for social capital accumulation through participating in higher education. Student organizations are typically

defined as student run groups focused around a wide variety of themes with opportunities to interact with peers, faculty, staff and alumni in areas of mutual interest (Nolfi & Rubin, 2010). “Education is a series of social settings in which people meet, a valued and attractive form of social status in modern societies, and a powerful way to gain other forms of high status” (Lin & Erikson, 2008 p.7). Thus, student organizations represent a prime population and social setting in which to study social capital accumulation in the context of higher education, in the hope of informing higher education institutions, students and researchers about the opportunities that exist to accumulate social capital through higher education.

1.3 BACKGROUND TO THE STUDY

The literature review contained herein accomplishes three primary objectives. First, the literature defines and outlines the concept and primary elements of individual social capital. Simply stated, social capital is defined as the relationships among individuals and the actual or potential resources embedded in those relationships (Bourdieu, 1986; Coleman, 1988; Lin, 2001; Putnam, 2000). Social networks serve as the basis for the accumulation of social capital, and produce two types of social capital—bonding social capital and bridging social capital (Halpern, 2005). The trust that exists between and among individuals facilitates the effective access and flow of resources throughout the social network (Fukuyama, 1996). A plethora of different forms of social capital may exist within these social networks, falling into two forms—instrumental forms of social capital and expressive forms of social capital (Lin, 2001).

Second, the currently and most commonly utilized methods of measuring individual social capital are reviewed and analyzed. These methods primarily consist of surveys and

interviews administered to individuals to map social networks and measure resources embedded in the social networks. Some focus is devoted to the difficulty in measuring social networks and resources due to the complexity of social capital as a concept and its multidimensional nature. The predominant measure of trust in individual social networks is reviewed as well.

Third, due to the complexity of measuring individual social capital and the inadequacies of current methods of measurement, the research method of ethnography is considered and reviewed as a possible means of overcoming the shortcomings of currently utilized measures of social capital. Ethnography, simple stated, is a qualitative method that studies “the lived experiences, daily activities, and social context of everyday life from the perspectives of those being studied to gain an understanding of their life world” (Mertens, 2010, p.231). Typically, this method entails utilizing observation, participant observation, semi-structured interviews and other field methods to collect data. A review of social capital, its measures and ethnography reveals that ethnography may be an effective means for conducting empirical research on individual social capital.

Fourth, the possible role that higher education might play in the creation of individual social capital is explored through the review of a selection of empirical studies focused on social capital creation in higher education. Each of the studies provides evidence to support the possibility of such a link, while revealing the need for future and improved investigation on the topic. Each of the studies points to participation in student organizations as one means of building social networks and acquiring resources during the higher education experience. Thus, a student organization will be utilized in this research study.

In summary, the literature develops a conceptual framework for the study of individual social capital for this research study. Next, the literature review demonstrates how ethnography

may prove to be an effective research method for the study of individual social capital. Finally, the literature review provides empirical evidence from recent studies of individual social capital in higher education to serve as a launching point for this research study.

1.4 RESEARCH QUESTIONS

The following research questions will be utilized in this research study. These questions will be outlined again in greater detail in the methodology section and will be specifically and directly linked to pertinent aspects of the literature review to provide justification for posing such questions.

Concerning social networks:

- 1A. What individuals make up an undergraduate student organization member's social network?
- 1B. Which individuals provide access to an undergraduate student organization member's bonding social capital?
- 1C. Which individuals provide access to an undergraduate student organization member's bridging social capital?
- 1D. Through what processes does an undergraduate student organization member's social network develop?

Concerning forms of social capital:

- 2A. What instrumental forms of social capital are embedded in the social network of an undergraduate student organization member?

- 2B. What expressive forms of social capital are embedded in the social network of an undergraduate student organization member?

Concerning trust:

- 3A. What role does trust play in helping an undergraduate student organization member acquire social capital?
- 3B1. What level of trust do undergraduate student organization members have in their social networks?
- 3B2. What level of trust do social network members have in undergraduate student organization members?
- 3C1. Through what processes do undergraduate student organization members develop trust in social network members?
- 3C2. Through what processes do social network members develop trust in undergraduate student organization members?

1.5 SIGNIFICANCE OF THE STUDY

As previously mentioned, this study is significant for three reasons. First, understanding how individual social capital can be created through participating in higher education provides higher education institutions with evidence and guidance to develop programming and opportunities for students to develop effective social networks and leverage resources in the form of social capital. Second, if higher education institutions are aware of social capital opportunities and in turn promote those opportunities to students, students will become aware of the non-human capital related outcomes possible through higher education and hopefully take advantage of them.

Third, a better understanding of how individual social capital can be created through participating in higher education will provide researchers with another lens and line of inquiry to continue the study of social capital in general, and social capital as it relates to higher education specifically.

1.6 DEFINITION OF KEY TERMS

A set of primary definitions is included in Appendix K. These definitions are not necessarily inclusive of every term utilized in this research study, but rather include the most pertinent terms necessary to build a foundation for which to better understand the study. Some of these terms are best understood in the context of the literature review along with their accompanying illustrations and more expansive explanations.

1.7 ORGANIZATION OF REMAINING CHAPTERS

The remainder of the study consists of four chapters, a bibliography and appendixes in the following order. Chapter Two serves as the literature review for this research study. First, the literature defines and outlines the concept and primary elements of individual social capital. Second, the currently and most commonly utilized methods of measuring individual social capital are reviewed and analyzed. Third, due to the complexity of measuring individual social capital and the inadequacies of current methods of measurement, the research method of ethnography is considered and reviewed as a possible means of overcoming the shortcomings of

currently utilized measures of social capital. Fourth, the possible role that higher education might play in the creation of individual social capital is explored through the review of a selection of empirical studies focused on social capital creation in higher education. Chapter Three outlines the research design, reiterates and expounds upon the research questions, describes the instruments utilized to gather the data, discusses the population and sample and introduces the method of data analysis. Chapter Four serves as the section devoted to the analysis of the data and discussion of the study's findings. The overall summary, conclusions and recommendations are found in Chapter Five. The remaining sections include the study's bibliography and appendixes.

1.8 SUMMARY

Few people will dispute the idea that higher education can profoundly affect an individual's life (Astin, 1993). Higher education is often credited with being an effective means for an individual to invest in and accumulate human capital (Becker, 2008). While it is assumed that higher education is an effective way for an individual to invest in and accumulate human capital, it is not as clearly understood how higher education can be an effective way for an individual to invest in and accumulate other forms of capital, such as social capital. This is problematic because it potentially implies that higher education may not be explicitly making an effort to promote social capital investment; students and researchers may not be aware that higher education can facilitate social capital investment; and students may not understand the application of social capital in their own lives. In response to the lack of emphasis on higher education as a form of investment in social capital, this study will look at one segment of higher

education, namely participation in student organizations, to explore the potential opportunities for social capital accumulation through participating higher education. Ethnography will be used as the primary research method for this research study.

2.0 LITERATURE REVIEW

This literature review seeks to accomplish three primary goals. First, the literature will define and outline the concept and primary elements of individual social capital—networks, trust and resources—for the purpose of investigating higher education as a source of social capital creation for college students. Second, this discussion will describe the commonly utilized methods and tools for measuring individual social capital and its related elements, namely the Name Generator, Position Generator, Resource Generator and commonly used measurements of trust. Third, this section will introduce ethnography as a research method for studying individual social capital creation among college students in an attempt to compensate for the current weaknesses in the commonly utilized measures of individual social capital. Fourth, recent empirical studies of individual social capital creation in higher education settings will be reviewed to outline current research on the topic and future opportunities for continued research. The overarching goal of this section is to introduce a conceptual framework of individual social capital; evaluate commonly utilized measures of individual social capital; and review current research on the topic of individual social capital creation in the setting of higher education.

2.1 SOCIAL CAPITAL AS A CONCEPTUAL FRAMEWORK

Putnam (2000) broadly defines social capital as “connections among individuals—social networks and the norms of reciprocity and trustworthiness that arise from them” (p.19). Similarly, Bourdieu (1986) refers to social capital as “the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition – or in other words, to membership in a group” (p. 21). Coleman (1988) describes social capital as a social structure that facilitates the actions of a person or persons, making possible the achievement of certain ends that in its absence would not be possible. Social capital can be stated as “the valuable resources embedded in a person’s social network” (Lin & Erikson, 2008, p.8).

Each of these definitions shares three common themes. The first common theme relating to social capital is social networks, described above as “connections with individuals,” “network,” “membership in a group,” “social structure,” and “social network.” Social capital clearly exists in and by virtue of an individual’s social networks based on the definitions provided above. These social networks can be described as anything from companionships, relationships with neighbors, family ties to professional acquaintances. “The central idea of social capital is that social networks are a valuable asset” that provide a means for individuals to interact and cooperate with one another for mutual advantage (Flap, 2008, p.14).

The second common theme identified in the definitions above refers to the trust that facilitates the functionality of social networks, described above as “trustworthy” and “durable.” A social network built on the foundation of trust allows individuals to accomplish certain ends and feel confident in his or her access to the resources that exist within the social network. Trust is a significant indicator of the existence of social capital in a social network (Woolcock, 1998),

because it facilitates collective action and mutual cooperation between and among individuals for mutual benefit (Kawachi, Kennedy & Wilkinson, 1999).

The third common theme identified in the definitions above refers to the outcomes or benefits of an individual's social networks, such as "actual or potential resources," "reciprocity," "valuable resources," and "achievement." In other words, social capital is the mutually beneficial resources accessible by individuals as a result of membership in a social network. "Social capital basically refers to the importance of resources, which, although possessed by other persons, are available to a given individual through their social relations with these others" (Flap, 2004, p.7). These resources of affiliated individuals act as substitutes for an individual's own resources.

Based on the introductory definitions provided and the three primary themes identified above—networks, trust and resources—it can be said that social capital exists in and as a result of an individual's trustworthy social networks in the form of resources that provide benefit to the individual immediately or at some point in the future. Hereafter, these three themes will be discussed in greater detail along with other important elements of social capital to ultimately develop a conceptual framework for this research study.

2.1.1 Networks

Based on the definitions of social capital previously mentioned, the general premise of social capital is that it exists within a social network, which social network provides the necessary condition for access to and use of embedded resources by members of the social network (Lin, 2008). A social network, for example, can take on the form of family, a Sunday school class,

regulars who play poker, college roommates, a civic organization, an Internet chat group or an individual's professional acquaintances recorded in his or her address book (Putnam, 2000).

Bourdieu (1986) and Putnam (2000) note that social networks come in many shapes and sizes. These social networks can exist in rigid, institutionalized forms of relationships, as well as in less rigid, randomized forms or informal mutual acquaintances. Social networks can be closed and inward looking, seeking to keep exclusive the resources embedded in the network, or can be open and outward looking, encompassing a diverse group of people, networks and resources. Two terms typically used in the literature to further describe these types of inward and outward looking social networks are bonding social networks and bridging social networks (Halpern, 2005).

The networks through which social capital can be accessed may stem from both inclusive and exclusive relationships. Putnam (2000) distinguished between these two basic forms of social capital by referring to them as bonding social capital and bridging social capital. While bonding social capital tends to reinforce exclusive relationships and resources, bridging social capital tends to bring together relationships and resources across diverse social divisions. Each type of social capital is helpful in meeting different needs and providing diverse resources to individuals (Field, 2008).

Social capital accumulated through networks that are inward looking and link individuals who are similar in fundamental respects is referred to as bonding social capital (Putnam & Feldstein, 2003). Inward looking networks such as these are comprised of individuals with similar characteristics, interests and other familiarities. Families, neighborhoods, the workplace, a particular race and even a nation are all considered social networks that produce bonding social capital (Halpern, 2005). Social networks such as these seek to reinforce the exclusivity of capital

or resources within the social network and among its members; bonding social capital is created, preserved and reproduced within these homogeneous-like social networks (Putnam, 2000; Bourdieu, 1986; Lin, 2001).

The ties between individuals that result in bonding social capital are defined as strong as opposed to weak; the strength of these ties manifests itself in the form of a “combination of the amount of time, the emotional intensity, the intimacy (mutual confiding) and the reciprocal services which characterize the tie” (Granovetter, 1973, p.1,361). Strong ties such as these are typically seen in close friendships and family relationships, or those relationships that have a high frequency of interaction (Easley & Kleinberg, 2010). It is not always possible to distinguish between what constitutes a strong tie versus a weak tie. The strength of a tie can vary across different times, situations and other subtleties. Although strong, bonding ties play an important role in social capital accumulation, weak ties play an equal if not more significant role in social capital accumulation, as will be described in the next section.

Putnam (1988) compares the social networks that produce bonding social capital to a kind of sociological superglue that binds the individuals and resources within a social network together, whereas he compares social networks that produce bridging social capital to a kind of sociological WD-40 that facilitates more open social networking and sharing of resources found in outside social networks. Social networks that produce bridging social capital are also referred to as relationships maintained by means of weak ties, as opposed to the strong ties discussed in the previous section. The weak ties that result in bridging social capital are those bonds that exist between individuals whose interaction is infrequent and casual rather than frequent and intimate (Tischler, 2010). Whereas examples of social networks that produce bonding social capital might include friendships and family relationships, examples of social networks that

produce bridging social capital might include acquaintances or contacts (Easley & Kleinberg, 2010).

Bridging social capital is accumulated as individuals search for social resources from various sources outside of their own immediate social network. In a sense, these individuals are building a bridge from their own immediate social network to another (Halpern, 2005; Lin, 2001). At first glimpse, one would think that the strong ties that produce bonding social capital may prove to be more beneficial than the weak ties that produce bridging social capital. Others would argue that the weak ties that produce bridging social capital may prove to be equally or even more beneficial to an individual because they contribute diversity to an individual's social network and open up social capital opportunities to an individual not readily available within their stronger ties among family and close friendships (Erickson, 1996; Lin, 2001). Resources embedded in weak ties may prove to be less redundant than resources embedded in close ties, and may prove to be more additive to an individual's social capital than overlapping (Burt, 2001).

In summary, networks serve as the foundation of social capital, meaning that it is the relationships that individual have one with another in which resources or social capital reside. These networks can exist as small, one-on-one relationships, or as large, group relationships. The next section will review at what levels social networks exist, paying close attention to the individual level for the purposes of this study pertaining to individual social capital creation.

2.1.2 Levels of social capital

Social capital can be located at both the individual level and group level. At the group level, Coleman (1990), Putnam (1995) and others proposed theories where social capital is seen as “a

collectively produced and owned entity, from which the whole community may benefit” (Van der Gaag & Snijders, 2004, p.200). Bourdieu (1984) similarly described social capital as having a group benefit, with the added nuance that social resources embedded in social relations served the purpose of creating and reproducing an iniquitous type of social capital, from which primarily the particular group may benefit rather than the larger community as a whole.

Social capital at the individual level on the other hand, which is the focus of this study, refers to how individuals access and use resources for some benefit to the individuals themselves (Lin, 2001). More specifically, social capital at the individual level looks at how individuals invest in social relations and how individuals capture available resources within these social relations to produce a personal return. The extensity and diversity of an individual’s social relations explains the sum of the social resources that they possess (Lin, 1982). The study of individual social capital seeks to measure both the access that individuals have to resources and their individual mobilization of these accessible resources.

Whether social capital is studied at the group or individual level though, it is implicit that the social resources embedded in a social network ultimately benefit both the group and the individuals within the group (Lin, 2001). In other words, the social resources available to a group are also available as resources to those individuals who share access to that particular social context (Edwards & Foley, 1998). As a result, the method or lens used to investigate social capital plays a role in whether social capital is understood at the individual or group level. This study will focus on the former—social capital at the individual level, rather than the later—social capital at the group level.

All social networks, and for the purposes of this study of individual social networks, rely on trust to solidify and facilitate healthy and beneficial relationships. Similarly, trust in social

networks promotes the transfer of social capital or useful resources from one to another. The next section describes the role that trust plays in individual social capital.

2.1.3 Trust

In a sense, all social relationships and networks are not created the same. The condition and usefulness of a person's social network is contingent on the trust and trustworthiness in and among members of the social network. Trust can be defined as the expectation or commitment that arises within a social network as a result of regular, honest and cooperative behavior among its members (Fukuyama, 1996). Trustworthiness, sometimes used similarly or interchangeably with trust, can be defined as behavior that increases the returns to people who trust you (Glaeser, Liabson, Scheinkman & Soutter, 1999).

A social network that embodies extensive trustworthiness and trust is able to accomplish much more than a comparable group without the same level of trustworthiness and trust, based on the insurance and credit that trust and trustworthiness provide to individuals and the social network as a whole (Coleman, 1998). The greater the level of trust among individuals, the more cohesive is that social network; similarly, the greater the level of distrust among individuals, the less cohesive is that social network (Kawachi, Kennedy & Wilkinson, 1999). In other words, the trade of resources between and among individuals occurs with much more ease when trust and trustworthiness exist than when trust and trustworthiness do not exist (Coleman, 2008).

Generally speaking, trust and trustworthiness are stronger in networks where bonding social capital exists compared to networks where bridging social capital exists. In more exclusive, closed social relationships, trust can be effectively sanctioned between and among individuals based on the underlying reputation and collective sanctions that tie the network

together. In a more open and inclusive social relationship, trust cannot be as effectively sanctioned because the underlying collective obligation among network members ceases to exist, and rather it is left up to the individual to whom the obligation is owed to provide what is promised to or expected from another (Kawachi, Kennedy & Wilkinson, 1999).

Up to this point, social networks, in particular individual social networks, and trust have been outlined as important elements of the concept of social capital. Hereafter, the actual benefits and/or manifestations of social capital will be introduced—typically referred to in the literature as forms of social capital. Examples will be provided to complement the literature and illustrate the various forms of social capital. Following the forthcoming section on the forms of social capital, the role that trust plays in social networks and accessing the various forms of social capital will be revisited to properly unite the concepts of social networks, trust and the forms of social capital.

2.1.4 Forms of social capital

Social capital, or the resources and benefits available to a person as a result of membership in a social network, can manifest itself in a number of ways. Sometimes, social capital exists as a result of an effective social network, somewhat like a cause and effect relationship. Bourdieu and Wacquant (1992) share this view of social capital as the resources that accrue to an individual by virtue of belonging to a social network. For example, as a result of a person having acquaintances in the banking industry, he or she may be able to find a job at a local bank upon graduating from college.

Alternatively, social capital can sometimes be defined by its function, meaning that the causal factor creating social capital is sometimes captured by its effect (Coleman, 1998). For

example, because a person was able to find a job in a bank upon graduating from college, the acquaintances he or she had through a network of individuals in the banking industry actually turned out to be a form of social capital. It is a stretch to claim that because an effect happened, a cause was identified; what Coleman (1998) is attempting to explain though is that social capital might not always manifest itself on the front end, but the cause of the effect may become more visible after the benefit of the social network manifests itself.

Thus, the benefits and manifestations of social capital arise because individuals actively choose to participate in social networks, and because individuals who choose to participate in social networks for some other reason happen to experience social capital as a by-product of their engagement in the social network (Field, 2008). Hereafter, eight forms of social capital will be discussed, along with examples to illustrate each form of social capital. The first six forms of social capital—*information flow*; *human capital creation*; *norms of reciprocity*; *occupational mobility*; *goal achievement*; and *educational attainment*—are categorized primarily as instrumental forms of social capital, meaning that their aim and/or desired outcome is ultimately to help an individual gain something or get ahead (Lin, 2001). The seventh and eighth forms of social capital—*identity reinforcement* and *sanctions*—are categorized primarily as expressive form of social capital, meaning that their aim and/or desired outcome is ultimately to help maintain current resources (Lin, 2001).

One form of social capital is often referred to as *information flow* (Lin, 2001; Coleman, 1988). Social networks enable information to flow between and among individuals. This flow of information can provide individuals with details and facts about opportunities and choices that would otherwise not be available were it not for the particular social network. Social networks that promote bridging social capital among acquaintances are particularly valuable in enabling

the exchange of knowledge, particularly ‘hot’ information and tactic knowledge; social networks that promote bonding social capital among closer relationships are effective in enabling the exchange of knowledge that is more routine and immediately applicable to the individuals within the social network (Field, 2008). Having knowledge of information about opportunities and choices requires attention on the part of the individual.

An example of the information flow that can occur from a social network between a student and a professor might include a professor passing along information to a student about possible internship opportunities unbeknownst to the student. Another example might be a professor counseling a student about the benefits and drawbacks of taking a particular class during the course of a semester. In other words, the internship guidance and course advice provided to the student by the professor—a form of information flow—is a result of the student having a social relationship with the professor. Information flow is categorized as an instrumental form of social because it helps an individual to achieve certain outcomes.

Coleman (1988) suggests that a second form or benefit of social capital is its subsequent ability to facilitate *human capital creation*. Human capital is defined as the acquisition of talents, knowledge and skills through education and training that increase a person’s income and other useful outputs over time (Becker, 1975). Social networks foster human capital development by imparting certain skills and capabilities from one who possesses such skills and capabilities to another. In other words, a father who has a skill of working on cars can pass this knowledge and training on to his son as a result of the social relationship that exists between the two. Without this social network between this father and son though, human capital could not be transferred from one to another in this manner. Social capital, in this sense, is a powerful factor of production, perhaps as important as human capital itself; having skills and education is clearly

a factor of production for an individual and social capital acts as a conduit for the investment in and obtaining of skills and education by an individual (Paldam & Svendsen, 2004). Human capital creation is categorized as an instrumental form of social because it helps an individual to achieve certain ends.

A third commonly referenced form of social capital is *norms of reciprocity*. A norm can be defined as a standard or custom. Reciprocity can be articulated as a mutual exchange of favors or obligations that characterize the relationship between two or more individuals. A benefit of social networks is norms of reciprocity, or standards of durable obligations that exist so as to provide mutual acts of kindness and help between and among members of a social network (Bourdieu, 1986; Putnam, 2000; Coleman, 1988).

In order to illustrate this concept, consider two individuals or a small social network. As some point in time, individual A provides individual B with a ride to the airport to visit a friend. As a result of the social network that exists between the two individuals and the favor that has been performed, it is explicitly or implicitly expected that individual B will return the favor in some form or another to individual A at some unspecified time in the future.

Norms of reciprocity are a common and productive form of social capital. The level of trustworthiness that exists within a social network acts as a foundation or catalyst for the existence of these norms of reciprocity between and among individuals. The expectancies, credit slips and/or durable obligations that exist in social relationships are to some extent dependent on the strength of the particular social tie and level of trust between two individuals, although reciprocity may also be found in weaker, less trustworthy as well (Wellman & Frank, 2004). As a general rule, the more of these credit slips that an individual possesses, the more social capital they are considered to possess and able to call upon in times of need. Norms of reciprocity is

categorized as an instrumental form of social because it helps an individual to achieve certain outcomes.

A fourth common form of social capital is career development, job attainment and/or career networking, referred to herein as *occupational mobility* (Coleman, 1988). Very simply stated, social networks help an individual in identifying and securing job opportunities. Occupational mobility can come to pass as members in a social network provide job leads and introductions to an individual hoping to improve employment opportunities or navigate through a job market. Interestingly, weak ties, as opposed to strong ties, prove to be even more beneficial in career mobility; weak ties allow an individual to bridge their own immediate social network to another—bridging social capital—and open up opportunities not readily available within their stronger ties among family and close friends (Burt, 2001; Erikson, 1996; Halpern, 2005; Lin, 2001).

In another vein, social networks can exert influences on agents who play a role in decisions involving an actor; in other words, because an individual belongs to a particular social network, he or she may have a ‘leg up’ on the competition because they are associated directly or indirectly with a well-respected or positively-influential social status (Lin, 2001). For example, a social network to which an individual belongs, such as being a Harvard University graduate, may influence the manner in which he or she is viewed by an employer by virtue of belonging to the social network, despite or in addition to the actual job qualifications the individual may possess. Occupational mobility is categorized as an instrumental form of social because it helps an individual to achieve certain ends.

A fifth commonly referenced form of social capital is unspecific resources for *goal achievement* (Flap, 2004). Simply stated, social networks make possible the achievement of

certain ends by an individual that in their absence would not be possible (Coleman, 1988). Putnam (2000) similarly notes that social relations act as conduits for assistance that facilitates the achievement of an individual's goals and aspirations. Specifically defining goals and aspirations as they relate to how social relations aid in an individual's achievement is quite difficult due to the reality that goals and aspirations greatly vary across broad sub-domains of life. Knowing the right people may help an individual achieve a goal in unforeseen ways (Flap, 2002). More broadly stated, any resource that helps in goal achievement that is owned by a social network member can be regarded as a form of social capital (Van der Gaag & Snijders, 2003).

To illustrate this form of social capital, consider a community with a park that is threatened to be destroyed by a local developer for the purpose of turning it into a parking lot. Alone, a single individual may not have much influence in fighting the park demolition project or in achieving a decision reversal in the matter. On the other hand though, if this individual is able to assemble a social network of other individuals who are against the destruction of the park, he or she may be able to harness the collective influence of the group of people to widen awareness and make an individual issue a collective issue to bring about positive change. Similarly, this individual may have a relationship with a neighbor who knows the process for filing a complaint with the community township to protest the proposed parking lot; or, this individual may have a relationship with a local business owner who can donate supplies to make signs and flyers to post throughout the community to garner support from others. Goal achievement is categorized as an instrumental form of social because it helps an individual to achieve certain outcomes.

The sixth commonly referenced form of social capital to be reviewed herein is *education attainment*. Education attainment, as a form of social capital, is generally described as an individual's persistence in school, improved test scores and/or the pursuit of post-secondary education as a byproduct of social relationships (Putnam, 2000; Halpern, 2005). For example, a young individual with a social network consisting of parents, grandparents and/or friends who genuinely interact with and are involved in their life, receive support and encouragement to stay in school and aspire to succeed. Another example to consider is that of a young individual who boasts a social network comprised of members of a community youth program or caring teachers in his or her local school. This individual might experience increased education attainment through these social relationships as a result of the support and encouragement provided to them and the expectancies conveyed to them by these networks. Education attainment is primarily categorized as an instrumental form of social because it helps an individual to achieve certain ends.

A seventh common form of social capital, as described by Bourdieu (1986), Halpern (2005) and Putnam (2000), is *sanctions*. Sanctions are the formal and informal laws or rules of conduct that govern and/or reaffirm the limits of a social network. Although sanctions can be considered a characteristic of a social network, sanctions also provide a number of benefits to an individual in the form of social capital.

For instance, consider an individual's neighborhood social network. As most neighborhood social networks do, this individual's neighborhood may have an informal rule of conduct—or sanction—that states, for example, that network members should exercise heightened awareness when it appears that a person or family is out of town for the weekend. Another example to consider is that of a group of friends who go out frequently on the weekends.

A social network sanction might exist, stating that if any individual in the network appears to have had too much to drink while out late at night, another network member should remove the keys from the individual and either take them home or call a cab for them. Both of these illustrations demonstrate how sanctions act as a form of social capital among individuals in a social network. Sanctions is categorized as an instrumental form of social because it helps an individual to achieve certain outcomes.

Lin (2001) and Bourdieu (1986) state that an eighth common form of social capital is *identity reinforcement*, or the manner in which an individual's identity is reinforced and/or recognized by virtue of belonging to a given social network. "Social ties, and their acknowledged relationships to the individual, may be conceived by the organization or its agents as certification of the individual's social credentials" (Lin, 2001, p.20). In other words, a member of a local church congregation is reassured of his or her identity as a worthy member of the congregation as a result of his or her membership in the congregation. Similarly, outsiders may view this individual to have certain moral standards as a result of his or her membership in a congregation where others have the same certain moral standards. Simply stated, because a person is associated with certain attributes and resources based on his or her membership in a social network, he or she is seen by themselves and by others to worthily possess those same attributes and resources. This reinforcement and recognition, along with the emotional support and maintenance of mental health that it provides, is a form of social capital. Identity reinforcement is primarily an expressive form of social capital, although it can at times be considered an instrumental form of social capital at times because it helps support an individual's current social network resources.

These eight forms of social capital are not necessarily spelled out this clearly in each social capital theorist's body of work. Rather, for the purposes of this study, these forms of social capital represent a more holistic view of the resources available in trustworthy networks to individuals. The next section summarizes networks, trust and resources, as outlined thus far.

2.1.5 The role that trust plays in social networks and social capital accumulation

Briefly stated, an individual tends to trust another individual to do something based on what is known about his or her disposition, ability and reputation (Fu, 2004). Stated another way, trust is grounded in an individual's belief that another individual will perform or behave in a certain way at some future point in time, and vice versa. Trust, as it relates to the concept of social capital, indicates an individual's willingness to be open to another individual to both provide resources to the individual and receive resources from the individual (Nahapiet & Ghoshal, 1998). Coleman (1988), Putnam (1993) and Bourdieu (1986) all consider trust to be a prerequisite of individual social capital.

Perhaps trust, and its role in social capital accumulation through an individual's social network, can be best understood through examples or illustrations. Consider, as a form of social capital, occupational mobility. An individual may approach another person for assistance in finding a job, which might typically entail the individual asking the person to introduce himself to some of the person's friends or coworkers. No matter if the individual has a strong or weak relationship with the person, the individual would not ask the person for assistance if the individual did not first believe that the person would actually introduce the individual to some of the person's key friends or coworkers. In this case, trust is acting as a prerequisite for an individual to ask another person for assistance in meeting people to find a job. Likewise, the

person being asked by the individual to introduce the individual to the person's friends or coworkers would not be willing to introduce the individual to the person's friends or coworkers were it now for the person knowing to some extent the ability, disposition and reputation of the individual. For this person to make the decision to help this individual, again, requires the existence or prerequisite of trust. Another example might involve a letter of recommendation. An individual would not ask a person to write a letter of recommendation on their behalf if the individual did not trust that the person would say positive things about the individual. Likewise, the person would not be very willing to write a letter of recommendation for an individual if the person did not trust the individual to some extent. Thus it can be seen the role that trust plays in accessing social capital in an individual's social network.

In other words, as Coleman (1998) noted, a social network that embodies extensive trustworthiness and trust is able to accomplish much more than a comparable group without the same level of trustworthiness and trust, based on the insurance and credit that trust and trustworthiness provide to individuals and the social network as a whole. The greater the level of trust among individuals, the more cohesive is that social network; similarly, the greater the level of distrust among individuals, the less cohesive is that social network (Kawachi, Kennedy & Wilkinson, 1999). The trade of resources between and among individuals occurs with much more ease when trust and trustworthiness exist than when trust and trustworthiness do not exist (Coleman, 2008).

2.1.6 A summary of elements of individual social capital

In summary, the concept of social capital is comprised of various elements (see Table 2.1).

Table 2.1: Summary of the elements of social capital

Component	Description	Sample of Sources
Social Capital	Resources embedded in social networks that are available for use by network members.	Putnam, 2000; Bourdieu, 1986; Coleman, 1988; Lin & Erikson, 2008
Social Networks	<p>Necessary condition for access to embedded resources.</p> <p>Take on various forms (i.e. family, Sunday school class, regulars who play poker together).</p> <p>Bonding social capital—a result of closed, inward looking, exclusive social networks.</p> <p>Bridging social capital—a result of open, outward looking, inclusive social networks.</p>	<p>Putnam, 2000; Bourdieu, 1986</p> <p>Lin, 2008; Putnam, 2000</p> <p>Halpern, 2005; Putnam & Feldstein, 2003</p> <p>Halpern, 2005 Lin, 2001</p>
Individual Level of Social Capital	The ways that individuals invest in, access and use resources embedded in social networks.	Lin, 2001; Lin, 1982; Edwards & Foley, 1998
Trust	<p>The expectation or commitment that arises within a social network as a result of regular, honest and cooperative behavior among its members.</p> <p>Enables social networks to function more effectively and accomplish much more than untrustworthy social networks.</p>	<p>Fukuyama, 1996; Coleman, 2008</p> <p>Coleman, 1988; Kawachi, Kennedy & Wilkinson, 1999</p>
Forms of Social Capital	<p>Information Flow—details and facts about opportunities and choices that would otherwise not be available.</p> <p>Human Capital Creation—provides a conduit for the acquisition of talents, knowledge and skills.</p> <p>Norms of Reciprocity—mutual exchange of favors or obligations that characterize the relationship between two or more individuals.</p> <p>Occupational Mobility—help an individual in identifying and securing job opportunities.</p> <p>Goal Achievement—social networks make possible the achievement of certain ends by an individual that in their absence would not be possible.</p> <p>Education Attainment—an individual’s persistence in school, improved test scores and/or the pursuit of post-secondary education as a byproduct of social relationships.</p> <p>Identity Reinforcement and Recognition—the manner in which an individual’s identity is reinforced and/or recognized by virtue of belonging to a given social network.</p> <p>Sanctions—formal and informal laws or rules of conduct that govern and/or reaffirm the limits of a social network for the benefit of network members.</p>	<p>Lin, 2001; Coleman, 1988</p> <p>Coleman, 1988; Paldam & Svendsen, 2004</p> <p>Bourdieu, 1986; Putnam, 2000</p> <p>Burt, 2001; Erikson, 1996</p> <p>Flap, 2004; Coleman, 1988</p> <p>Halpern, 2005; Putnam, 2000</p> <p>Lin, 2001; Bourdieu, 1986</p> <p>Halpern, 2005; Putnam, 2000</p>

First, social capital is defined as resources embedded in social networks available for use by network members. Second, these social networks can be a family relationship, a Sunday school class or a group that plays poker. Third, depending on the closeness of the social relationship tie, the embedded resources that exist are considered either bonding social capital or bridging social capital. Fourth, social capital can be investigated at the collective, group level or the individual level. Fifth, the greater the trust that exists between two individuals, the more durable, reliable and accessible are the resources embedded in the social network. Sixth, a number of forms or benefits of social capital exist, such as information flow, occupational mobility and norms of reciprocity. Table 2.1 provides a brief overview of the elements of social capital discussed thus far, along with a sample of references supporting each element.

In addition to these elements outlined, social capital can be conceptualized according to the model that will now be introduced in Figure 2.1 in the next section. This model was developed by the author for the purposes of this research study.

2.1.7 A conceptual model of individual social capital

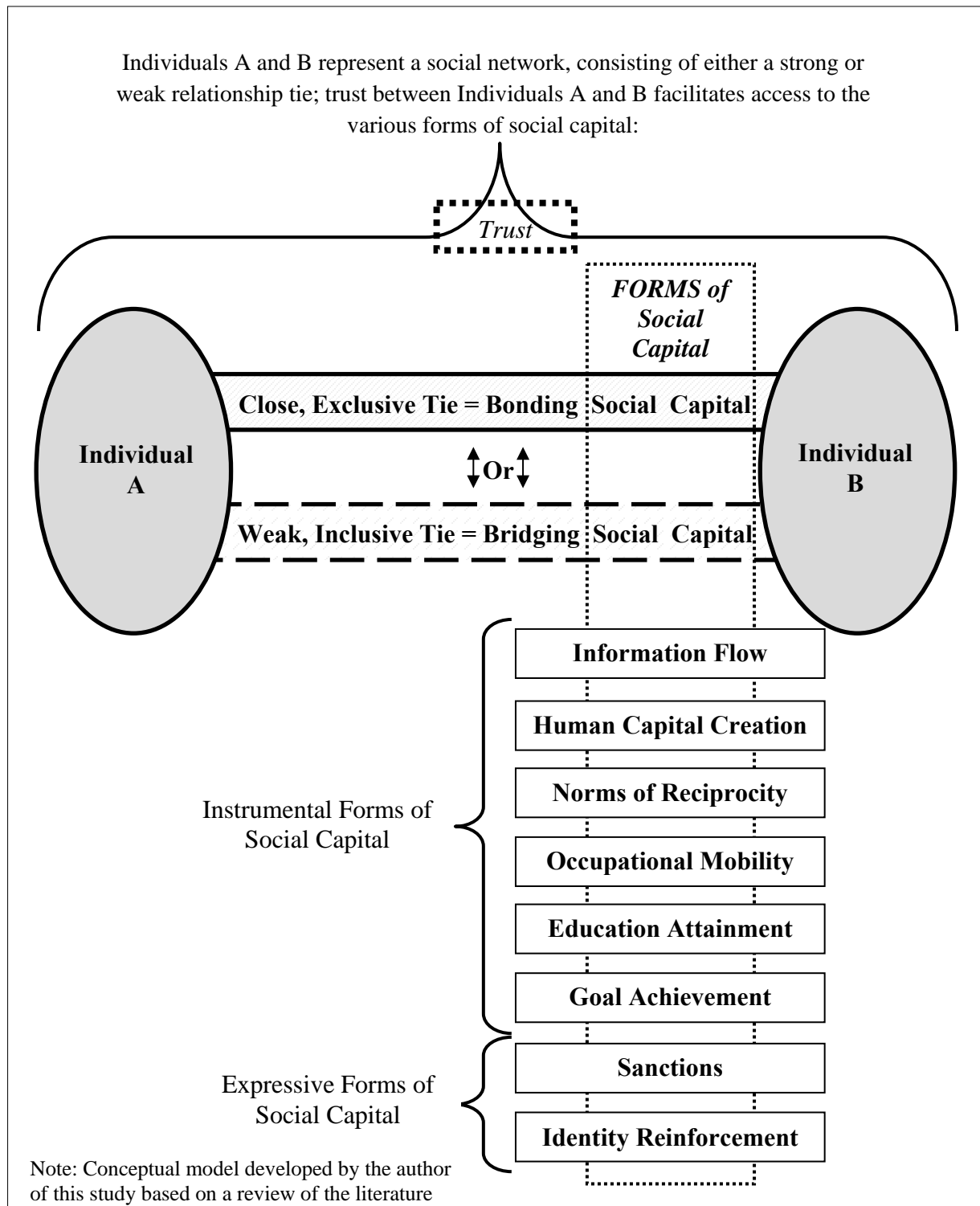


Figure 2.1: Conceptualization of individual social capital

The conceptual model of individual social capital in Figure 2.1 depicts two individuals, *Individual A* and *Individual B*. *Individuals A* and *B* have a relationship with each other, referred to as a *Social Network*. The *Social Network* that exists between *Individuals A* and *B* is considered more or less useful in terms of social capital accessibility based on the *Trust* or level of mutual expectation and commitment that exists between *Individuals A* and *B*. Depending on the strength and closeness of the relationship that exists between *Individuals A* and *B*, useful resources are embedded in the social network in the form of *Bonding Social Capital* or *Bridging Social Capital*. Various forms of social capital may be embedded in the relationship between *Individuals A* and *B*, including: *Information Flow*; *Human Capital Creation*; *Norms of Reciprocity*; *Occupational Mobility*; *Goal Achievement*; *Education Attainment*; *Identity Reinforcement*; and *Sanctions*. The first five forms of social capital listed are categorized as *Instrumental Social Capital*; the last two forms of social capital listed are categorized as *Expressive Social Capital*.

Equally as important as understanding the definition and numerous elements of individual social capital as a concept, is having an understanding of the most commonly utilized measures of individual social capital, namely networks, trust and resources. First, three primary measurements of individual networks and resources will be outlined, known as the *Name Generator*, *Position Generator* and *Resource Generator*. Second, the primary means for measuring trust as it relates to social capital will be explored, known as attitudinal and behavioral measures of trust. Examples of each measurement tool will be provided to better illustrate each method of measuring networks, trust and/or resources.

2.1.8 Measurements of networks and resources

Now that the elements of social capital have been outlined and a conceptual model has been proposed for this research study, the next logical step is to review how social capital is commonly measured. This section will describe the current methods of measuring individual social capital. The strengths and weaknesses associated with each method will be included as part of the analysis.

Various attempts have been made to study social capital at the individual level using a plethora of research methodologies. The study of social capital becomes complicated due to the vague definition of concepts, difficulty quantifying underlying social relations, the mixing of functional and causal conceptions and a lack of a set of key indicators, among other reasons (Durlauf, 2002). “The multifaceted nature of social capital has resulted in a bewildering array of definitions and measurement” (Flap, 2004, p.7). In other words, researchers tend to differ on their definitions of social capital and its associated elements. Similarly, by its nature social capital is considered multidimensional and cannot always be viewed as a single element or variable, but rather necessitates consideration from multiple dimensions, levels, forms, types and other interrelated elements. Over the years, a number of attempts have been made to measure an individual’s networks and associated resources in the form of strength of relationships, density of relationships, usefulness of relationships, types of resources, availability of resources, and so forth.

The *name generator* is a method used to map an individual’s personal social networks and then describe the characteristics, structure and accessible resources of those networks (Van der Gaag, Snijders & Flap, 2008). Generally speaking, the strategy asks individual’s to name people they know in a particular way (Marin & Hampton, 2007). For example, a researcher

might ask an individual for the names of the people he or she knows at work or in their neighborhood; or the names of the people he or she knows with certain competencies or skills; or the names of the people with which he or she has confidential or trusting relationships (Lin, 2001). Then, the individual is asked a series of follow-up or interpreter questions to gather demographic characteristics about each person, such as occupation, education level, age and gender (see Table 2.2). Additionally, the researcher inquires with the individual about the particular resources embedded in each of these relationships. This information can then be used to create a profile for each person within the individual's social network, which can then be aggregated to describe the individual's overall network structure, mean characteristics for each person, communication activity, network range, and resource density (Marin & Hampton, 2007). In fact, the resource generator is very effective at providing detailed and informative social capital descriptions (Van der Gaag, Snijders & Flap, 2008).

Table 2.2: Example of name generator questions

Sample Question	Sample Follow-up Question	Sample Follow-up Question	Sample Follow-up Question
Tell me the name of a person you know your neighborhood.	What is this person's occupation?	What is this person's education level?	What benefits are there to knowing this person?

Although the name generator can provide a rich, detailed record of an individual's social network, it limits an individual's responses to a small number of close relationships (Lin & Erikson, 2008). In other words, weak relationships are excluded from this method, which according to the literature previously reviewed on the concept of social capital are some of the most important relationships an individual can have with another to accumulate and access social capital (Burt, 2001; Erikson, 1996). "The task of identifying network members is not so simple

as asking respondents ‘Who do you know?’” (Campbell & Lee, 1991, p.204). Rather, social capital research should involve methods that do not constrain the study of an individual’s social network and its embedded resources by content, role and/or geographical area. Weaker ties and diversity of relationships are important because they provide an individual with more diverse resources in dissimilar locations, which can be sources of new knowledge and assets (Burt, 1992).

Whereas the name generator is a method used to identify and map the names of the people an individual intimately knows and then inquire about the resources available from each person, the *position generator* is a method used to count and measure an individual’s access to people—sans name—in hierarchical social positions where resources are likely to exist (Van der Gaag, Snijders & Flap, 2008). In other words, rather than seeking to primarily map an individual’s social network, the position generator seeks to measure access to resources based on prestigious locations in society (see Table 2.3).

Table 2.3: Example of position generator questions

Sample Questions	(Assumption the researcher might make based on position prestige)
Do you know anyone who is a doctor?	Doctors have money if you need financial help. Doctors can write you a prescription.
Do you know anyone who is a mechanic?	A mechanic can fix your car. A mechanic can provide you with information about buying a new car.

Generally speaking, the strategy asks individuals to identify the contacts—strong and weak—that he or she has from a sample of various structural locations that are salient in society, such as the medical field or local government. Then, the individual is asked to provide relevant

details about their relationship with each contact, such as whether they are a friend, relative or acquaintance (Lin, 2001). The position generator then works on the assumption that because an individual knows someone in the medical field, for example, then he or she potentially has access to resources or information related to the medical field based on his or her relationship with that person's place in society—not necessarily the person. The position generator can be aggregated to measure the range of available social resource prestige, highest available social resource prestige and the sum of available resources of prestige.

The position generator provides some benefits over the name generator. For example, it takes into account the resources available in weak relationships, something that the name generator lacks the ability to do. Also, it probes an individual's entire network rather than the resources held by a select number of people, again, something that the name generator struggles to accomplish.

Although the position generator provides some benefits over the name generator, it also has its own limitations (Lin & Erikson, 2008). The position generator is primarily focused on resources embedded in relationships related to prestigious occupational positions in society and therefore does not take into account people without an occupation, or people with other beneficial resources to offer, such as a home-maker, retired person or younger person still in school (Van der Gaag, Snijders & Flap, 2008). Additionally, the position generator tends to focus on social positions where resources can be utilized in the accomplishment of instrumental actions to gain resources, such as to find a better job (Lin, 2001). Other social capital exists in the form of resources that can be utilized in the accomplishment of expressive actions to maintain well-being, such as in the form of practical assistance and emotional support. In short, position generators seek to identify resources that gain something for an individual, rather than

maintain something for an individual. Finally, it does not have the ability to map network structure and specific relationship constituents like the name generator can (Van der Gaag, Snijders & Flap, 2008).

Thus far, the name generator has been described as a method of mapping an individual's social network and then performing a social resource inventory based on each person mentioned by the individual to exist in his or her social network. Also, the position generator has been described as a method of measuring an individual's access to social resources in various prestigious occupational locations in society. The name generator primarily lacks the ability to measure weak ties and diversity of relationships; the position generator primarily lacks the ability to measure non-occupational social positions and resources, and the ability to take into account more expressive forms of resources such as encouragement and general support. The *resource generator* seeks to overcome the limitations of the name generator by taking into consideration the measurement of weak ties and diversity of social relationships; the resource generator seeks to overcome the limitations of the position generator by taking into consideration the measurement of all useful types of resources from several domains of life, not just resources that exist in prestigious locations in society (Van der Gaag & Snijders, 2005; Lin & Erikson, 2008).

Simply stated, the resource generator uses a checklist to survey an individual's access to a list of useful and specific resources, such as economic resources, support resources, skill resources and so forth (see Table 2.4). Then, the resource generator measures the strength of the individual's access to the resources by asking the individual specifically about their relationship role to each of the resources, such as access through family members, friends or acquaintances (Van der Gaag & Snijders, 2005). Generally speaking, the resource generator is constructed in a

theory-guided fashion to list resources in the survey instrument that are focused on specific domains of life (Van der Gaag, Snijders & Flap, 2008). The resource generator is beneficial in measuring individual social capital because it provides measures based on notions of volume of social capital, diversity of social capital and specificity of social capital. Data from the resource generator can be aggregated to describe volume, diversity and domains of resources available to an individual.

Table 2.4: Example of resource generator questions

Question	Yes or No?	Is the person an acquaintance, friend or family member?
Do you know anyone who can fix a car?		
Do you know anyone who can give you advice on matters of the law?		

Despite having some advantages over the name and position generator, the resource generator also has its own limitations. For example, the resource generator is difficult to construct because it necessitates that the researcher develop questionnaire items addressing distinct life-domains based on substantive theoretical guidance (Lin, 2001). Also, although it takes into account weak ties and diversity of relationships, it does not map an individual's social network to the extent that the name generator does.

Table 2.5 lists the name, position and resource generators, and outlines their respective purposes, strengths and weaknesses as it relates to measuring an individual's social network and associated social capital. Interestingly, and not noted until now, is that none of these three frequently utilized measures of individual social capital incorporate trust into their respective methods.

Table 2.5: Summary of the measures of social networks and social capital

Measure	Purpose	Strength	Weakness	Sample of Resources
Name Generator	Maps an individual's personal social network (by name) and describes the network members' characteristics and resources	Provides a rich, detailed record and description of an individual's social network	Excludes weak tie relationships; does not distinguish between instrumental and expressive social capital; does not measure trust	Van der Gaag, Snijders & Flap, 2008 Marin & Hampton, 2007
Position Generator	Counts and measures an individual's access to resources, not specific people (by name), based on each person's job/location prestige in society	Identifies both strong and weak ties to social capital	Does not measure expressive social capital; measures social capital based on prestige and neglects non prestigious location in society; does not measure trust	Lin, 2001 Lin & Erikson, 2008 Van der Gaag & Snijders, 2005
Resource Generator	Surveys an individual's access to useful, specific resources, not linked to a person's name or position in society	Measures volume of social capital, diversity of social capital and specificity of social capital in several domains of life (not just prestigious locations in society); measures both instrumental and expressive actions	Does not provide a rich, detailed record and description of an individual's social network; does not measure trust	Van der Gaag & Snijders, 2005 Van der Gaag, Snijders & Flap, 2008 Lin, 2001

After having the opportunity to review the measurement of networks and resources, the next step is to review the methods commonly utilized to investigate trust as it relates to individual social capital. The next section looks specifically at attitudinal and behavioral measures of trust typically used in the study of individual social capital. As has been noted, these trust measures are typically treated separately from the measures of networks.

2.1.9 Measurements of trust

Thus far, the name generator, position generator and resource generator have been reviewed as measures of individual social networks and associated social capital. What is missing from each one of these methods is a measure for trust, another primary element of individual social capital. As previously noted, the condition and usefulness of a person's social network is contingent on the trust and trustworthiness in and among members of the social network.

Trust acts as a fundamental ingredient or lubricant of social relations and social capital (Gambetta, 1988). Trust, according to Fukuyama (1996), is “the expectation that arises within a community of regular, honest, and cooperative behavior, based on commonly shared norms, on the part of other members of that community” (p.26). Social capital, then, is the “capability that arises from the prevalence of trust in a society or in certain parts of it” (p.26). Despite the key role that trust plays as it relates to social capital, the study of trust is less frequently examined compared to networks and resources, partly due to its measurement and conceptualization difficulties (Putnam, 2005; Luhman, 1988). Notwithstanding these difficulties, a sample of frequently used measures of trust will now be described.

Three frequently used surveys of trust are the European Values Survey (EVS), World Values Survey (WVS) and General Social Survey (GSS). The EVS is a large-scale, cross-national and longitudinal survey on basic human values that provides insights into beliefs, attitudes and values of Europeans (About EVS, n.d.). The WVS is a by-product of the EVS and similarly measures basic human values on an international scale (About WVS, 2011). The GSS parallels the purposes of the EVS and WVS and likewise surveys basic values and beliefs based primarily on attitudinal questions on a national scale (About GSS, n.d.).

Although these surveys inquire about a number of items, each of them asks similar question pertaining to trust. For example, the EVS, WVS and GSS pose questions to respondents similar to the following:

Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?

Would you say that most of the time people try to be helpful, or that they are mostly just looking out for themselves?

The problem with asking individuals questions like the ones stated above is that they are vague and do not take into account situational context whatsoever (Glaeser, Laidson, Scheinkman & Soutter, 2000). An improvement on this type of question can be seen in the following examples from the Australian Community Survey (ACS), which adds a layer of context to measurements pertaining to social trust beyond what the previously mentioned surveys employ (About ACS, 2009):

Generally speaking, most people in my local area can be trusted.

Generally speaking, most Australians can be trusted.

Generally speaking, you can't be too careful in dealing with most people in my local area.

Generally speaking, you can't be too careful in dealing with most Australians.

Although an improvement, these questions are still quite abstract and difficult to interpret. One final example demonstrates how measurements of trust can be crafted to take into account situational approaches in addition to context (Onyx & Bullen, 2000):

Do you feel safe walking down your street after dark?

Does your area have a reputation for being a safe place?

Measurements of trust can also be devised to address particular social locations such as in the following example (Hogan & Owen, 2000):

How often can you trust each of the following to act in your best interests? (Always, Mostly, Sometimes, Rarely, Never, or Not Applicable)

Your minister/priest
Politicians generally
The police
Public servants
The state government
Political parties

In response to the attitudinal measures listed in this section, Putnam (1995) suggests that a more effective way to measure trust as it relates to social capital is through the use of behavioral measures of trust, which will now be described.

Researchers are increasingly attempting to utilize behavior measures of trust in studies of social capital. Examples of behavioral questions pertaining to trust include asking respondents whether they lie to peers and family members, whether they lend money or possessions and whether they leave the door unlocked. These types of questions highlighting past trusting behavior tend to illustrate the level of trust that exists within and among people in an individual's social network more effectively than attitudinal questions (Glaeser, Laibson, Scheinkman & Soutter, 2000). These types of questions provide respondents not only with more context, but they also provide respondents with a framework through which to describe how they react or will react in the future with others as it relates to trust, rather than what they merely think about the trust that exists between and among themselves and others in their social networks.

2.2 ETHNOGRAPHY AS A RESEARCH METHOD TO STUDY SOCIAL CAPITAL

Now that the commonly utilized measures of social networks, social capital and trust have been reviewed, it is now necessary to explore another possible method of measurement not mentioned

to this point in any of the literature. All three of these elements of social capital are understandably difficult to conceptualize and measure. As we have seen thus far, surveys and individual interviews are the most often used tools to measure social capital. One research method not mentioned is ethnography.

Ethnography, “the descriptive study of people in their natural settings,” is a qualitative research method that seeks to obtain a holistic understanding of human behavior within social and cultural settings (Angrosino, p.2). In contrast to experimental research where a researcher manipulates subjects or variables, ethnography studies people’s actions and perspectives within their natural, everyday contexts. The goal of ethnography and ethnographic research methods is “to develop clear, communicable understandings and interpretations of human behavior as social and cultural activity” (Wagner, p.196). A simple example of an ethnographic study is that of a researcher who attempts to investigate the culture of dog owners through living, observing and describing the daily life and behaviors of dog owners for a significant amount of time.

Ethnographic research espouses a number of common features (Hammersley & Atkinson, 2007). First, ethnographers seek to study people’s actions and accounts in unstructured, everyday circumstances. Second, ethnographers gather data from a range of sources, such as documentary evidence of various kinds, participant observation, and informal conversations. Sunstein and Chiseri-Strater (2007) similarly note that data can be obtained through library and archival research, cultural artifacts, fieldnotes, photographs, interviews, and reflective memos. Third, the categories that ethnographers use to interpret what people say or do are discovered through data analysis, rather than through a rigid data collection process. Fourth, in order to facilitate an in-depth ethnographic study, the ethnographer usually focuses on a small-scale, single setting or group of people. Fifth, data is analyzed and interpreted to discover the

meanings, functions, and results of human actions and institutional practices, which can then be applied to broader contexts and can lead to explanations and theoretical development.

As the goal of ethnographers is to understand a people's culture, it is important to have an understanding of the term culture as it relates to ethnography as well as an understanding of the means by which it is investigated by ethnographers. Rather than being considered the study of culture, ethnography seeks to uncover the "customary social behaviors" of a group of people in a particular setting and is viewed as a "way of seeing" culture, not as a way of explaining culture (Wolcott, p.241). Stone Sunstein and Chiseri-Strater (2007) similarly define the culture that ethnography attempts to explain as "an invisible web of behaviors, patterns, rules, and rituals of a group of people who have contact with one another and share common languages" (p.3). In short, ethnographers do not conduct ethnography with a predetermined idea of a particular group's culture in mind. Rather, ethnographers utilize ethnographic methods of research to uncover a group's culture. Ultimately, a well conducted and thought out ethnography should offer a holistic understanding of the human behavior of a group of people within the group's natural social and/or cultural setting. Ethnography is valuable because it goes above and beyond a quick observation, single interview or brief visit to a site; rather, it uncovers the culture of a people and helps the outsider obtain the viewpoint of an insider.

The concept of social capital is inherently abstract and requires subjective interpretation in its translation into operational measures (Narayan & Cassidy, 2001). As highlighted in the literature review, social capital's operational measures are oftentimes invariably indirect substitutes of their associated constructs. "Social capital is stubbornly resistant to quantification" and because it is multi-dimensional, some of its dimensions are subject to different understandings (Coleman, 2002, p.11-12). The best instruments for measuring social capital are

likely ones that entail time spent in the field in order to capture local individual realities (Woolcock, 2002).

Based on the measures of resources, networks and trust reviewed herein, it is clear that social capital is difficult to measure holistically. Some measures are vague, some measures are employed outside of any particular context, some measures are redundant, some measures look at one aspect of social capital and not another, and so forth. Social capital is rooted in the way that individuals utilize networks, and ethnography may be effective at accessing these details more completely than simply a single survey or interview (Crossley, 2008). Ethnography presents an accurate reflection of peoples' perspectives and behaviors; ethnographers seek to build and tell stories around the words, views, explanations and interpretations of individuals in the study (LeCompte & Schensul, 2010). In short, ethnography allows for a more thoughtful, situational and contextual approach to the study of social capital.

One of the difficulties of studying trust and reciprocity as it relates to social capital was the common use of attitudinal measures of trust and lack of behavioral measures of trust. Ethnography potentially solves this problem as it “examines behavior and belief in context,” allowing the researcher to see for him or herself the concept of trust and reciprocity in action (LeCompte & Schensul, 2010, p.22). In short, it is believed that trust and reciprocity, as they relate to social capital creation and maintenance, may be investigated in their natural setting through an ethnographic study—something a simple survey or interview alone cannot do as effectively.

A tool for measuring any form of social capital must be sensitive to cultural and social variation (Grootaert & Bastelaer, 2001). LeCompte and Schensul (2010) concur that ethnography can enable a researcher to explore variation within a group so as to avoid

stereotyping and over generalization of group members, something that frequently occurs in the social capital measures previously described. In particular, this was noted as one of the disadvantages to the network and resource measures discussed previously.

“Social capital is multidimensional, and some of those dimensions themselves are subject to different understandings” (Coleman, 2002, p.12). Ethnography has the capability to investigate social capital multidimensionally and contextually, and overcome some of the weaknesses of other commonly utilized measures of networks, trust and resources pertaining to individual social capital. The purpose of this section was not necessarily to develop an exact methodology for studying social capital creation through ethnography, but rather to introduce ethnography as a research method and demonstrate how it might be an effective means of studying social capital—networks, trust and resources—more thoughtfully and holistically. The next section will now tie together the conceptual framework of social capital and review how higher education act as a means to invest in individual social capital.

2.3 HIGHER EDUCATION IN THE CREATION OF SOCIAL CAPITAL

Few people will dispute the idea that higher education can profoundly affect an individual’s life (Astin, 1993). Higher education is often credited with being an effective means for an individual to invest in and accumulate human capital (Becker, 2008). Human capital is defined as the skills and knowledge acquired by an individual that facilitate productive activity (Coleman, 1988). Human capital, or the skills and knowledge that an individual possesses, has been shown to positively contribute to an individual’s earnings (Bureau of Labor Statistics, 2010), marketability and job attainment (Anderson & Keys, 2007) and quality of life (Winters, 2011), among other

outcomes. Throughout history, individuals have invested in human capital through higher education to better themselves and their opportunities in life through knowledge and skill acquisition.

In addition to the human capital creation that most speak of, a number of empirical studies have found that individuals are also able to benefit in other ways from higher education besides learning skills and gaining knowledge in the classroom and ultimately obtaining a college degree (Pascarella & Terenzini, 2005). An entire body of literature exists around the notion that student involvement in faculty-student interaction, extracurricular activities, peer collaboration and active learning opportunities in higher education produce additional positive outcomes for students challenge (Astin, 1993; Chickering & Gamson, 1987; Kuh et al., 1991, 2005; Pascarella & Terenzini, 1991, 2005).

Among these studies of the alternative, non-human capital related outcomes of higher education, are a relatively small number of empirical studies that specifically investigate the manner in which students can accumulate social capital through higher education. One such qualitative study utilized semi-structured interviews to examine the experiences of 32 high achieving academic undergraduate male students across six large, public research universities. The students were characterized as high achieving because they held a cumulative grade point average above 3.0 on a 4.0 scale, held established records of leadership and involvement in campus organizations and in the community, developed relationships with high-ranking administrators and faculty, and so forth. The study inquired about how the students acquire social capital and what value is attached to the social capital they have obtained through higher education.

The participants described the access they had to interact with key people throughout the university and community, such as the university president, faculty, staff and community/business leaders. The students also detailed the privileged information that was theirs as a result of these relationships related to scholarships, internships, awards and other various opportunities. Ultimately, the study found that the more involved a student is on campus, the greater the opportunities that exist to build and take advantage of social capital. One student noted that “I may not have a 4.0, but I can get a letter [of recommendation] from the Provost, which I know carries a lot of weight [when applying for scholarships or jobs]” (Harper, 2008, p.1041). Several students talked about how they were able to secure summer internships and jobs through the social networks they built during their higher education experience. Other students claimed that they were able to make connections with influential individuals that helped them get accepted into top tier graduate programs. The students studied leveraged their access to social networks and activated their social capital for goal actualization during and immediately after college. The author suggests that further research be conducted in the area of social capital creation through higher education to build on the current study’s findings that tremendous opportunities await college students in the form of social capital should they choose to seek after such opportunities.

A second study of social capital creation through higher education investigated the ways in which law student organizations provided bonding and bridging social capital resources to members (Deo, 2009). Through a national, longitudinal data set of surveys, focus groups and interviews with law school students, the study specifically investigated how members of student law organizations create and benefit from social capital in the form of networking, career opportunities and general support.

Data from the study shows that students join law student organizations with the expectation of receiving various types of encouragement and support. In addition, the study found that being a member of a law student organization helped students to network with those outside of their immediate peers and faculty members, such as alumni, employers and legal professionals, to develop beneficial bridging social capital in the form of internship and job identification. Additionally, law students noted that specific types of support, such as cultural, emotional and academic support, were available to them as a result of belonging to a student organization. One major limitation of this study noted by the author is that it only investigates one type of student organization—law student organizations. The author suggests that studies of other types of student organizations be carried out to see if the social capital available differs from one type of student organization to the next.

In a third study, utilizing interviews from a national sample of students who had successfully matriculated through a four-year university who previously participated in engineering student organizations, researchers examined the role of engineering student organizations in generating social capital among its members (Daily, Eugene & Prewitt, 2007). Those interviewed in the study overwhelmingly stated that belonging to an engineering student organization provided them with familial type relationships with their peers and others in the field of engineering. The research team found that bridging social capital existed as a resource to engineering student organization members in the form of established norms and obligations, meaning that the organizations provided members with a similar closeness and familial structure to aid in their general welfare and academic achievement. Another form of bonding social capital identified was the access to invaluable information for the members of the organization. Forms of bridging social capital were also identified; researchers found that engineering student

organizations helped students confidently navigate relationships and identify opportunities to career network outside of their narrow world as an engineering college student. The basis for access to these bonding and bridging social capital resources was rooted in the genuine mutual respect, or in other words trust, among members that permeated the student organizations. These bonding relationships resulted in norms of reciprocity and trust between and among each other. Not only were bonding relationships formed, but bridging relationships were also formed that resulted in various forms of bridging social capital such as job networking and career guidance. In terms of future research, the authors intend to look at engineering students outside of student organizations who participate in mentorship programs to investigate other avenues for social capital creation through opportunities offered in association with higher education.

These three empirical studies investigate social network and social capital creation in the setting of higher education (see Table 2.6). The first study of high achieving students who actively participate as student leaders and in student organization on campus ultimately found that the students were able to network with people both inside and outside the university to leverage various resources, such as information about internships and awards, and secure recommendation letters to increase their chance of job attainment (Harper, 2008). The second study looked specifically at both bonding and bridging relationships and social capital creation through a national sample of law student organization members (Deo, 2009). Specifically, the study found that the networks that students made through their membership in law student organizations helped them to build relationships with their immediate peers as well as alumni and legal professionals, resulting in emotional support and career guidance, among other outcomes. Utilizing a national sample of engineering school graduates, the third study investigated how participating in engineering student organizations helped students to build

beneficial social networks and leverage social capital opportunities (Daily, Eugene & Prewitt, 2007). In particular, the study found that engineering students were able to build trusting, familial relationships with each other that aided in their general welfare and academic achievement. Additionally, students noted that they were able to establish bridging relationships that helped them identify job opportunities and obtain career guidance.

Table 2.6: Summary of select social capital studies in higher education.

Population	Methods	Elements of Social Capital Investigated	Elements of Social Capital not Investigated	Key Findings	Suggested Future Research
Sample of high achieving undergraduate students who participate in leadership opportunities and student organizations (Harper, 2008)	Semi-structured interviews	Networks Resources	Trust	Leadership opportunities and student organization participation provided students with beneficial relationships and resources such as information flow, support and job networking	To confirm and expand findings
National sample of law student organization members (Deo, 2009)	Surveys Focus groups Interviews	Networks Resources	Trust	Participating in law student organizations provided students with beneficial relationships and resources such as emotional support, identity recognition and career networking	Study other types of student organization to confirm and expand findings
National sample of matriculated engineering student organization members (Daily, Eugene & Prewitt, 2007)	Interviews	Networks Trust (to a small extent) Resources		Participating in engineering student organizations provided students with beneficial relationships and resources such as norms of reciprocity, sanctions and career networking	Study other types of non-student organizations, such as mentorship programs

All three studies primarily used qualitative research methods in the form of interviews. Each of the three studies advocated for additional research to be done on other types of students and other types of student organizations. Two of the three studies did not situate trust as it

relates to social capital creation as an element to investigate in their studies; the third study incorporated trust but more indirectly than directly.

In summary, these three studies provide a general idea of recent studies that have been conducted to investigate individual social capital creation as a result of higher education. What this study hopes to contribute to these studies set in the context of higher education and other studies in the field of social capital in general is a more holistic view of individual, contextual, multi-dimensional view of social capital creation as a result of higher education through the use of ethnography as a research method. The forthcoming section will outline this study's methodology for doing so.

3.0 METHODOLOGY

Quantitative research typically involves collecting numerical data, utilizing larger sample sizes, and carrying out little personal interaction with the participants in a given study (Gay, Mills & Airasian, 2006). This research study does not collect numerical data, nor does it utilize a large sample size. It also involves immense personal interaction with the participants in the study. As opposed to quantitative research that typically deals with numbers and uses statistical models to explain data, qualitative research tends to avoid numbers and deals with interpreting social realities (Bauer & Gaskell, 2000). Qualitative research,

implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (if measured at all) in terms of quantity, amount, intensity, or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. They seek answers to questions that stress how social experience is created and given meaning. In contrast, quantitative studies emphasize the measurement and analysis of causal relationships between variables, not processes. (Denzin & Lincoln, 2008, p.14)

As such, qualitative research has specifically been chosen as the primary methodology to investigate higher education in the creation of individual social capital. As discussed in the literature review, “social capital is stubbornly resistant to quantification” and because it is multi-dimensional, some of its dimensions are subject to different understandings (Coleman, 2002, pp.11-12). The best instruments for measuring social capital are likely ones that entail qualitative methods and time spent in the field in order to capture local individual realities (Woolcock, 2002).

This chapter will outline the methodology of the research study. First, this section will provide an overview of the research design. Second, the populations, samples, and sampling procedures will be outlined. Third, the setting will be described. Fourth, the instrumentation for the study will be discussed. Fifth, the data collection procedures will be charted. Sixth, the data analysis method will be articulated.

3.1 RESEARCH DESIGN

The type of research methodology utilized in this study was qualitative research. Qualitative research was used to collect, analyze, and interpret comprehensive narrative and visual data to gain insights into the phenomenon of higher education in the creation of social capital among college students (Gay, Mills & Airasian, 2006). More specifically, ethnography is “the descriptive study of people in their natural settings” that seeks to obtain a holistic understanding of human behavior within social and cultural settings (Angrosino, 2007, p.2). In contrast to experimental research where a researcher manipulates subjects or variables, ethnography studies people’s actions and perspectives within their natural, everyday contexts. Ethnography was chosen for this research study in order to “develop clear, communicable understandings and interpretations of human behavior as social and cultural activity” as it pertains to the manner in which individual social capital can be created through participating in higher education (Wagner, p.196).

3.2 POPULATION AND SAMPLE

The primary population for this research study is undergraduate students at the University of Pittsburgh, a large four-year, primary urban residential, very high research activity university (Classifications: Carnegie Foundation for the Advancement of Teaching, 2010), who participate in student organizations. Pertinent to this population, the University of Pittsburgh has 488 student organizations grouped into 14 categories. These student organization categories include: academic related, arts/literature, competitive sports, ethnic/cultural, honorary, political/advocacy, recreational, religious, service, social fraternities/sororities, special interest, student affairs affiliated, student governance, and intramural sports (Student Groups, n.d.).

The primary sample for this research study is The Blue and Gold Society, a 37-person student affairs affiliated undergraduate student organization at the University of Pittsburgh. The Blue and Gold Society is the student ambassador group of the University of Pittsburgh. Founded in 1993 by then Associate Vice Chancellor for Alumni Relations and Executive Director of the University of Pittsburgh Alumni Association, the mission of the Blue and Gold Society is to strengthen the University of Pittsburgh through student-alumni relationships. Selection into the Blue and Gold Society is based on a written application, letters of recommendation, and personal interviews. Students are formally inducted in the Blue and Gold Society during a special induction ceremony in the University of Pittsburgh's Chancellor's Office at the end of each spring semester, after they have completed the application and interview process during that same spring semester.

The number of students in the Blue and Gold Society each year varies from approximately 35-45 undergraduate students, based on need and desire to maintain a diverse group of members (i.e. ethnicity, interests, areas of academic study, areas of extracurricular

activities, gender). Blue and Gold Society members remain a member of the student organization until they graduate or until they decide to leave the group for personal reasons. Serving in The Blue and Gold Society is not a paid position. Rather, members volunteer their time to meet weekly as a group, host University of Pittsburgh related events, and interact with students, faculty, staff, and alumni (History of the Blue and Gold Society, 2004). A more detailed description of the Blue and Gold Society members was obtained during the data collection and analysis processes, and will be provided later with the research studies findings in Chapter 4.

The current group of 37 Blue and Gold Society members utilized in this research study is comprised of 21 male students and 16 female students (see Figure 3.1).

Figure 3.1: Blue and Gold Society members - gender

Of the student organization's 37 members, five are sophomores, 14 are juniors and 18 are seniors (see Figure 3.2). Freshman students are not permitted to apply. Thus, there are no freshman Blue and Gold Society included in this research study.

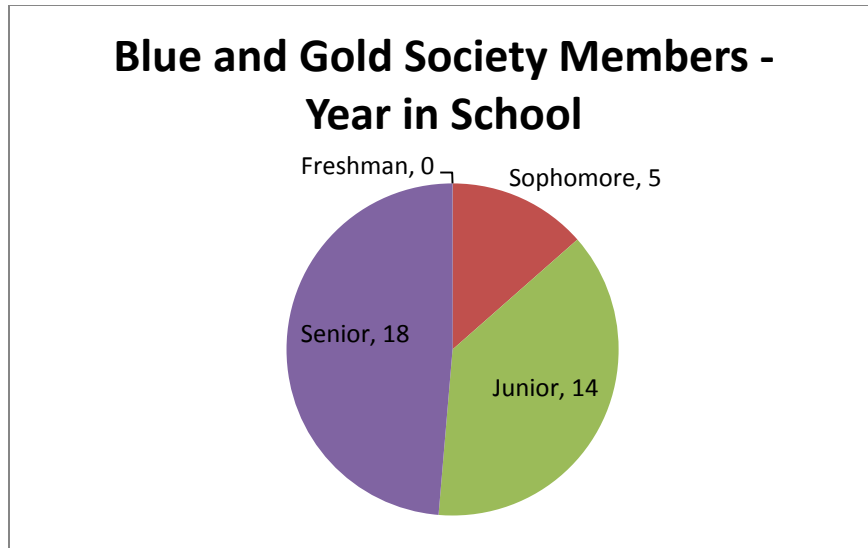


Figure 3.2: Blue and Gold Society members - year in school

During the course of the research study, the author inquired with each member of the Blue and Gold Society to identify how long they had been a member of the student organization. The majority of Blue and Gold Society members have been in the Blue and Gold Society for either two or four semesters (see Figure 3.3). As new members are inducted only once annually, and most remain in the student organization until they graduate or leave for personal reasons, which is rare, this explains why most have been members for an even number of semesters. Likewise, since freshman cannot apply for membership in the student organization and upper-classmen tend to be elected over under-classmen, this explains why most have been members for either two or four semesters.

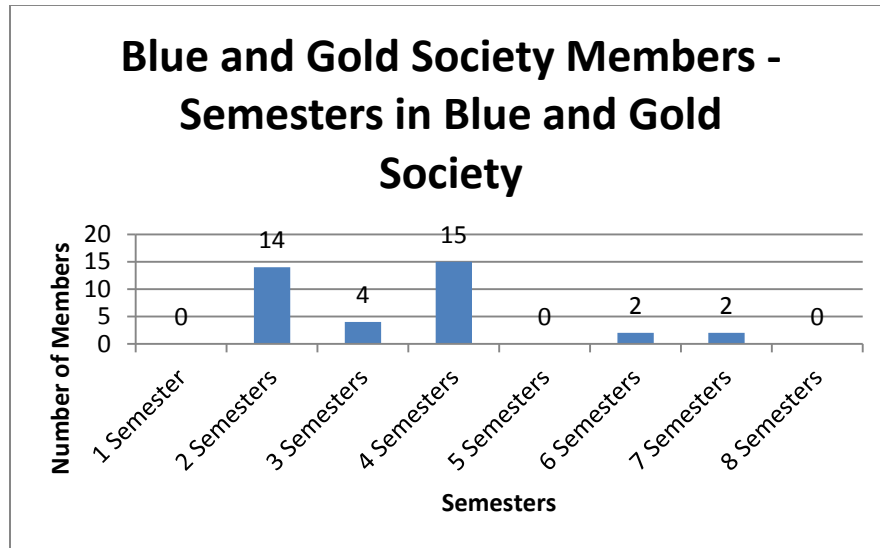


Figure 3.3: Blue and Gold Society members - semesters in Blue and Gold Society

Also during the course of the research study, the author inquired with each member of the Blue and Gold Society to identify their academic major. Figure 3.4 notes the diverse range of major areas of academic study undertaken by members of the Blue and Gold Society. Business and science were the primary areas of study among members, while education, communications, social work, and psychology were the areas studied least.

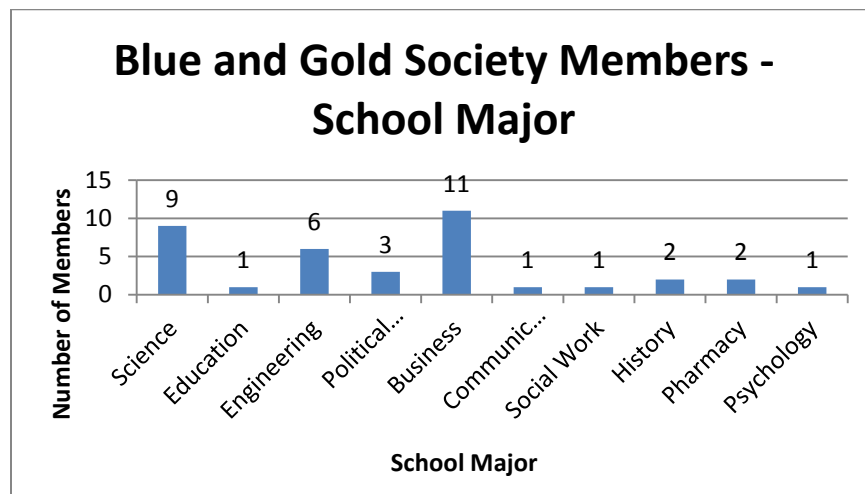


Figure 3.4: Blue and Gold Society members - school major

A secondary population was also utilized in this study. In addition to the previously described population of undergraduate students at the University of Pittsburgh who participate in student organizations, the secondary population for the study will be those faculty, staff, students, alumni, and other individuals affiliated with the University of Pittsburgh with whom Blue and Gold Society members come into contact. In other words, the secondary population is comprised of those individuals who are to one extent or another part of Blue and Gold Society members' social network. As this is a study about relationships, trust between individuals, and the mutual exchange of resources, this additional population and perspective was included as a means of looking not only at one side of the social network—Blue and Gold Society members, but the other side of the social network as well—those who are a part of Blue and Gold Society members' social network.

The secondary sample utilized in this research study is outlined in Table 3.1. In total, eight individuals were chosen to provide the additional perspective lobbied for in the preceding paragraph. Only eight individuals were chosen because this research study's purpose and research questions pertain specifically to the Blue and Gold Society members themselves and not necessarily to those who make up their social network. Nevertheless, the author felt that including this secondary population and sample would enrich the research study, bolster the findings, and assist in suggesting future ideas and avenues for research. As a rationale as to why these eight individuals were chosen by the author as the secondary sample will be provided in the forthcoming Sampling Procedures section. As a brief introductory explanation though, these individuals were selected because they provide a diverse representation of individuals with whom Blue and Gold Society members regularly come into contact, according to the Blue and Gold Society members themselves and based on the data collected by the author through the

course of this research study. These individuals fit into four distinct categories: faculty and staff, students, Blue and Gold Society, and other. Along with listing the specific individuals chosen, Table 3.1 also describes the characteristics and roles of each individual.

Table 3.1: Non-Blue and Gold Society members utilized in the research study

Non-Blue and Gold Society Member	Description
<i>Faculty and Staff – faculty and staff at the University of Pittsburgh</i>	
Alumni Relations Staff Person (I2)	A female staff person in her late-twenties who works in the Office of Alumni Relations at the University of Pittsburgh. This staff person has opportunities for frequent interaction with Blue and Gold Society members, but has no responsibility or influence over them. Blue and Gold Society members tend to work closely with the Office of Alumni Relations, so naturally, Blue and Gold Society members may have more frequent interactions with this staff person than a non-Office of Alumni Relations staff person at the University.
Graduate School of Business Staff Person (I6)	A male staff person in his mid-forties who works in the University of Pittsburgh's Graduate School of Business. He hosts a number of events for the School of Business where Blue and Gold Society members are often asked to assist.
<i>Students – students at the University of Pittsburgh</i>	
Greek Life Student (I4)	A junior female undergraduate student who is the member of a sorority at the University of Pittsburgh. She knows a few Blue and Gold Society members, and I was referred to her by a member of the Blue and Gold Society.
Student (I7)	A male, junior, pre-med, undergraduate student at the University of Pittsburgh.
Student Government Board President (I8)	A male, senior, undergraduate student who serves as the President of the Student Government Board at the University of Pittsburgh.
<i>Blue and Gold Society – staff, students, and others associated with the Blue and Gold Society</i>	
Manager of Student Alumni Programs (I5)	A female Office of Alumni Relations staff person in her mid-forties who also serves as the primary advisor for the Blue and Gold Society. She has been their advisor since the student organization was founded in 1993.
<i>Other – alumni, donors, trustees, government officials, and others affiliated with the University of Pittsburgh</i>	
Alumnus (I1)	A male alumnus in his early-forties who earned an undergraduate degree from the University of Pittsburgh. As an active alumnus, this individual occasionally observes and interacts with Blue and Gold Society members while attending local University events where Blue and Gold Society members are present.
Board of Trustee Member (I3)	A male, late-forty-year-old member of the University of Pittsburgh's Board of Trustees.

Each Blue and Gold Society member was assigned a distinct code, labeled with the letter M, and a distinct number ranging from 1 to 37, for example M1, M2 and so forth. Appendix J lists all 37 Blue and Gold Society members according to their corresponding code. Each code also includes the demographics described in this subsection, namely gender, major, number of semesters in the Blue and Gold Society and year in school for each Blue and Gold Society member. These codes will also be utilized in the data analysis and findings section to quote and cite answers to specific interview questions and other references to particular Society members.

Each non-Blue and Gold Society member was also assigned a distinct code, labeled with the letter I, and a distinct number ranging from 1 to 8, for example I1, I2 and so forth. Appendix J and Table 3.1 list all eight individuals included in the secondary sample for the research study according to their corresponding code. Each code also includes the specific demographics for each non-Blue and Gold Society member, such as gender and other characteristics such as job description, affiliation with the University, relationships with Blue and Gold Society members, and so forth. These codes will also be utilized in the data analysis and findings section to quote and cite answers to specific interview questions and other references to particular non-Blue and Gold Society members.

Later in the findings section, the participant codes M and I will also be coupled with the unique numbers for specific interview questions to accurately cite and reference when a particular Blue and Gold Society member made a statement as a result of a particular research question. For instance, a statement or quotation followed by the code M8-1D indicates that the data being referred to came from the eighth Blue and Gold Society member interviewed in response to a specific semi-structured interview question 1D. The same pattern applies to the other non-Blue and Gold Society members interviewed during the course of the research study.

In conclusion, this section has described the populations and samples for the research study. First, the primary population for this research study is undergraduate students at the University of Pittsburgh who participate in student organizations. Second, the primary sample for this research study is the Blue and Gold Society. Third, the secondary population for this research study is those faculty, staff, students, alumni, and other individuals affiliated with the University of Pittsburgh with whom Blue and Gold Society members come into contact. Fourth, the sample for this secondary population is the eight individuals listed previously in Table 3.1. During the course of the research study, the author gleaned a number of other insights related to the primary sample, or the Blue and Gold Society, and these additional insights will be treated as findings and will be included in the forthcoming Findings chapter to offer an even more detailed and in-depth description of the primary sample.

3.3 SAMPLING PROCEDURES

Criterion-based sampling was utilized to select the Blue and Gold Society as the primary sample for this research study. Criterion-based sampling is a purposeful mode of sampling commonly utilized by social science researchers, defined as the act of selecting a particular case that meets a set of criteria or possess a particular characteristic (Gay, Mills & Airasian, 2006). The criteria for the primary sample in this study, based on the literature review provided herein, is individuals—or students in this case—who have frequent opportunities to develop a diverse range of trustworthy social relationships inside and outside of their immediate social circle where a diverse range of embedded resources may exist.

Within criterion-based sampling resides the specific selection procedure, referred to as Bellwether or ideal case selection.

The researcher describes a “recipe” for a situation in which the researcher can say, “These are the ideal conditions under which to observe the phenomenon I am interested.” The researcher then seeks out an example that matches that recipe or description. (LeCompte & Schensul, 1999, p.114)

Student organizations, by definition, are student run groups focused around a wide variety of themes with opportunities to interact with peers, faculty, staff and alumni in areas of mutual interest (Nolfi & Rubin, 2010). “Education is a series of social settings in which people meet, a valued and attractive form of social status in modern societies, and a powerful way to gain other forms of high status” (Lin & Erikson, 2008 p.7). Student organizations represent a prime population and social setting in which to study social capital accumulation in the context of higher education.

More specifically, the Blue and Gold Society is considered a student ambassador type of student organization (Ruderman & Niparko, 2010). Student ambassador organizations are typically made up of undergraduate students and exist for the purpose of supporting the operational aspects of a university, such as assisting with alumni relations, stewarding donors, supporting academic initiatives, promoting new programs and engaging community members. Student ambassador organizations typically operate under a university’s alumni, admissions or development office. Members of these organizations elect to participate as they would in most other student organizations, although they are often selected by application involving interviews based on relevant selection criteria and willingness to fulfill membership responsibilities. Student ambassador organizations fulfill a number of responsibilities, including but not limited to representing the university at campus and off-campus events; developing positive relations and interactions among students, alumni, faculty, staff, government officials and community

members; providing tours to potential students and their parents; and maintaining traditions among the university community.

Additionally, student ambassador organizations provide a number of benefits to its members (Ruderman & Niparko, 2010). They provide members with networking opportunities to foster personal and professional relationships with faculty, staff, other students, university donors, alumni and community members. Student ambassador organizations afford members opportunities to develop social skills and practice principles of leadership. Members of student ambassador organizations are abreast of information and develop a powerful reference base where they can turn to for support from influential and knowledgeable individuals both inside and outside the university community.

In short, student ambassador organizations, such as the Blue and Gold Society, represent a prime sample student organization to consider utilizing in studying the creation of social capital among undergraduate students. Student ambassador organizations are a form of social network, whose members have opportunities to interact with each other and with other networks inside and outside the university. Members of student ambassador organizations have access to a number of resources embedded in these networks that allow them to achieve certain means that otherwise would not be attainable.

As for the secondary population consisting of those faculty, staff, students, alumni, and other individuals affiliated with the University of Pittsburgh with whom Blue and Gold Society members come into contact, the author utilized snowball sampling to contact people from the secondary population until eight individuals willing to participate in the study were identified. Snowball sampling is the act of choosing participants for a research study who have information important to the study. In snowball sampling, the researcher asks those knowledgeable about a

particular program or community being studied to recommend people to whom the researcher should talk to and include in the sample of the study. These suggested individuals are chosen based on their knowledge of the program or community being studied (Mertens, 2010). In ethnography, and similar to the concept of snowball sampling just described, the researcher is able to utilize emergent member-identified and/or observer-identified sample individuals to incorporate into a research study (Hammersley & Atkinson, 2007), a necessary step in this research study to identify those faculty, staff, alumni and other individuals affiliated with the University of Pittsburgh with whom Blue and Gold Society members come into contact. In determining which individuals from the secondary population to approach about participating in this research study, the author first considered with whom current Blue and Gold Society members regularly come into contact, based on the preliminary findings of the research study. For example, as the author saw that Blue and Gold Society members frequently mentioned alumni as being a part of the social network, the author asked for suggestions from others to help identify an alumnus of the University of Pittsburgh with knowledge of the Blue and Gold Society that could be contacted to potentially be a part of this secondary sample. All eight individuals contacted by the author chose to participate in the research study upon being asked. Again, a detailed description of these eight individuals is included in Table 3.1.

3.4 SETTING

As previously stated, this research study took place at the University of Pittsburgh, a large four-year, primary urban residential, very high research activity university (Classifications: Carnegie Foundation for the Advancement of Teaching, 2010). More specifically, the setting for this

study included locations such as the physical space where the members of the group meet regularly, different entertaining/hosting areas around campus such as conference rooms, ballrooms, the student union, the Office of Alumni Relations offices, and so forth (see Table 3.2).

Table 3.2: Setting and setting descriptions

Setting	Setting Description
Alumnus Home	This particular home in a nearby suburban area near the University of Pittsburgh's campus belongs to an alumnus and his family. The large, well-kept home is older but recently renovated to appear more functional and modern.
Alumni Center	Located in the Office of Alumni Relations in Alumni Hall at the University of Pittsburgh, the Alumni Center is a small, intimate area set aside for hosting staff, students, alumni, staff meetings and other small gatherings. It contains a small bar/serving area, comfortable couches, television, tables, chairs, kitchen, and various photographs of locations and scenes throughout campus and of alumni gatherings. The Center also contains various plaques recognizing alumni for different accomplishments and volunteer service to the Pittsburgh Alumni Association.
Alumni Center Conference Room	Located within the Alumni Center is a large conference room used for various staff and alumni related meetings. The room is quite grand, with a large rectangle boardroom style table that can seat approximately 30 individuals. The room contains a television, leather chairs, white erase boards, and various plaques recognizing alumni for their different accomplishments and service.
Campus	The University of Pittsburgh campus is urban and is typically busy with automobiles, pedestrians, and other activities. Although some areas and buildings are easily distinguishable as part of the University's campus, a visitor to the campus may find it difficult at times to decipher what is actually part of the campus and what is actually part of the city or the surrounding residential area. The campus is well populated with trees, flowers, and other impressive landscaping. Busy streets run through the campus and the area as a whole gives a person the feeling of being in a city rather than a closed-off residential university campus.
Caribou Coffee Shop	One of the many coffee shops located within the University of Pittsburgh's urban campus, this shop resembles the typical coffee shop with limited, crowded seating filled with a good amount of conversation and noise provided by the customers and staff.
Cathedral of Learning	The Cathedral of Learning is a 535 foot, 42-story tall gothic architecturally inspired building that serves as a landmark on the University of Pittsburgh's campus. The building houses various meeting space, study space, classrooms, auditoriums, and faculty and staff offices.
Cathedral of Learning Classroom	This classroom, located on the second floor of the Cathedral of Learning, resembles an auditorium more than a typical classroom. The room has stadium seating on hard, wood benches and seats up to a few hundred students. The room's exterior walls are stone. It has a podium with multiple chalkboards.
Cathedral of Learning Lawn	A large grassy area surrounds the Cathedral of Learning at the University of Pittsburgh, particularly on the northern side. The grassy areas are used for casual sports among students like Frisbee and playing catch. The area is well maintained and has the capability to host outdoor events.
Chancellor's Office	Located inside the Cathedral of Learning on the first floor is one of the Chancellor's offices at the University of Pittsburgh. The room is long and rectangular shaped, and is filled with

Setting	Setting Description
	historic pictures and artifacts of the University. This office is able to host small gatherings and it is considered the more public office of the Chancellor as opposed to the more private office the Chancellor uses to conduct more official, private business.
Connolly Ballroom	Within Alumni Hall at the University of Pittsburgh exists a large ballroom on the main floor that can be fitted to sit up to 400 guests for dinner or up to 500 theatre-style. The room is outfitted with dark wood trim and features a number of chandeliers hanging from the ceiling.
Manager of Student Alumni Programs Office	This office is used by the Manager of Student Alumni Programs—the advisor for the Blue and Gold Society. The room is very unique and awe-inspiring. The walls are literally covered from top-to-bottom and side-to-side with a history of pictures of Blue and Gold Society members at various events and with various alumni and others. One could visit the office and come away with a fairly complete visual history of the Blue and Gold Society over the years.
Panera Bread	A trendy sandwich, soup, dessert, and beverage restaurant situated within the University of Pittsburgh urban campus. The restaurant is nearly always busy, fairly noisy and used for the purposes of eating, studying and congregating.
Petersen Events Center Dining Area	The Petersen Events Center has a main dining area to cater to students and event guests. Ample seating is offered, primarily in the form of hard, plastic chairs surrounding plastic tables. There is some more comfortable seating though in the form of leather sofa chairs and wood end tables.
Petersen Events Center Lobby	Within the Petersen Events Center, the home of the University of Pittsburgh's men's and women's basketball teams and a plethora of other staff offices and student facilities, exists a large entrance/lobby. The space is surrounded by floor to ceiling glass walls and serves as an impressive entrance to the building.
Author's Office	This space is used by the author as an employee in the Office of Institutional Advancement at the University of Pittsburgh. The office includes a chair for a guest and has a door to ensure privacy.
Graduate School of Business Staff Person's Office	This medium-sized office is located in the Graduate School of Business. It is somewhat untidy, with papers and other items scattered throughout it giving off the impression that the particular staff person to whom the office belongs is quite busy in their work for the School.
Student Union	The William Pitt Union functions as the student union of the University of Pittsburgh. Renovated from an old hotel, the building contains a number of meeting rooms, ballrooms, staff offices, and student organization offices. There are areas for students to study, relax and play.
Student Union Assembly Room	Within the William Pitt Student Union at the University of Pittsburgh, the Assembly Room serves as a large multi-purpose space for various events. The room can easily hold a few hundred people. The room has a large stage and boasts the physical lighting and a production booth necessary to carry out plays and concerts.
Student Union Lawn and Patio	Extending from the William Pitt Student Union's Lower Lounge is a large covered patio and grassy area, used for hosting more informal gatherings, fundraisers and public displays. The space faces the Cathedral of Learning and can be considered the center of campus.
Student Union Lower Lounge	The Lower Lounge is the most elegant meeting space in the William Pitt Student Union at the University of Pittsburgh. Tall marble-patterned beams support the room, which is surrounded by floor to ceiling glass windows that look out on the campus from three different angles. The room can hold a couple hundred people and is used to host some of the higher profile events on campus.
University Club	A private, members-only club for faculty, staff, and alumni, the University Club at the University of Pittsburgh hosts a number of events on a daily basis. The building houses a small coffee shop/bakery, multiple small, medium and large business and elegant meeting spaces, and a full-service restaurant and bar. Also contained therein is a private workout facility for its members.

As is customary in ethnographic research, the author opened himself up to the acts of seeing and recording sensory details to create a verbal, visible snapshot of the actual settings (Stone Sunstein & Chiseri-Strater, 2007). As such, Table 3.2 lists the specific locations where data collection took place and includes a detailed description of each setting. The forthcoming instrumentation and data collection procedures sections will further compliment the information in this table by outlining the data collection method utilized in each setting and the specific activity that occurred in each setting.

3.5 RESEARCH QUESTIONS

As stated would occur in Chapter One, Table 3.3 now outlines the study's research questions as they relate to the conceptualization and specific elements of social capital illustrated and discussed in Chapter Two in the literature review. The research questions are categorized into three sections to address social capital creation through participating in an undergraduate student organization. Those three categories contain questions concerning social networks, the forms of social capital, and trust. Each category has 2-4 questions. Table 3.3 also clearly links each research question with the literature on social capital to demonstrate the close tie between the questions and the concepts and elements of social capital previously discussed.

Table 3.3: Research questions as they relate to the concepts and specific elements of social capital

Research Question	Element of Social Capital Based on Literature Review
<i>Concerning Social Networks</i>	
1A. What individuals make up an undergraduate student organization member's social network?	Necessary condition for access to embedded resources (Putnam, 2000; Bourdieu, 1986) Take on various forms (i.e. family, Sunday school class, regulars who play poker together) (Lin, 2008; Putnam, 2000)
1B. Which individuals provide access to an undergraduate student organization member's bonding social capital?	Bonding social capital—a result of closed, inward looking, exclusive social networks (Halpern, 2005; Putnam & Feldstein, 2003)
1C. Which individuals provide access to an undergraduate student organization member's bridging social capital?	Bridging social capital—a result of open, outward looking, inclusive social networks (Halpern, 2005; Lin, 2001)
1D. Through what processes does an undergraduate student organization member's social networks develop?	The ways in which relationships are developed, ranging from rigid, institutionalized means to random, informal means (Halpern, 2005)
<i>Concerning Forms of Social Capital</i>	
2A. What instrumental forms of social capital are embedded in the social network of an undergraduate student organization member?	Resources embedded in social networks that are available for use by network members (Putnam, 2000; Bourdieu, 1986; Coleman, 1988; Lin & Erikson, 2008) Aim and/or desired outcome is ultimately to help an individual gain something or get ahead (Lin, 2001)
2B. What expressive forms of social capital are embedded in the social network of an undergraduate student organization member?	Resources embedded in social networks that are available for use by network members (Putnam, 2000; Bourdieu, 1986; Coleman, 1988; Lin & Erikson, 2008) Aim and/or desired outcome is ultimately to help an individual maintain current resources (Lin, 2001)
<i>Concerning Trust</i>	
3A. What role does trust play in helping an undergraduate student organization member acquire social capital?	Enables social networks to function more effectively and accomplish much more than untrustworthy social networks (Coleman, 1998; Kawachi, Kennedy & Wilkinson, 1999)
3B. What levels of trust exist among an undergraduate student organization member and those within his or her social network?	Degree to which an individual believes that another person will perform or behave in a certain way (Nahapiet & Ghoshal, 1998)
3C. Through what processes is trust developed among an undergraduate student organization member and those within his or her social network?	Developed as an individual learns about another person's disposition, ability and reputation (Fu, 2004)

3.6 INSTRUMENTATION

Three primary instruments were utilized in this research study, namely participant observation, semi-structured interviews, and cultural artifact review. The first, participant observation, is defined as the act of becoming involved in the daily life of a culture in addition to observing it (LeCompte & Schensul, 1999). Similarly, Angrosino (2007) notes that participant observation entails a researcher becoming an active member of the group being observed. Another way of thinking about participant observation is to consider it as the act of *experiencing*. Experiencing implies that a researcher is seeking to obtain information that comes directly through all of the senses, not only by seeing and doing (Wolcott, 2008). Researchers utilizing participant observation are encouraged to obtain data through seeing, hearing, tasting, touching, and smelling, as necessary, available and applicable. Simply stated, the author in this research study attended and/or participated in formal and informal activities, meetings, happenings, socializing, and conversations in the dual role as an observer and participant for the duration of approximately 16 weeks. While acting as a participant observer, the researcher recorded any and all details related to the research questions outlined in Table 3.3. Table 3.4 lists and briefly describes the 28 participant-observer opportunities the author engaged in throughout the course of the research study. Later, Table 3.11 lists the date and the amount of time spent in each participant-observer opportunity.

Table 3.4: Participant-observation opportunities throughout the course of the research study

Participant-Observation Opportunity	Description
Alumni Faculty and Staff Luncheon	An annual lunch reception for University of Pittsburgh Staff and Faculty Alumni at which the Chancellor makes a presentation to provide guests with an update on the progress of the University to date. A member of the Blue and Gold Society is given the responsibility each year to introduce the Chancellor to the audience. Blue and Gold Society members also typically attend to help greet and seat guests.
Blue and Gold Society New Member Induction Ceremony	This yearly ceremony is held in the Chancellor's office to induct and welcome new members into the Blue and Gold Society at the end of each spring semester. Special, invited guests include executive level University staff, faculty, alumni, donors and trustees. All Blue and Gold Society members attend as well.
Board of Trustees Meeting – Public Session	The public session of the meeting of the University of Pittsburgh Board of Trustees is held regularly throughout the year and allows students, staff, faculty, media and other members of the public to attend. Blue and Gold Society members usually attend this meeting, time permitting.
Chancellor State Budget Update	During the threat of extreme state budget cuts in higher education during fiscal year 2012, the Chancellor held a small presentation to update the audience of students, faculty, staff and media members on the measures being taking by the University of Pittsburgh to fight the proposed budget cuts on behalf of the University community. Blue and Gold Society members were extended a special invitation to attend.
Dinner with 12 Panthers	Annually, the University of Pittsburgh Office of Alumni Relations and Pittsburgh Alumni Association connect alumni with approximately 12 students, through which alumni ultimately host a dinner for the students in their home or at a nearby restaurant. The purpose of the dinner is to build and strengthen relationships between students and alumni. Blue and Gold Society members are each assigned to help co-host the dinners.
Dinner with 12 Panthers Meet-and-Greet	This meeting was held just prior to the actual Dinners and served as an opportunity for the co-hosting Blue and Gold Society member and the other students attending the dinner to get to know each other.
Executive Board Meeting – 1/9/12	The Blue and Gold Society has a president and four vice presidents with different responsibilities. This executive board of members of the Society meets regularly to discuss the leadership and affairs of the Blue and Gold Society.
Executive Board Meeting – 2/6/12	See above.
Graduation Central	This event is a one-stop area set up and provided for graduating University of Pittsburgh students to pick up their regalia, purchase University keepsakes, register to be a formal member of the Alumni Association, and so forth. Blue and Gold Society members typically work a shift or two during this multi-day event each year.
Graduate School of Business Annual Alumni Awards	This annual event honors prominent alumni in the University of Pittsburgh's Graduate School of Business. Alumni also speak at the event. Blue and Gold Society members help to host this event, register guests and are permitted to listen to the presentations and interact with alumni in attendance.
Martin Luther King Jr. Day of Service	Each year, the Office of Student Affairs holds a local Martin Luther King Jr. Day of Service, filled with numerous service activities in which students can participate. Blue and Gold Society members typically get a group of themselves together and volunteer that day.
Networking Meeting with Blue and Gold Society Member Regarding Internship	A Blue and Gold Society member approached the author, a staff person at the University of Pittsburgh, about possible internship opportunities within the author's place of employment. This meeting took place in the author's office.
Networking Meeting with Blue and Gold Society	A Blue and Gold Society member approached the author, a PhD student at the University of Pittsburgh, about possible connections with local public school

Participant-Observation Opportunity	Description
Member Regarding Service Project	leaders to contact about developing a service project for Blue and Gold Society members. This meeting took place in the Office of Alumni Relations.
New Alumni Member/Alumni Renewal Calls	Blue and Gold Society members are regularly invited to help Alumni Relations staff place new alumni member thank-you calls/alumni member renewal calls. These calls take place in the Office of Alumni Relations.
New Blue and Gold Society Member Candidate Interviews	Interviews to be considered for the Blue and Gold Society are held annually in the Office of Alumni Relations conference room, with various staff, alumni and Blue and Gold Society members present.
New Blue and Gold Society Member Candidate Picture Taking	Prior to the New Member Candidate Interviews, Blue and Gold Society members take pictures of each candidate in the lobby area of the Office of Alumni Relations.
New Blue and Gold Society Member Recruitment Session	This annual recruitment session takes place in the Alumni Center in the Office of Alumni Relations, with Blue and Gold Society members present.
Paint the Pete Pink Service Project	This service project takes place in the Petersen Events Center lobby area, where Blue and Gold Society members paint the windows in support of breast cancer awareness.
Personal Communication with Blue and Gold Society Member via Text Message	During a basketball related event in the Petersen Events Center, the author was engaged in conversation via text message with a Blue and Gold Society member in attendance.
Relay for Life	A fundraising event for the American Cancer Society primarily held on the lawn outside the Cathedral of Learning lawn. Numerous Blue and Gold Society members, students and student organization members were present.
Reoccurring Casual Meeting 1 with Same Blue and Gold Society Member	This reoccurring meeting occurred between the author and the Blue and Gold Society member with whom the author had <i>personal communication with via text message</i> (see above). This interaction occurred after the new Blue and Gold Society member candidate interviews.
Reoccurring Casual Meeting 2 with Same Blue and Gold Society Member	This reoccurring meeting occurred between the author and the Blue and Gold Society member with whom the author had <i>personal communication with via text message</i> (see above). This interaction occurred during a walk across campus from Alumni Hall to the Student Union.
Reoccurring Casual Meeting 3 with Same Blue and Gold Society Member	This reoccurring meeting occurred between the author and the Blue and Gold Society member with whom the author had <i>personal communication with via text message</i> (see above). This interaction occurred while the member was studying in the Alumni Center.
Reoccurring Random Meeting with Same Blue and Gold Society Member	This reoccurring meeting seemed to take place a couple times a week throughout the course of the research study, just by chance while walking around campus and through various buildings on campus.
Springtime Community Service Project	A University-based service project for Blue and Gold Society members, students, staff, faculty and alumni to plant flowers and beautify the campus through various means.
Student Alumni Association Sub-Committee Meeting	A student-led Alumni Association meeting to plan Student Alumni Association activities, attended by some members of the Blue and Gold Society and typically held in the Alumni Relations Conference Room.
University Honors College Convocation Luncheon	Held in the Student Union prior to Honors Convocation, this luncheon is for invited guests of the University community, including faculty, staff, alumni, trustees; Blue and Gold Society members are present to help greet and host guests.
Personal Visit from Blue and Gold Society Member	A Blue and Gold Society member visited the author at his place of work on campus to learn more about the author's field of work and to inquire about possible internship opportunities.
Weekly Meetings 1/11/12, 1/18/12, 1/25/12, 2/1/12, 2/15/12, 2/22/12, 3/14/12, 3/28/12, 4/4/12	Each Wednesday morning the Blue and Gold Society hold a meeting at 7:00am in the Alumni Relations Conference Room to plan for the coming week. The Manager of Student Alumni Programs and Associate Director of Alumni Membership typically attend the meeting as well.

Instruments utilized to measure social capital must be sensitive to cultural and social variation (Grootaert & Bastelaer, 2001), and are likely ones that entail time spent in the field in order to capture local individual realities (Woolcock, 2002). The concept of social capital is inherently abstract and requires subjective interpretation in its translation into operational measures (Narayan & Cassidy, 2001). Participant observation provides a researcher with the opportunity to present an accurate reflection of peoples' perspectives and behaviors, while seeking to build and tell stories around the words, views, explanations and interpretations of individuals in the study (LeCompte & Schensul, 2010). In short, participant observation is an appropriate instrument for this study because it allows the researcher to obtain data through a thoughtful, situational and contextual approach to the study of social capital.

The author typically utilized a pre-designed note-taking sheet intended for studies involving ethnographic research (see Appendix A). The note-taking sheet both reminded and allowed the author to record date, time, location, specific research questions to keep in mind, direct observations, researcher impressions, and follow-up questions for future observations. The author revised and digitized these notes on an ongoing basis in preparation for the analysis stage of the research study.

The second instrument, semi-structured interviews, is defined as purposeful interactions in which the researcher is trying to obtain information from a participant during a research study (Gay, Mills & Airasian, 2006). These interviews are not always necessarily directed by a specified set of questions to be asked, but rather accomplished through questions prompted by the flow of the interview. Although semi-structured interviews may initially utilize a structured approach to begin, the interviews are able to be guided by the participant's responses and the researcher's desire to clarify and inquire about particular details. The use of semi-structured

interviews in this research study is justified because they allowed the author to obtain a full range and depth of information to both inform and complement the data obtained from participant observation.

“Social capital is multidimensional, and some of those dimensions themselves are subject to different understandings” (Coleman, 2002, p.12). Semi-structured interviews allowed the author to probe participants to obtain these different perspectives. Wolcott (2008) describes semi-structured interviews as the act of *enquiring*, meaning that the researcher takes an active role in asking about what is going on, rather than simply taking a passive role and recording answers in an interview setting.

All 37 members of the Blue and Gold Society and all eight individuals with whom members frequently come into contact were interviewed in the research study. The general outline or guide for questioning the Blue and Gold Society members during the semi-structured interviews is included in Appendix B. The general outline or guide for questioning the eight individuals with whom Blue and Gold Society members regularly come into contact during the semi-structured interviews is included in Appendix C. The interviews were audio-recorded under most circumstances and whenever possible and transcribed on an ongoing basis to prepare for the analysis stage of the research study. On occasion, noise level and other circumstances necessitated the author to record interview data by hand. Table 3.5 illustrates how the semi-structured interview questions for Blue and Gold Society members seek to address the conceptualization and elements of social capital outlined in Chapter 2 as well as the research questions.

Table 3.5: Semi-structured interview questions for Blue and Gold Society members as they relate to the research questions and elements of social capital

Semi-Structured Interview Questions	Research Question	Element of Social Capital Based on Literature Review
Concerning Social Networks		
1A. Specifically as a result of being a member of the Blue and Gold Society, what individuals make up your social network?	1A. What individuals make up an undergraduate student organization member's social network?	Necessary condition for access to embedded resources (Putnam, 2000; Bourdieu, 1986) Take on various forms (i.e. family, Sunday school class, regulars who play poker together) (Lin, 2008; Putnam, 2000)
1B. Which of these relationships would you describe as strong, family or close friend type relationships?	1B. Which individuals provide access to an undergraduate student organization member's bonding social capital?	Bonding social capital—a result of closed, inward looking, exclusive social networks (Halpern, 2005; Putnam & Feldstein, 2003)
1C. Which of these relationships would you describe as weak relationships or “acquaintances”?	1C. Which individuals provide access to an undergraduate student organization member's bridging social capital?	Bridging social capital—a result of open, outward looking, inclusive social networks (Halpern, 2005; Lin, 2001)
1D. Through what processes have your relationships with these individuals developed?	1D. Through what processes does an undergraduate student organization member's social network develop?	The ways in which relationships are developed, ranging from rigid, institutionalized means to random, informal means (Halpern, 2005)
Concerning Forms of Social Capital		
2A. Describe the benefits or resources that are available to you as a result of the relationships you have developed as a member of the Blue and Gold Society that help you to gain something or get ahead in life.	2A. What instrumental forms of social capital are embedded in the social network of an undergraduate student organization member?	Resources embedded in social networks that are available for use by network members (Putnam, 2000; Bourdieu, 1986; Coleman, 1988; Lin & Erikson, 2008) Aim and/or outcome is ultimately to help an individual gain something or get ahead (Lin, 2001)
2B. Describe the support you receive as a result of the relationships you have developed as a member of the Blue and Gold Society that help you to maintain the resources that you already have.	2B. What expressive forms of social capital are embedded in the social network of an undergraduate student organization member?	Resources embedded in social networks that are available for use by network members (Putnam, 2000; Bourdieu, 1986; Coleman, 1988; Lin & Erikson, 2008) Aim and/or outcome is ultimately to help an individual gain something or get ahead (Lin, 2001)
Concerning Trust		
3A. What role does trust play in the benefits or resources available to you as a result of the relationships you have described thus far?	3A. What role does trust play in helping an undergraduate student organization member acquire social capital?	Enables social networks to function more effectively and accomplish much more than untrustworthy social networks (Coleman, 1998; Kawachi, Kennedy & Wilkinson, 1999)

Semi-Structured Interview Questions	Research Question	Element of Social Capital Based on Literature Review
3B1. How would you describe the level of trust you have in the individuals with whom you have developed relationships as a result of being a Blue and Gold Society member?	3B1. What level of trust do undergraduate student organization members have in their social networks?	Degree to which an individual believes that another person will perform or behave in a certain way (Nahapiet & Ghoshal, 1998)
3B2. How would you describe the level of trust that individuals with whom you have developed relationships have in you?	3B2. What level of trust do social network members have in undergraduate student organization members?	Degree to which an individual believes that another person will perform or behave in a certain way (Nahapiet & Ghoshal, 1998)
3C1. Through what processes have you developed trust in the individuals in your social network (see 3B1)?	3C1. Through what processes do undergraduate student organization members develop trust in social network members?	Developed as an individual learns about another person's disposition, ability and reputation (Fu, 2004)
3C2. Through what processes have individuals in your social network developed trust in you (see 3B2)?	3C2. Through what processes do social network members develop trust in undergraduate student organization members?	Developed as an individual learns about another person's disposition, ability and reputation (Fu, 2004)
Other		
4. What else would you like to share about the Blue and Gold Society not already discussed in this interview?	N/A	This question will ensure that the respondent has the opportunity to share any thoughts beyond that for which the author probed in questions 1-3.

Table 3.6 illustrates how the semi-structured interview questions for the other individuals with whom Blue and Gold Society members regularly come into contact are merely rephrased to parallel the questions asked of Blue and Gold Society members.

Table 3.6: Semi-structured interview questions for the eight individuals with whom Blue and Gold Society members regularly come into contact

Semi-Structured Interview Questions for Blue and Gold Society Members	Semi-Structured Interview Questions for the Eight Individuals with whom Blue and Gold Society Members Regularly Come into Contact
Concerning Social Networks	
1A. Specifically as a result of being a member of the Blue and Gold Society, what individuals make up your social network?	1A. How would you describe your relationship with current members of the Blue and Gold Society?
1B. Which of these relationships would you describe as strong, family or close friend type relationships?	1B/1C. Please describe the strength and/or closeness of your relationship with current members of the Blue and Gold Society.
1C. Which of these relationships would you describe as weak relationships or “acquaintances”?	
1D. Through what processes have your relationships with these individuals developed?	1D. Through what processes have your relationships with Blue and Gold Society members developed?
Concerning Forms of Social Capital	
2A. Describe the benefits or resources that are available to you as a result of the relationships you have develop as a member of The Blue and Gold Society that help you to gain something or get ahead in life.	2A. Describe the benefits or resources available to current Blue and Gold Society members as a result of your relationship with them that might help them gain something or get ahead in life.
2B. Describe the support you receive as a result of the relationships you have developed as a member of The Blue and Gold Society that help you to maintain the resources that you already have.	2B. Describe the support available to current Blue and Gold Society members as a result of your relationship with them that might help them to maintain the resources they already have.
Concerning Trust	
3A. What role does trust play in the benefits or resources available to you as a result of the relationships you have described thus far?	3A. What role does trust play in the benefits or resources available to Blue and Gold Society members as a result of your relationship with them?
3B1. How would you describe the level of trust you have in the individuals with whom you have developed relationships as a result of being a Blue and Gold Society member?	3B1. How would you describe the level of trust that Blue and Gold Society members have in you?
3B2. How would you describe the level of trust that individuals with whom you have developed relationships have in you?	3B2. How would you describe the level of trust you have in current members of the Blue and Gold Society?
3C1. Through what processes have you developed trust in the individuals in your social network (see 3B1)?	3C1. Through what processes have Blue and Gold Society members developed trust in you?
3C2. Through what processes have individuals in your social network developed trust in you (see 3B2)?	3C2. Through what processes have you developed trust in Blue and Gold Society members?
Other	
4. What else would you like to share about the Blue and Gold Society not already discussed in this interview?	4. What else would you like to share about the Blue and Gold Society not already discussed in this interview?

The third instrument utilized to collect data in this study is referred to as reviewing cultural artifacts, or reviewing objects that might be available to help a researcher the sample being studied. Described by Stone Sunstein and Chiseri-Strater (2002), cultural artifacts are objects that allow a researcher to learn about a people's rules, rituals, activities, history and so forth. Wolcott (2008) encourages ethnographers to utilize these objects to accomplish the "examining" aspect of ethnography. Examining entails the researcher turning his or her attention to what already exists or has been produced by others.

Most certainly that includes archival research, but archival research in its technical sense limits eligible sources to documents accessible to other investigators. That is far too limiting for a fieldworker who may be privy to personal letters, diaries, and photographs, to examining ordinary apparel or esoteric are objects, to listening to recordings of speech or music, to making or reviewing inventories of household items—anything that informants may have in their personal possession that might be shared with the ethnographer but are not necessarily available to anyone else. (Wolcott, 2008, p.50)

There is no one single recipe that explains to a researcher how and when to utilize this method of data collection; generally speaking though, the researcher makes this determination based on his or her perceptions of what data will contribute to the understanding of the particular phenomenon being studied (Gay, Mills & Airasian, 2006). Therefore, items such as relevant pictures, formal documents, email communication, informal notes and other objects available to the author were used to both inform and complement the data obtained from the instruments of participant observation and semi-structured interviews. This third instrument is justified in using in this study because a truly effective study of social capital is one that is sensitive to cultural and social variation, context, interpretations, perspectives, and views that are difficult to clearly identify and define through typical individual social capital measurements, as previously discussed in the literature review (Grootaert & Bastelaer, 2001; LeCompte & Schensul, 2010). The cultural artifacts utilized were divided into three categories, namely documents, photographs, and email

correspondence. Table 3.7 outlines and describes the cultural artifacts, in the form of various documents, obtained and utilized throughout the course of the research study and links them to the specific research questions to which they were able to provide data.

Table 3.7: Cultural artifacts - documents

Cultural Artifact – Documents	Relevant Research Question
Blue and Gold Society Recruitment Information Session PowerPoint Presentation – The Blue and Gold Society held an hour long recruitment information session. The author was granted a copy of the PowerPoint presentation to review and reflect upon.	<p>1A. What individuals make up an undergraduate student organization member's social network?</p> <p>1D. Through what processes does an undergraduate student organization member's social network develop?</p> <p>2A. What instrumental forms of social capital are embedded in the social network of an undergraduate student organization member?</p> <p>2B. What expressive forms of social capital are embedded in the social network of an undergraduate student organization member?</p> <p>Other - Blue and Gold Society member characteristics</p>
Induction Ceremony Notes – A member of the Blue and Gold Society and the Executive Director of the Office of Alumni Relations both spoke at the new member induction ceremony and the author was entrusted with a copy of each of their notes to review.	<p>1A. What individuals make up an undergraduate student organization member's social network?</p> <p>2A. What instrumental forms of social capital are embedded in the social network of an undergraduate student organization member?</p> <p>2B. What expressive forms of social capital are embedded in the social network of an undergraduate student organization member?</p> <p>Other - Blue and Gold Society member characteristics</p>
Weekly Meeting Agendas – Meeting agendas were drafted by and distributed to Blue and Gold Society members at the beginning of each meeting, and then distributed via email to all organization members after the meeting.	<p>1A. What individuals make up an undergraduate student organization member's social network?</p> <p>2A. What instrumental forms of social capital are embedded in the social network of an undergraduate student organization member?</p> <p>2B. What expressive forms of social capital are embedded in the social network of an undergraduate student organization member?</p>
New Member Application – Students applying to be considered for membership in the Blue and Gold Society complete and submit this form each spring semester.	<p>1A. What individuals make up an undergraduate student organization member's social network?</p> <p>1D. Through what processes does an undergraduate student organization member's social network develop?</p> <p>2A. What instrumental forms of social capital are embedded in the social network of an undergraduate student organization member?</p> <p>2B. What expressive forms of social capital are embedded in the social network of an undergraduate student organization member?</p>
Guidelines and Responsibilities for Dinner with 12 Panthers Blue and Gold Society Hosts – This dinner involves an alumnus co-hosting a dinner at his/her home with a Blue and Gold Society member for approximately 12 University of Pittsburgh undergraduate students. This particular document outlines the guidelines for the event as it relates to the particular Blue and Gold Society member host	<p>1A. What individuals make up an undergraduate student organization member's social network?</p> <p>1D. Through what processes does an undergraduate student organization member's social network develop?</p> <p>2A. What instrumental forms of social capital are embedded in the social network of an undergraduate student organization member?</p> <p>2B. What expressive forms of social capital are embedded in the social network of an undergraduate student organization member?</p>

Table 3.8 outlines and describes the cultural artifacts, in the form of photographs, obtained and utilized throughout the course of the research study and links them to the specific research questions to which they were able to provide data.

Table 3.8: Cultural artifacts - photographs

Cultural Artifact – Photographs	Relevant Research Question
<p>Photographs – The Office of Alumni Relations posts event photographs on their public website, available for the author or others to view. Most events have pictures of Blue and Gold Society members posing with, sitting with, conversing with, and/or collaborating with other individuals.</p> <ul style="list-style-type: none"> ○ Pittsburgh Alumni Association Board Meeting – A bi-annual meeting of alumni board members ○ Chancellor’s Annual Faculty and Staff Alumni Luncheon – An annual luncheon hosted by the Chancellor for faculty and staff who are alumni. ○ Day of Caring Service Project – A campus beautifying service project involving faculty, staff, and students. ○ Dinner with 12 Panthers – This dinner involves an alumnus co-hosting a dinner at his/her home with a Blue and Gold Society member for approximately 12 University of Pittsburgh undergraduate students. ○ Graduation Central – A yearly, one-stop event for graduating students to obtain graduation regalia and sign up for various alumni opportunities. ○ Vice President of the United States Speaking Event – The Vice President held an exclusive speaking engagement to discuss education and the needs of students as it relates to the current presidential administration ○ Membership Renewal Event – A recruiting event hosted by the Office of Alumni Relations to encourage student alumni and alumni to renew their alumni association membership ○ Pitt Day in Harrisburg – An annual day trip to the state capital involving students, faculty, staff, alumni, donors, and others to rally support from the state for the University of Pittsburgh and higher education. 	<p>1A. What individuals make up an undergraduate student organization member’s social network?</p> <p>1D. Through what processes does an undergraduate student organization member’s social network develop?</p> <p>2A. What instrumental forms of social capital are embedded in the social network of an undergraduate student organization member?</p> <p>2B. What expressive forms of social capital are embedded in the social network of an undergraduate student organization member?</p>

Table 3.9 outlines and describes the cultural artifacts, in the form of email correspondence among Blue and Gold Society members, the Manager of Student Alumni Programs, and the author, obtained and utilized throughout the course of the research study and links them to the specific research questions to which they were able to provide data.

Table 3.9: Cultural artifacts – email correspondence

Cultural Artifact – Email Correspondence	Relevant Research Question
<p>Email Correspondence – The Blue and Gold Society Members, along with their advisor, the Manager of Student Alumni Programs, regularly correspond with each other via email. The author was on the Blue and Gold Society’s email distribution list.</p> <ul style="list-style-type: none"> ○ Ablauf Scholarship Opportunity – An email sent to Blue and Gold Society members to inform them about a \$5,850 merit based scholarship opportunity. ○ Big East Conference Volunteers – An email forwarded to Blue and Gold Society members from a member of the Blue and Gold Society, advertising an opportunity to volunteer at the Swimming and Diving Big East Championship being hosted at the University of Pittsburgh. ○ Springtime Community Service Project – An email sent out by the Blue and Gold Society to all alumni faculty and staff of the University of Pittsburgh, advertising an opportunity to participate in a campus beautification project. ○ Dinner with 12 Panthers Details (day of) – An email sent out by a Blue and Gold Society member to all participants in the Dinner with 12 Panthers being hosted by this member, to review day-of details pertaining to the dinner. ○ Dinner with 12 Panthers Information Sheet – An email sent out by a Blue and Gold Society members to all Blue and Gold Society members co-hosting dinners at the homes of alumni ○ Henderson and Springer Scholarship Opportunities – An email sent to Blue and Gold Society members by the Manager of Student Alumni Programs to inform them about two need based scholarship opportunities ○ New Member Induction Invitation – An email to invite current and new members of the Blue and Gold Society, along with other special guests around the University, to the Blue and Gold Society new member induction. ○ International Youth Leadership Conference – An email sent by a member of the Blue and Gold Society to all members of the Blue and Gold Society to inform them of an opportunity to participate in a leadership conference in Prague, Czech Republic ○ Run to Fight Cancer Opportunity – An email sent out by a member of the Blue and Gold Society, who is a member of another student organization on campus, to invite Blue and Gold Society members to participate in a service project to help raise money for cancer research ○ Weekly Meeting Minutes (1/25/12) – An email sent out by a member of the Blue and Gold Society detailing the minutes from their weekly meeting ○ Weekly Meeting Minutes (3/21/12) – An email sent out by a member of the Blue and Gold Society detailing the minutes from their weekly meeting 	<p>1A. What individuals make up an undergraduate student organization member’s social network?</p> <p>1D. Through what processes does an undergraduate student organization member’s social network develop?</p> <p>2A. What instrumental forms of social capital are embedded in the social network of an undergraduate student organization member?</p> <p>2B. What expressive forms of social capital are embedded in the social network of an undergraduate student organization member?</p>

Not all cultural artifacts are able to provide data for each research question. Prior to beginning the research study, the author did not plan which specific cultural artifacts to utilize. Rather, throughout the course of the study, the author chose to utilize these cultural artifacts as they were discovered and thought to provide helpful information for the research study.

3.7 DATA COLLECTION PROCEDURES

The primary purpose for this section is to describe in detail all the steps that the author took to conduct this research study and the order in which each step occurred (Roberts, 2004). Table 3.10 presents an approximate general work plan and timeline detailing each step for this research study.

Table 3.10. Work plan

Work Plan Description	12/11	1/12	2/12	3/12	4/12	5/12	6/12	7/12	8/12	9/12– 1/13	2/1 3
Obtain IRB Approval	X										
Gain Access to Blue and Gold Society / Provide Gatekeeper Recruitment Script	X										
Identify Key Informants / Provide Informant Recruitment Script	X										
Provide Participant Recruitment Script to Participants		X									
Conduct Participant Observation		X	X	X	X						
Conduct Semi-Structured Interviews		X	X	X	X	X	X				
Identify and Utilize Cultural Artifacts			X	X	X	X	X				
Manage and Analyze Data in NVivo 9				X	X	X	X	X			
Prepare Write-Up and Presentation							X	X	X	X	
Dissertation Defense											X

First, in December 2012 the author gained University of Pittsburgh Institutional Review Board (IRB) approval to conduct an Exempt research study. Changes to the research study methodology became necessary when a secondary population and sample were added, which necessitated the author to submit those changes and gain additional approval from the IRB.

Second, the author gained formal access to The Blue and Gold Society from the University of Pittsburgh Office of Alumni Relations Manager of Student Alumni Programs in December 2011. This person is considered the gatekeeper, or the person that can legitimately grant or withhold official permission to conduct this research study as it relates to becoming a participant observer in the Blue and Gold Society (Hammersley & Atkinson, 2007). The author provided the Manager of Student Alumni Programs with a copy of the Gatekeeper Recruitment Script as a part of the process (see Appendix D).

Third and also in December 2011 once formal access had been granted, the author utilized assistance from the Manager of Student Alumni Programs to identify four key informants from the Blue and Gold Society, or insiders who were able to assist and guide the author as it pertained to obtaining insider information, clarifying inferences, securing contact information, being added to distribution lists, and locating calendar items, among other things, to help the author to have a smooth transition into the Blue and Gold Society (Stone Sunstein & Chiseri-Strater, 2007). Gaining access and identifying informants eventually allowed the author to obtain an insider or emic perspective of the group; informants generally provide ethnographers with information that is not available first hand and clarify inferences made from the ethnographer's observations (Hammersley & Atkinson, 1995). The informants were provided with the Informant Recruitment Script as well prior to beginning the research study (see Appendix E).

Fourth in January 2012 once obtaining formal approval to proceed from the author's dissertation committee, the author met for the first time with the Blue and Gold Society and provided them with the Participant Recruitment Script (see Appendix F). The author ensured the group that although ethnography tends to make public things that are at times done in private, the author would make every effort to exercise his best judgment to ensure confidentiality, informed consent and respect of persons, as well as use anonymous identifiers in the eventual write-up of the study (Hammersley & Atkinson, 1995; Stone Sunstein & Chiseri-Strater, 2007).

Fifth, the author started conducting participant observation (PO) for approximately 16 weeks, beginning in January 2012 and ending in May 2012. The author met with, observed and/or participated with the group or select members of the group during weekly meetings and other opportunities that arose. These specific data collection dates, times, durations, and locations are outlined in Table 3.11 in chronological order of when the setting was utilized and the data was collected. A description of the locations and activities in Table 3.11 are included in Table 3.2 and Table 3.4, respectively. In total, the author spent 1,890 minutes or 31.5 hours engaged in participant observation with the Blue and Gold Society.

Table 3.11: Data collection date, time, activity, location, and data collection method

Date	Start Time (minutes)	Activity	Location	Data Collection Method
1/9/12	5-5:30pm (30min)	Executive Board Meeting	Alumni Center	PO
1/11/12	7-8am (60min)	Weekly Meeting	Alumni Center Conference Room	PO
1/11/12	8:30-9:45pm (15 min)	New Member Recruitment Session	Alumni Center/Alumni Center Conference Room	PO
1/16/12	9-11am (120 min)	Martin Luther King Jr. Day of Service	William Pitt Union	PO
1/18/12	7-7:45am (45min)	Weekly Meeting	Alumni Center Conference Room	PO
1/18/12	8-8:30am (30min)	B&GS Member Interview	Alumni Center	SSI
1/20/12	10-10:30am (30min)	B&GS Member Interview	Author's Office	SSI
1/21/12	10:30-10:35am (5min)	Personal Communication with B&GS Member via Text	Petersen Events Center Lobby	PO
1/25/12	7-8am (60min)	Weekly Meeting	Alumni Center Conference Room	PO
1/25/12	7:45-8:15am (30min)	B&GS Member Interview	Alumni Center	SSI
1/25/12	8:15-8:45am (30min)	B&GS Member Interview	Alumni Center	SSI
1/25/12	11:15-1pm (75min)	Alumni Faculty and Staff Luncheon	Connolly Ballroom	PO
1/26/12	11am-12pm (60min)	Alumni Membership Renewal Thank You Calls	Alumni Center	PO
1/30/12	4:30-5pm (30min)	B&GS Member Interview	Alumni Center	SSI
1/30/12	5-5:10pm (10min)	Networking Meeting w/ B&GS Member	Alumni Center	PO
2/1/12	7-8am (60min)	Weekly Meeting	Alumni Center Conference Room	PO
2/2/12	4:45-6:30pm (105mn)	Dinner with 12 Panthers Practice	Alumni Center	PO
2/3/12	12-12:30pm (30min)	B&GS Member Interview	Student Union	SSI
2/6/12	4:30-5pm (30min)	B&GS Member Interview	Alumni Center	SSI
2/6/12	5-5:15pm (15min)	Executive Board Meeting	Alumni Center	PO
2/15/12	7-7:45am (45min)	Weekly Meeting	Alumni Center Conference Room	PO
2/15/12	7:45-8:15am (30min)	B&GS Member Interview	Alumni Center	SSI
2/15/12	8:15-8:45am (30min)	B&GS Member Interview	Alumni Center	SSI
2/15/12	8:45-9am (15min)	Networking Meeting w/ B&GS Member	Alumni Center	PO
2/16/12	2-2:30pm (30min)	B&GS Member Interview	Student Union	SSI
2/17/12	1-1:30pm (30min)	B&GS Member Interview	Student Union	SSI
2/17/12	4-5pm (60min)	Student Alumni Association Sub-Committee Meeting	Alumni Center Conference Room	PO
2/20/12	2:30-3pm (30min)	B&GS Member Interview	Alumni Center Conference Room	SSI
2/20/12	5-5:30pm (30min)	Chancellor State Budget Update	Alumni Hall Ballroom	PO
2/20/12	8-9pm (60min)	Dinner with 12 Panthers Meet-and-Greet	Cathedral of Learning Classroom	PO
2/21/12	6:30-7:30pm (60min)	Other Participant Interview - Trustee	Panera Bread Restaurant	SSI
2/22/12	7-7:15am (15min)	Weekly Meeting	Petersen Events Center Lobby	PO
2/22/12	7:15-8am (45min)	Paint the Pete Pink Service Project	Petersen Events Center Lobby	PO
2/22/12	8-8:30am (30min)	B&GS Member Interview	Petersen Events Center Dining Area	SSI
2/22/12	8:30-9am (30min)	B&GS Member Interview	Petersen Events Center Dining Area	SSI
2/23/12	4-4:30pm (30min)	B&GS Member Interview	Caribou Coffee Shop	SSI
2/24/12	11-12:30pm (90min)	Trustees Meeting Public Session	Student Union Assembly Room	PO
2/24/12	12:30-1pm (30min)	University Honors College Luncheon	Student Union Lower Lounge	PO
2/25/12	5:15-8pm (205min)	Dinner with 12 Panthers	Alumnae Home	PO
2/27/12	11-11:30am (30min)	B&GS Member Interview	Student Union	SSI
2/27/12	4:30-5pm (30min)	B&GS Member Interview	Cathedral of Learning	SSI
2/28/12	8:45-9am (15min)	B&GS Candidate Pictures	Alumni Center	PO
2/28/12	9-10am (60min)	B&GS Candidate Interviews	Alumni Center Conference Room	PO

Date	Start Time (minutes)	Activity	Location	Data Collection Method
2/28/12	10-10:15am (15min)	Reoccurring Casual Meeting with B&GS	Alumni Center	PO
2/28/12	11-11:30am (30min)	B&GS Member Interview	Panera Bread	SSI
2/28/12	3:45-4:15pm (30min)	B&GS Member Interview	Student Union	SSI
2/29/12	8-8:30am (30min)	B&GS Member Interview	Alumni Center	SSI
2/29/12	8:30-9am (30min)	B&GS Member Interview	Alumni Center	SSI
2/29/12	11-11:15am (15min)	Visit from B&GS Member	Author's Office	PO
2/29/12	2-2:30pm (30min)	B&GS Member Interview	Student Union	SSI
2/29/12	4:30-5pm (30min)	B&GS Member Interview	Student Union	SSI
3/1/12	8-8:30am (30min)	B&GS Member Interview	Student Union	SSI
3/2/12	1-1:30pm (30min)	B&GS Member Interview	Student Union	SSI
3/2/12	1:45-1:50pm (5min)	Reoccurring Chance Meeting with B&GS Member	Campus Street and Other Locations Recently	PO
3/7/12	11:45-12:15pm (30min)	B&GS Member Interview	Alumni Center	SSI
3/7/12	12:15-12:45pm (30min)	B&GS Member Interview	Alumni Center	SSI
3/14/12	7-8am (60min)	Weekly Meeting	Alumni Center Conference Room	PO
3/14/12	8-8:30am (30min)	B&GS Member Interview	Alumni Center	SSI
3/14/12	11-11:30am (30min)	B&GS Member Interview	Alumni Center	SSI
3/15/12	2-2:30pm (30min)	B&GS Member Interview	Panera Bread Restaurant	SSI
3/15/12	4:30-5pm (30min)	B&GS Member Interview	Author's Office	SSI
3/16/12	11-11:30am (30min)	B&GS Member Interview	Alumni Center	SSI
3/16/12	3:15-3:45pm (30min)	B&GS Member Interview	Alumni Center	SSI
3/26/12	8-8:30pm (30min)	B&GS Member Interview	Telephone	SSI
3/28/12	7-8am (60min)	Weekly Meeting	Alumni Center Conference Room	PO
4/3/12	1:45-2pm (15min)	Reoccurring Random Meeting w/ B&GS Member	Campus	PO
4/3/12	2-3pm (60min)	Springtime Community Service Project	Campus	PO
4/4/12	7-8am (60min)	Weekly Meeting	Alumni Center Conference Room	PO
4/5/12	12:30-1pm (30min)	B&GS Member Interview	Alumni Center	SSI
4/5/12	1-1:30pm (30min)	B&GS Member Interview	Alumni Center	SSI
4/11/12	12-1pm (60min)	Graduation Central	Connolly Ballroom	PO
4/13/12	2:30-2:45pm (15min)	Relay for Life	Cathedral of Learning Lawn	PO
4/13/12	3:30-4pm (30min)	Graduate School of Business Annual Alumni Awards	University Club	PO
4/18/12	11:30-12pm (30min)	Student Alumni Assoc. Renewal Event	William Pitt Union Lawn and Patio	PO
4/18/12	4-4:15pm (15min)	Reoccurring Casual Meeting with B&GS Member	Alumni Center	PO
4/19/12	4-5pm (60min)	New Member Induction Ceremony	Chancellor's Office	PO
4/19/12	10-10:30am (30min)	B&GS Member Interview	Alumni Center	SSI
5/2/12	10-10:30am (30min)	Other Participant Interview - Manager of Student Alumni Programs	Manager of Student Alumni Programs Office	SSI
5/8/12	2:30-3pm (30min)	Other Participant Interview - Staff Person, Graduate School of Business	Staff Person's Office	SSI
5/8/12	3-3:30pm (30min)	Other Participant Interview - Alumnus	Campus	SSI
5/23/12	2-2:30pm (30min)	Other Participant Interview - Student Government Board President	Telephone	SSI
5/30/12	12-12:30pm (30min)	Other Participant Interview - Greek Life Student	Student Union	SSI
6/14/12	4-4:30pm (30min)	Other Participant Interview - Alumni Relations Staff Person	Telephone	SSI
6/17/12	2-2:30pm (30min)	Other Participant Interview - Student	Telephone	SSI

Sixth and also outlined in Table 3.11, beginning in January 2012 and ending in June 2012, the author began conducting semi-structured interviews (SSI) with all 37 members of the Blue and Gold Society and the eight faculty, staff, students, alumni, and other individuals affiliated with the University of Pittsburgh with whom Blue and Gold Society members come into contact. As the author identified and contacted faculty, staff, students, alumni, and other individuals affiliated with the University of Pittsburgh with whom Blue and Gold Society members come into contact to interview for the research study, the author also provided each of them with the Other Participant Recruitment Script (see Appendix G). In total, the author spent 1,380 minutes or 23 hours conducting semi-structured interviews with Blue and Gold Society members and the eight individuals with whom they regularly come into contact. Also beginning in February 2012 and lasting through approximately June 2012, the author sought out, collected, and utilized the cultural artifacts previously outlined in Tables 3.7-3.9.

Seventh, beginning in March 2012, the author began utilizing NVivo 9 qualitative data analysis software to manage and analyze the data collected, continuing through approximately July 2012. Eighth, beginning in July 2012 and lasting through January 2013, the author incorporated the findings into the dissertation write-up and prepared defense presentation materials. Ninth, the author successfully defended this dissertation study in February 2013.

3.8 DATA ANALYSIS

NVivo 9, a particular type of computer assisted qualitative data analysis software, was utilized to assist in analyzing the study's data. NVivo 9 allows the researcher to effectively and efficiently manage, organize and analyze data (Bringer, Johnston & Brackenridge, 2004) by making these

tasks less time consuming and facilitating more meaningful interaction with the data (Bazeley, 2007). It is important to note that NVivo 9 can help the researcher create concepts and theories from the data, but NVivo 9 cannot create concepts and theories by itself; in other words, it is a means and not an end of managing and analyzing data in general and for this research study specifically (Richards & Richards, 1991; Weitzman, 1999).

As noted in the previous section, data from participant observation, semi-structured interviews and review of cultural artifacts was regularly transcribed and uploaded into NVivo 9. This process was done by simply importing documents in Word, PDF, Excel, and jpeg formats into the NVivo software program. The data and documents were arranged into separate source folders (Figure 3.5). NVivo works similar to how any file system would work and helps the researcher to electronically “organize and keep track of the many messy records that go into making a qualitative project” (Bazeley, 2007, p.2). For example, all of the *photographs* are stored in the *photographs folder* and all of the *participant observation fieldnotes* are stored in the *participant observation folder*.



Figure 3.5: NVivo – Source folders

Next and in order to reduce the data into a more manageable and recallable form, the author began to code and sort the data based on predetermined themes initially identified in the literature review (deductive analysis) and then began to code and sort the data based on new themes that arose as the author examined the data (inductive analysis). Both deductive and inductive analysis methods will be expounded upon in greater detail shortly. Coding is defined as the act of identifying similar data units and assigning an identification code to represent concepts, categories or themes (Gaskell, 2000; LeCompte & Schensul, 1999). NVivo utilizes something called *nodes*—containers for specific topics or references—to assist the researcher in his or her coding efforts (NVivo 8: Getting Started, 2008). These codes become the terms and themes by which the researcher uses to begin to sort through and clean up the data (Campbell Galman, 2007). The six primary themes that arose during the data management and the initial sorting or coding process are displayed in Figure 3.6, along with a description of each theme to ensure that data being assigned to each theme or node remained consistent throughout the research study.







Themes		
	Name	Description
	Social Network	Individuals who make up Blue and Gold Society members' social networks.
	Forms of Social Capital	Types/categories of resources/benefits embedded in social networks (Bourdieu & Wacquant, 1992).
	Trust	Degree to which an individual believes that another person will behave in a certain way (Nahapiet & Ghoshal, 1998).
	Development Processes	Ways relationships/trust develop between Blue and Gold Society members and others.
	B&G Soc. Characteristics	Characteristics of Blue and Gold Society members.
	Other	Other insights and data that are important or poignant, but irrelevant to the specific research questions.

Figure 3.6: NVivo – primary themes

An analysis of the data occurred next. In other words, the author began to sort through the data and assign it to different nodes. NVivo's analysis capabilities allow a researcher to catalogue data into hierarchical node structures, moving from a general theme to more specific categories, and vice versa. As previously mentioned, each node acts as a container that houses the data that the researcher chooses to place in it or assign to it. The highest data reference or node in a hierarchy is referred to as a parent node; the nodes contained under the parent node are referred to as child nodes. An example of this is provided in Figure 3.7.

The parent node located at the top of the node structure in Figure 3.7 is *Forms of Social Capital*, a prominent theme clearly identified in the literature review, as well as a prominent theme related to the research questions. Located directly under the parent node is a child node entitled *Instrumental Forms of Social Capital*, again, another prominent element of social capital discussed in the literature on social capital theory. Secondary, and more specific child nodes, exist under the *Instrumental Forms of Social Capital* node: *Information Flow*, *Human Capital Creation*, *Norms of Reciprocity*, *Occupational Mobility*, *Goal Achievement*, and *Identity Reinforcement and Recognition*. These were primary instrumental forms of social capital identified in the literature as well.

Themes	
Name	Description
Forms of Social Capital	Types/categories of resources/benefits embedded in social networks (Bourdieu & Wacquant, 1992).
Name	Description
Instrumental Forms of Social Capital	Resources whose desired outcome is to help a person gain something or get ahead (Lin, 2001).
Name	Description
Information Flow	Details/facts about opportunities and choices that would otherwise not be available (Coleman, 1988).
Name	Description
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
Name	Description
Through Assoc. Dir. of Al. Membership	Information flow accessible through relationships with Associate Director of Alumni Membership.
Through B&G Soc. Members	Information flow accessible through relationships with Blue and Gold Society members.
Through Mngr. of Student Al. Programs	Information flow accessible through relationships with Manager of Student Alumni Programs.
Through Belonging to B&G Soc.	Information flow accessible through belonging to Blue and Gold Society.
Name	Description
Through Faculty and Staff	Faculty and staff at the University of Pittsburgh.
Through Students	Students at the University of Pittsburgh.
Through Others	Alumni, donors, trustees, government officials, and others.
Name	Description
Human Capital Creation	Provides a conduit for the acquisition of talents, knowledge, and skills (Coleman, 1988).
Norms of Reciprocity	Mutual exchange of favors/obligations between individuals (Bourdieu, 1986).
Occupational Mobility	Helps an individual in identifying/securing job opportunities (Burt, 2001).
Goal Achievement	Achievement of certain ends by an individual that in their absence would not be possible (Flap, 2004).
Education Attainment	Persistence/success in school as a byproduct of social relationships (Putnam, 2000).

Figure 3.7: NVivo example node structure

Additional child nodes can be seen under the child node of *Information Flow*. These child nodes include social capital in the form of information flow obtained *Through Blue and Gold Society*, *Through Faculty and Staff*, *Through Students*, and *Through Others*. Finally, more specific child notes were used to sort and categorize data by specific individual within the social

network, such as *Through Associate Director of Alumni Membership*, *Through Blue and Gold Society Members*, *Through Manager of Student Alumni Programs*, and *Through Belonging to the Blue and Gold Society*.

In other words, Figure 3.7 states that there are various forms of social capital. Some of the forms of social capital are categorized as instrumental forms of social capital. One of those instrumental forms of social capital is information flow. Information flow, as an instrumental form of social capital, was noted in the research data as being accessible through the Blue and Gold Society, more specifically through the Associate Director of Alumni Membership, Blue and Gold Society Members themselves, Manager of Student Alumni Programs, and belonging to the Blue and Gold Society in general.

Within each of these child nodes, or assigned specifically to each of these child nodes, exists the actual data obtained by the author through the course of the research study. For instance, if the author read through a Blue and Gold Society member semi-structured interview transcript and noted a quote about or reference to information flow accessible through relationships with other Blue and Gold Society members, then that particular quote or reference was placed within that specific container or assigned to that specific child node—nicely organized and easily recallable for future analytical use and for presentation purposes by the author. An example of how data is assigned to specific nodes can be seen in Figure 3.8. Data from participant observation, semi-structured interviews, and cultural artifact review was managed, sorted, coded, and analyzed in this manner throughout the research study (see Figures 3.6-3.8).

Through Blue and Gold Society Me

<Internals\Blue and Gold Society Member Interviews\Semi-structured Interview - Member 13> - § 1
reference coded [7.62% Coverage]

Reference 1 - 7.62% Coverage

2) *Without the information I get from other Blue and Gold Society members, especially at the end of our weekly meetings when everyone makes their own announcements, I wouldn't know about so many of the opportunities and have so many connections around the campus everywhere. The announcements we make in our meetings to each other are priceless.*

<Internals\Blue and Gold Society Member Interviews\Semi-structured Interview - Member 19> - § 1
reference coded [3.30% Coverage]

Reference 1 - 3.30% Coverage

3) *The announcements we have from other Blue and Gold Society members at the end of our meetings help to get out information to you and you get information out to them so that they can spread around the word to others.*

<Internals\Blue and Gold Society Member Interviews\Semi-structured Interview - Member 2> - § 1
reference coded [2.35% Coverage]

Reference 1 - 2.35% Coverage

4) *Through Blue and Gold Society members, hearing about events on campus I would not have known existed otherwise.*

<Internals\Blue and Gold Society Member Interviews\Semi-structured Interview - Member 23> - § 1
reference coded [0.41% Coverage]

Reference 1 - 0.41% Coverage

5) *We share ideas and interests.*

Figure 3.8: NVivo example of data assigned to a specific node

As mentioned briefly to this point, the author proceeded to conduct two forms of coding and analysis utilizing NVivo and employing these node structures. The first form of data

analysis is referred to as deductive analysis. The second form of data analysis is referred to as inductive analysis.

Deductive analysis is the act of organizing data based on predetermined themes, concepts and theories derived from the literature review and research questions (Campbell Galman, 2007). For example, the author knew from the beginning of the research study that one of the goals of the research study would be to collect data related to social networks and forms of social capital, as these were elements of social capital theory outlined in the literature and included in the study's research questions. The initial node tree for coding in NVivo 9 for this study can be found in Appendix H. Included in the initial node structure are nodes for, among other things, networks, trust, and forms of social capital. This initial node tree served only as a starting point, and was significantly expanded and refined throughout the process of data analysis. Nonetheless, it served as an important starting place for the author in the beginning stages of analyzing the data.

Inductive analysis—the act of coding the data based on new themes generated through an examination of the data—was conducted as well (LeCompte & Schensul, 1999). This process allows a researcher to discover through analysis that a particular theme or node fits better into a new or emerging theme instead of an existing theme (Heit & Rubinstein, 1994). For example, the author found ample references to information flow as being a form of social capital available to Blue and Gold Society members. The author also discovered other forms of social capital not included in the literature or the initial node structure. This resulted in new nodes being added to the initial node structure. This process of inductive analysis enables a researcher to identify new insights not included in the literature; it allows the researcher to take into account ideas that may not have initially been considered.

Coding continued deductively and inductively until the author felt confident that all data had been thoroughly considered. This resulted in the final node structure included in Appendix I. This node structure served as the primary foundation and guide for sorting and analyzing the data obtained through participant observation, semi-structured interviews, and cultural artifact review. This structure also essentially served as the codebook for the research study, meaning that the structure provided a list of all the codes used for analysis along with a detailed description of what each code represents. Codebooks are important because they help ensure the accuracy of coding by a researcher and provide the audience with a thorough description of the codes so as to make the information easily understandable (LeCompte & Schensul, 1999).

The results of this data analysis allowed the author to answer the research questions and organize the study's findings in an easily recallable and presentable manner for the dissertation write-up and defense. The data management and analysis capabilities of NVivo 9 provided allowed the author to triangulate the data, increase the quality of the interpretations of the data and corroborate different interpretations of the data (Flick, 2000; LeCompte & Schensul, 1999). These findings pertaining to the research questions will now be presented in Chapter 4.

4.0 FINDINGS AND DISCUSSION

The purpose of this chapter is to present the overall findings of the research study. The findings were obtained through a thorough analysis of the data obtained from participant observation, semi-structured interviews and cultural artifact review. In particular, this chapter will present findings to answer the study's nine research questions. Findings will be presented and elaborated on in a very descriptive manner, in the form of figures, tables, paraphrases and direct quotations. In other words:

Qualitative research reporting [such as that which is included in this chapter] tends to be based mainly on description and quotations that support or illustrate the study results. Charts and diagrams showing the relationships among identified topics, categories, and patterns are also useful in presenting the results of a study. The logic and description of the interpretations linked to qualitative charts and diagrams are important aspects of qualitative research reporting. (Gay, Mills & Airasian, 2006, p.522)

In addition to presenting the research study's findings in this chapter, key discussion points will be included and intertwined throughout in an attempt to interpret findings, draw conclusions and connect the findings back to the literature review included in Chapter 2.

This chapter will first revisit the research study's primary sample, the Blue and Gold Society (see Section 4.1). The purpose of returning to the study's sample is to describe in greater detail the Blue and Gold Society members' characteristics relevant to the research study now that the author has had the opportunity to intimately spend approximately 16 weeks with the student organization and interview them and others about them. Participant observation and interactions through interviews with a study's participants allow researchers to relate overall characteristics

of a group to the audience and portray them against a cultural backdrop, something not always possible for the researcher to have knowledge of prior to conducting an ethnographic study of this sort (Sunstein & Chiseri-Strater, 2007). Thus, the Blue and Gold Society members will be revisited and further described in this chapter.

Second, this chapter will present the findings in answer to the study's research questions. Findings for the first set of research questions, questions 1A, 1B, 1C and 1D, focus on the social networks undergraduate student organization members (Blue and Gold Society members) develop as a result of being in a student organization (the Blue and Gold Society) and the processes through which those relationships develop (see Section 4.2). Findings for the second set of research questions, questions 2A and 2B, focus on the forms of capital embedded in the social networks of undergraduate student organization members (Blue and Gold Society members) (see Section 4.3). Findings for the third set of research questions focuses on the role that trust plays in student organization members (Blue and Gold Society members) acquiring social capital embedded in their social networks and the processes through which that trust is developed (see Section 4.4).

4.1 BLUE AND GOLD SOCIETY MEMBERS

As previously noted in the methodology chapter, the primary sample for the research study is the Blue and Gold Society, a 37-person student affairs affiliated undergraduate student organization at the University of Pittsburgh. The mission of The Blue and Gold Society is to strengthen the University of Pittsburgh through student-alumni relationships. Selection into the Blue and Gold Society is based on a combination of a written application, letters of recommendation and

personal interviews. Students are formally inducted in the Blue and Gold Society during a special induction ceremony in the Chancellor's Office each fall semester, after they have completed the application and interview process during the previous spring semester. The number of students in The Blue and Gold Society each year varies from approximately 35-45 undergraduate students, based on need and desire to maintain a diverse group of members (diversity factors include ethnicity, special interests, areas of academic study, areas of extracurricular activities, gender, etc.). Blue and Gold Society members typically remain members of the organization until they graduate or until they decide to leave the group. Serving in the Blue and Gold Society is not a paid position. Rather, members volunteer their time to meet weekly as a group, host University of Pittsburgh related events, and interact with students, faculty, staff and alumni (History of The Blue and Gold Society, 2004).

Throughout the course of the research study, a number of other details were discovered and gathered about the Blue and Gold Society members. Through the process of conducting semi-structured interviews with the Blue and Gold Society members and coding the members' answers, the author discovered that the Blue and Gold Society members often described themselves. The purpose of including the self-described characteristics of the Blue and Gold Society members in the results chapter is to further enrich the description of the research study's sample for the audience. Although the author did not ask the Blue and Gold Society members to describe themselves during the interviews, the author noticed the ways in which they described themselves and coded their self-descriptions accordingly.

Similarly, as the author interviewed those faculty, staff, alumni and other individuals affiliated with the University of Pittsburgh with whom Blue and Gold Society members come into contact, the author discovered that these individuals also described Blue and Gold Society

members, even though the individuals were not asked to describe the characteristics of Blue and Gold Society members. These descriptions were coded as well and will be included to enrich the description of the research study's sample for the audience.

Finally, a number of Blue and Gold Society member characteristics were also ascertained through participant observation and cultural artifact review. As the author coded and analyzed the data obtained through participant observation, many instances were uncovered where the Blue and Gold Society members described themselves and/or others with knowledge of and/or who have had direct interactions with Blue and Gold Society members in the past described Blue and Gold Society members. To an extent as well, cultural artifacts revealed some characteristics of Blue and Gold Society members too.

The following node structure outlines the two primary themes identified by the author through inductive analysis, along with a description of each theme (see Figure 4.1). The parent node for this node structure is *Blue and Gold Society Characteristics*. The primary child nodes in the node structure are *Self-Described* and *Described by Others*.

Name		Description
Blue and Gold Society Characteristics		The characteristics of Blue and Gold Society members.
Self-Described		How Blue and Gold Society members describe themselves.
Described by Others		How others describe Blue and Gold Society members.

Figure 4.1: Characteristics of Blue and Gold Society members

Figure 4.2 lists the secondary child nodes of the *Self-Described* child node as recorded and coded by the author. In total, 14 themes or child nodes pertaining to how Blue and Gold

Society members describe themselves were identified through semi-structured interviews, participant observation and cultural artifact review.

Name	Description
Blue and Gold Society Characteristics	Characteristics of Blue and Gold Society members.
Self-Described	How Blue and Gold Society members describe themselves.
Well Known on Campus	Well known by faculty, staff, students, and alumni.
Privileged	Have special benefits as a result of their association with the Blue and Gold Society.
Respected	Admired and respected because of their qualities, capabilities, and achievements.
Leaders	Lead and direct others.
Good Character	Have good habits, virtues, and morals.
Elite and Prestigious Group	Select group of students; superior in some way to non-Blue and Gold Society members.
Devotion to the University	Take pride in their association with the University of Pittsburgh.
Diverse	Diverse interests, talents, ethnicity, gender, participation in extracurricular activities, major, etc.
Support Network	Act as a support network for each other.
Engaged and Involved	Engaged in Blue and Gold Society, student organizations, campus activities; proactive, not passive.
University Representatives	Act, volunteer, and speak on behalf of the University of Pittsburgh.
Family or Friend Like	Family- and/or friend-like with each other.
Trustworthy	Others have confidence in and can rely on them.
Committed and Fulfill Assignments	Keep commitments to others; fulfill assignments associated with the Blue and Gold Society.

Figure 4.2: Blue and Gold Society members: self-described characteristics

Figure 4.3 similarly lists the secondary child nodes of the *Described by Others* child node as recorded and coded by the author. In total, 16 themes or child nodes pertaining to how others describe Blue and Gold Society members were identified through semi-structured interviews, participant observation and cultural artifact review.

Name	Description
Blue and Gold Society Characteristics	Characteristics of Blue and Gold Society members.
Name	Description
Described by Others	How others describe Blue and Gold Society members.
Name	Description
Elite and Prestigious Group	Select group of students; superior in some way to non-Blue and Gold Society members.
Committed and Fulfill Assignments	Keep commitments to others; fulfill assignments associated with the Blue and Gold Society.
Respected	Admired and respected because of their qualities, capabilities, and achievements.
Trustworthy	Others have confidence in and can rely on them.
Engaged and Involved	Engaged in Blue and Gold Society, student organizations, campus activities; proactive, not passive.
Diverse	Diverse interests, talents, ethnicity, gender, participation in extracurricular activities, major, etc.
Support Network	Act as a support network for each other.
Well Connected	Know by a number of influential and helpful people.
Devotion to the University	Take pride in their association with the University of Pittsburgh.
Family or Friend Like Group	Family- and/or friend-like with each other.
University Representatives	Act, volunteer, and speak on behalf of the University of Pittsburgh.
Privileged	Have special benefits as a result of their association with the Blue and Gold Society.
Good Character	Have good habits, virtues, and morals.
Happy	Smile often; generally happy in nature.
Helpful	Help people with various tasks.

Figure 4.3: Blue and Gold Society members: characteristics described by others

Table 4.1 depicts all 16 characteristics of Blue and Gold Society members, both self-described by the members themselves and those described by others, across the various data collection methods. The purpose of Table 4.1 is to illustrate which data collection method identified which characteristic for the purposes of data triangulation. Also, Table 4.1 highlights which data collection methods were most effective in identifying the characteristics of Blue and Gold Society members. A ✓ signifies when a specific characteristic was identified through a particular data collection method. Table 4.1 is a collective representation of the findings, meaning that the table does not quantitatively represent the number of times a specific

characteristic was recorded. Rather, the table denotes that a specific characteristic was recorded at least once during the research study through one or more of the data collection methods. More specific findings related to the characteristics of Blue and Gold Society members will now be elaborated on qualitatively. Sections 4.1.1 – 4.1.7 each group together somewhat similar Blue and Gold Society member characteristics and present the findings for each group of similar characteristics.

Table 4.1: Blue and Gold Society members – characteristics by data collection method

Description of Blue and Gold Society Members					
		As Described by Blue and Gold Society Members	As Described by Others	As Described by the Author	As Described by Other Means
		<i>Data collected through semi- structured interviews</i>	<i>Data collected through semi- structured interviews</i>	<i>Data collected through participant observation</i>	<i>Data collected through cultural artifacts</i>
Description	Committed/Fulfill Assignments	✓	✓		✓
	Devotion to University	✓	✓		✓
	Diverse	✓	✓	✓	✓
	Elite and Prestigious Group	✓	✓	✓	✓
	Engaged and Involved	✓	✓	✓	✓
	Family- or Friend-Like	✓	✓	✓	✓
	Good Character	✓	✓	✓	
	Happy			✓	✓
	Helpful			✓	✓
	Leaders	✓			✓
	Privileged	✓	✓		✓
	Respected	✓	✓	✓	
	Support Network	✓	✓		✓
	Trustworthy	✓	✓	✓	
	University Representatives	✓	✓		✓
	Well Connected		✓	✓	
	Well Known		✓		

4.1.1 Blue and Gold Society members – committed, devoted, and engaged

Blue and Gold Society members are individuals who keep their commitment to others and fulfill their assignments associated with the Blue and Gold Society. They describe themselves as being “committed” (M1-3B1), “reliable” (M13-3C2), and “hardworking” (M26-4). One member stated of the group that “they never back down from a commitment” (M33-3C1). During an information session to recruit new members, Blue and Gold Society members put together a PowerPoint slideshow that included photographs of themselves to illustrate the extent to which they fulfill a number of assignments in various settings and capacities throughout the University. The Office of Alumni Relations staff person interviewed as a part of the research study similarly declared that Blue and Gold Society members “have good follow-through” when it comes to getting things done (I2-3B2). The alumnus interviewed also said of Blue and Gold Society members that it is as if “they are trained to fulfill assignments” (I1-3C2).

Along with being committed, Blue and Gold Society members claim that they are devoted to the University of Pittsburgh, meaning that they take pride in their association with the University. One male member of the student organization said that “being a Blue and Gold Society member isn’t something you do to put on your resume. You do it because you genuinely love Pitt and service” (M14-3C2). Another female member similarly noted that “Blue and Gold Society members have a totally different mindset. We commit to represent the University, not just ourselves” (M6-4). In fact, the application to become a member of the Blue and Gold Society includes the following statement: “It is our mission as sons and daughters of the University of Pittsburgh to safeguard the traditions of our alma mater and to foster a sense of pride and spirit within the Pitt community.” One student and non-member of the Blue and Gold Society interviewed who is a member of a sorority on campus proclaimed that Blue and Gold

Society members “have a lot of pride in the University” (I4-1B/1C), while the staff person interviewed similarly noted that Blue and Gold Society members “all have a positive attitude about the University” (I6-3C1).

In terms of being lively and involved, Blue and Gold Society members tend to believe that they are actively engaged in the Blue and Gold Society, as well as in various campus activities and in other student organizations to which they belong. During their new member recruitment session, one Blue and Gold Society member (M26) stated that the Society is looking for new members who are “outgoing people” like themselves and who will take advantage of opportunities for “community service” throughout the University. During one of the semi-structured interviews, a Blue and Gold Society member mentioned that practically all members are “involved in doing some really big things personally” (M10-1A), while another stated that “each member of the Blue and Gold Society is very active and involved in the Pitt community” (M37-2B). From another perspective, the current Student Government Board president asserted that “no other student organization offers such a diversity of involvement among its members” (I8-2A). The member of the Board of Trustees interviewed during the research study said of Blue and Gold Society members that “they are motivated” students, which is something that sets them apart from other students in other student organizations on campus (I3-3C1).

4.1.2 Blue and Gold Society members – family-like and support network

A number of Blue and Gold Society members said that they are very family-like and/or friendly-like with each other. “We are very close,” said one member (M17-2A). We have “close friend relationships” with each other, said another member (M22-1B). “Being a Blue and Gold Society member, you have new best friends, new great friends,” asserted yet another member of the

Society (M23-1B). During the new member recruitment session, the author observed one Blue and Gold Society member (M19) promise, “we are a family and would welcome you in as family.” When interviewed, the Manager of Student Alumni Programs said of the Blue and Gold Society that “they know there will be a closeness and an extensive group there for them” and that “there really is a sense of community” among the group (I5-1D). The author also observed that there were never really any cliques or sub-groups among them; they regularly greeted each other with hugs.

Not only is the Blue and Gold Society family-like, but they also serve as a support network for Blue and Gold Society members according to Blue and Gold Society members themselves as well as others with knowledge of the student organization. “The Blue and Gold Society gives me a good support system” mentioned one member during an interview session (M33-2B). Another member similarly noted that “there is definitely a support network when you’re in the Blue and Gold Society” (M10-2B). “We can go to each other about anything” and “we have the ability to support each other,” stated a newly inducted Blue and Gold Society in his sophomore year at the University (M23-1B).

4.1.3 Blue and Gold Society members – diverse, elite, and of good character

Blue and Gold Society members are diverse in terms of their interests, talents, ethnicity, gender, participation in extracurricular activities, academic major, and so forth. One African American member said that “there is a diversity aspect of being in the Blue and Gold Society. I tend to do a lot with only other African Americans, so it’s nice to be around people not solely focused on African American issues” (M11-2B). Another Blue and Gold Society member similarly noted during an interview that “everyone is so diverse within the organization” (M26-4). Also when

interviewed, the president of the Student Government Board insightfully said, “Every member brings something new to the table when they join. One I know is involved with the Pitt Band. One is heavily involved in Greek Life” (I8-4). During a review of photographs of Blue and Gold Society members at a luncheon to honor alumni faculty and staff at the University, the author noted a particular photograph that was quite telling in terms of diversity. The photograph was of eight Blue and Gold Society members sitting at a table prior to the start of the luncheon and program. Of the eight members, two were African American, some were male, some were female, one was a football player, one was a member of the Pitt band, one’s appearance was very clean cut, one’s appearance was not so clean-cut with longer untrimmed hair on his head and face, and so forth.

Along with being diverse, Blue and Gold Society members acknowledge that they are elite students on campus, meaning that they are a select group of students who are superior in some way or another to non-Blue and Gold Society members. For example, two members of the student organization said, respectively, that Blue and Gold Society members are “an elite group of students” (M16-4) who are “part of a prestigious organization” (M8-1D). Said another Blue and Gold Society member:

Being a Blue and Gold Society member has a lot of perks. The status you have as a Blue and Gold Society member and the way other students see your status as a Blue and Gold Society member sparks interest in others, wanting to know about me and be friends with me. I find that people are genuinely interested in me because of my status as a Blue and Gold Society member. (M24-4)

Others also see Blue and Gold Society members as being elite. The alumnus interviewed during the research study said that “Blue and Gold Society members are definitely bright, competitive students” (I1-3B2). A member of the Board of Trustees further explained that Blue and Gold Society members “go through multiple filters to get where they are today and to get into the Blue

and Gold Society” (I3-3C1). The author regularly recorded in field notes how professional Blue and Gold Society members are and how qualified they are to lead such a unique student organization on campus.

Besides being diverse and elite, Blue and Gold Society members also claim that they are individuals of good character and who are genuinely good people with good habits, virtues and morals. Blue and Gold Society members said of themselves that they are “considerate of others” and they embody the trait of honesty (M10-3C1). A staff person and a member of the Board of Trustees also said that Blue and Gold Society members are “very honest” (I6-3A) and “have good character” (I3-3C2), respectively. The author recorded during one observation session when Blue and Gold Society members were making thank-you calls to alumni who recently renewed their Alumni Association membership that “they are very polite” when speaking and interacting with others.

4.1.4 Blue and Gold Society members – well connected, well known, and privileged

Although Blue and Gold Society members never referred to themselves in interviews as well connected or being known by a number of influential and helpful people, others who were interviewed claimed otherwise. The Student Government Board president said of Blue and Gold Society members that “they have a lot of ties with other students and alumni” (I8-2A). The Board of Trustees member further explained:

They have the very best possible connections for job opportunities. They have a leg up on everybody because of who they are and because they are BGs. Their connectedness almost guarantees them multiple job offers when they graduate. (I3-2A)

Not only are they well connected, but one Blue and Gold Society member also claimed that they are well known by faculty, staff, students, and alumni of the University. “Most know who we are,” stated one Blue and Gold Society member (M17-3C2).

Aside from being well know and well connected, Blue and Gold Society members see themselves and are seen by others as privileged, or in other words having special benefits as a result of their association with the Blue and Gold Society. One member stated that “being in the Blue and Gold Society has a lot of perks” (M24-4), while another said that “being a Blue and Gold Society member helps you meet high ranking university officials, Alumni Relations staff, and others” (M25-1D). The Board of Trustees member confirmed this by further saying that Blue and Gold Society members “have a leg up on everybody because of who they are and because they are Blue and Gold Society members” (I3-2A).

4.1.5 Blue and Gold Society members – trustworthy and helpful

Blue and Gold Society members view themselves as trustworthy. Others seem to have confidence in them and can rely on them. Referring to being trustworthy, one member of the student organization said of fellow Society members that “you know they’ll be trustworthy” (M14-3C1). Another noted that “within the Blue and Gold Society, no one would make any empty promises” (M30-3A). The staff member who works in the Graduate School of Business and regularly interacts with both the Blue and Gold Society and alumni said, “knowing that you can trust them to say the right things around alumni is invaluable” (I6-3A). The author also observed and noted in a new member recruitment session and in numerous weekly meetings that Blue and Gold Society members seem to trust each other and are trusted by others.

Along with being trustworthy, various means identified Blue and Gold Society members as helpful, meaning that they help each other and others around them with various tasks. Blue and Gold Society members did not express this view of themselves, but others did. For instance, a photograph taken during the Springtime Community Service Project depicts a Blue and Gold Society member voluntarily helping a maintenance staff person and another student plant flowers around the Student Union. Another photograph shows Blue and Gold Society members volunteering at Graduation Central, a one-stop graduation preparation event designed to help graduating students pick up their caps and gowns and register for other alumni services.

4.1.6 Blue and Gold Society members – leaders and University representatives

In terms of leadership, Blue and Gold Society members note about themselves that they regularly lead and direct others. “I consider them all leaders,” one member of the Blue and Gold Society said about his counterparts in the student organization (M22-1A). Gleaned from reviewing the PowerPoint presentation from their New Member Recruitment Session, Blue and Gold Society members claim that it is their job to take the lead in helping to “shape and promote Pitt traditions.” Also noted in the speech notes of one Blue and Gold Society member (M22) who spoke at the New Member Induction Ceremony, Blue and Gold Society members are “chosen to be the canvas of this institution and it is up to each and every one of us to paint the picture depicting the greatness and excellence this University represents.”

Blue and Gold Society members also state of themselves that their job is to “represent the University” (M1-3C2). From the same induction speech notes referenced in the previous paragraph, the speaking Blue and Gold Society member (M22) referred to the Society as “the face of this University.” The alumnus interviewed in the research study said that “Blue and Gold

Society members have a specific mission, to be ambassadors for the University” (I1-3A). A photograph taken at Pitt Day in Harrisburg, an annual day trip to the state capital involving University students, faculty, staff, alumni, donors and others to rally support from the state for the University of Pittsburgh and higher education, depicts the Chancellor, prominent state government leaders and Blue and Gold Society members posing for a picture as the face of the University visiting the state capital that day. Another photograph shows the Vice President of the United States speaking at the University; the students sitting on the stage behind him for his speech were Blue and Gold Society members.

4.1.7 Blue and Gold Society members – respected and happy

Respected and happy are not necessarily two synonymous characteristics but are nonetheless prominent descriptions of members of the Blue and Gold Society. Blue and Gold Society members claim that they are “a respectful group of people,” and that they are admired because of the qualities, capabilities, and achievements (M22-1A). In terms of how others view Blue and Gold Society members, one member believes that “most know who Blue and Gold Society members are and they treat us with extra respect” (M17-3B1). The staff person interviewed said, “I always think of them first when I need help with an event we are doing” (I6-1D). The author also observed and recorded how much students and alumni respect Blue and Gold Society members during events they hosted and through paying close attention to their interactions with others.

It is clear that Blue and Gold Society members have a number of unique and beneficial characteristics that help them to stand out among other students. Aside from these qualities though, Blue and Gold Society members are simply happy individuals. The author recorded

during an early morning weekly meeting that “no one appears to be unhappy to be here at such an early hour of the morning.” During a service project toward the end of the semester when students in general tend to be concerned about final projects, finals and the close of another semester, Blue and Gold Society members are seen in photographs taking time out of their day to plant flowers and clean up the campus. In two photographs, in fact, Society members are seen smiling and appear to be very happy as they perform community service while taking time out of their busy lives as students to beautify the University campus.

4.1.8 Blue and Gold Society members’ characteristics – points for discussion

Although other University of Pittsburgh student organization members were not studied as a comparison group to Blue and Gold Society members in this research study, it is clear, based on the data presented in Section 4.1.1 – 4.1.7, that Blue and Gold Society members are exceptional students at the University who have many quality attributes and unique privileges; they carry out a number of weighty responsibilities as members of the Blue and Society. Additionally, Blue and Gold Society members go through an application and interview process in order to become members of the student organization. These attributes of Blue and Gold Society members, among the many others discussed in Section 4.1.1 – 4.1.7, may differ from other student organization members at the University of Pittsburgh and could impact how a researcher might study social networks and social capital accumulation among them.

Looking briefly, for example, at the University of Pittsburgh’s Breakdancing Club, it is clear that all students interested in urban style dancing are welcome to be a part of the student organization and there is no application or interview process, which differs from the Blue and Gold Society (Breakdancing Club, n.d.). Looking briefly at another student organization, the

Heinz Chapel Choir, their website states that an audition is necessary for membership (Heinz Chapel Choir, n.d.), which is in line with the Blue and Gold Society's application process. The Heinz Chapel Choir student organization also makes note that they strive to maintain the highest quality in their performances and also in how they carry themselves throughout the University community. Blue and Gold Society members strive to do the same as it relates to carrying out their responsibilities to a high level among those who are a part of the University community. The aforementioned Breakdancing Club, on the other hand, makes no mention pertaining to any particular membership requirements or the importance of living up to certain standards or commitment-keeping. One major attribute of Blue and Gold Society members is that they are trustworthy and they are known for fulfilling their responsibilities and keeping their commitments.

There are hundreds of student organizations at the University of Pittsburgh to which one could compare the Blue and Gold Society and its members, which may be a suggestion for a future comparative research study that looks at social capital creation among other types of student organization members. As previously stated, social capital is the beneficial resources that are embedded in the relationship a person has with another individual. Knowing the particular characteristics of different student organization members could impact the way in which a researcher might study social capital among them. For instance, knowing that Blue and Gold Society members are very active and engaged throughout all aspects of the University community might help a researcher to know that not only should Blue and Gold Society members be a sample for a research study on social capital, but also alumni, faculty, staff and others through the University community. The same might be said about a research study of social capital among the Heinz Chapel Choir, who also interact frequently with the University

community and hold themselves to a high standard among members of the community. The social networks that a research might study would potentially be similar, pertaining to the Blue and Gold Society and the Heinz Chapel Choir. In contrast though, knowing that members of the Breakdance Club are possibly more laid back and are not regularly involved in interacting with the University community would mean that a research might be looking at the social networks Breakdance Club members have with urban dancers at other nearby universities or other dancers in the community.

Knowing the differences in the characteristics among different student organizations might also affect the types of social capital studied in a particular research study. Whereas a study of Blue and Gold Society members or Heinz Chapel Choir members might look at social capital in the form of professional networking opportunities that members of these groups have with university alumni, a study of social capital among Breakdance Club members might look at the emotional support fellow members and fellow urban dancers in the community make available to one another since the group is so unique, tightknit and less bridging in terms of the individuals who make up their social network. Therefore, knowing the characteristics of Blue and Gold Society members and what distinguishes them from other student organization members at the University of Pittsburgh plays a role in studying Society members' social networks and the potential forms of social capital available to them.

4.2 CONCERNING SOCIAL NETWORKS

The purpose of this section is to present the findings for the first set of research questions concerning Blue and Gold Society members and their social networks, namely research

questions 1A, 1B and 1C. This section also presents the findings related to the processes through which Blue and Gold Society members' social networks develop, namely research question 1D. Each research question will be reintroduced one-by-one. The findings for these research questions will then be presented and elaborated on qualitatively. Points for discussion will be included in an attempt to interpret findings, draw conclusions and connect the findings back to the literature review included in Chapter 2.

4.2.1 Findings: Blue and Gold Society members – social network composition

Social capital exists within a social network of individuals (Lin, 2008). The kinds of individuals within a person's social network can vary and may take on several forms, such as a family member, a friend, or a co-worker (Bourdieu, 1986; Putnam, 2000). Table 4.2 reintroduces research question 1A, which seeks to identify in a broad sense the individuals within Blue and Gold Society members' social networks. The table includes the associated semi-structured interview questions asked of Blue and Gold Society members and other individuals in Blue and Gold Society members' social networks. It also includes the guiding question utilized by the author during participant observation and cultural artifact review. As was previously done in Chapter 3, a corresponding reference from the literature on social capital theory is also included to support the research question being asked.

Table 4.2: Research question 1A – Blue and Gold Society members and their social networks

Semi-Structured Interview, Participant Observation, and Cultural Artifact Review Guiding Questions	Research Question	Element of Social Capital Based on Literature Review
<i>Concerning Social Networks</i>		
Asked of Blue and Gold Society Members	1A. Specifically as a result of being a member of The Blue and Gold Society, what individuals make up your social network?	<p>1A. What individuals make up an undergraduate student organization member's social network?</p> <p>Necessary condition for access to embedded resources (Putnam, 2000; Bourdieu, 1986)</p> <p>Take on various forms (i.e. family, Sunday school class, regulars who play poker together) (Lin, 2008; Putnam, 2000)</p>
Asked of Individuals in Blue and Gold Society Member's Social Network	1A. How would you describe your relationship with current members of the Blue and Gold Society?	
Asked by author during participant observation and cultural artifact review	1A. What individuals make up a Blue and Gold Society member's social network?	

Research question 1A inquires about what individuals in general make up a Blue and Gold Society member's social network as a result of his or her membership in the student organization. Collectively, semi-structured interviews with Blue and Gold Society members, semi-structured interviews with individuals that make up Blue and Gold Society members' social networks, participant observation and cultural artifact review identified 30 individuals that in one form or another collectively make up Blue and Gold Society members' social networks as a result of them being members of the Blue and Gold Society. These 30 individuals are listed in alphabetical order in Table 4.3. The individuals range from alumni of the University of Pittsburgh to the Vice Provost and Dean of Students of the University. Four categories were utilized to group similar individuals together for ease of reference. This categorization will be maintained throughout the findings chapter for consistency.

Table 4.3: Individuals and a description of the individuals who make up the social network of Blue and Gold Society members

Individual in Social Network	Description of Individual
<i>Blue and Gold Society</i>	<i>Staff, students, and others specifically linked to the Blue and Gold Society</i>
Associate Director of Alumni Membership	Alumni Relations staff person; serves as a secondary advisor for the Blue and Gold Society.
Blue and Gold Society Members - General	Members of the Blue and Gold Society - no reference to specific members.
Blue and Gold Society Members - Specific	Members of the Blue and Gold Society - reference to specific members.
Blue and Gold Society Member's Parents	Parents of Blue and Gold Society members.
Manager of Student Alumni Programs	Alumni Relations staff person; serves primary advisor for Blue and Gold Society.
<i>Faculty and Staff</i>	<i>Faculty and staff at the University of Pittsburgh</i>
Alumni Relations Staff	Those who work for the Office of Alumni Relations at the University of Pittsburgh.
Athletic Department Staff	Athletic Department Staff at the University of Pittsburgh.
Athletic Director	Athletic Director at the University of Pittsburgh.
Chancellor	Chancellor of the University of Pittsburgh.
Deans	Deans at the University of Pittsburgh.
Director of Student Life	Director of Student Life at the University of Pittsburgh.
Executive Level Staff	Vice and Associate Vice Chancellors at the University of Pittsburgh.
Faculty	Faculty at the University of Pittsburgh.
Staff - General	Staff in general at the University of Pittsburgh.
Vice Provost and Dean of Students	Vice Provost and Dean of Students at the University of Pittsburgh.
<i>Students</i>	<i>Students at the University of Pittsburgh</i>
Greek Life Students	Students involved with fraternity and sorority life.
Residence Hall Assistants	Residence Hall Assistants at the University of Pittsburgh.
Student Athletes	Student Athletes at the University of Pittsburgh.
Student Government Board Members	Members of the Student Government Board at the University of Pittsburgh.
Student Organization Members	Members of Student Organizations at the University of Pittsburgh.
Students - General	Students at the University of Pittsburgh - no specific reference.
Students Outside Job	Students outside Blue and Gold Society member's job.
Students Outside Major	Students outside of Blue and Gold Society member's major.
<i>Other</i>	<i>Alumni, donors, trustees, government officials, and others</i>
Alumni	Graduates from the University of Pittsburgh.
Alumni Association President	Volunteer President of the Pittsburgh Alumni Association.
Board of Trustees	Members of the Board of Trustees at the University of Pittsburgh.
Donors	Donors to the University of Pittsburgh.
Government Officials	State and federal government officials.
Local Business Owners	Local business owners around campus.
Potential Employers	Someone who might be a potential employer.

Table 4.3 essentially answers research question 1A: What individuals make up an undergraduate student organization member's social network? To elaborate, in answer to this question one Blue and Gold Society member stated that through being a Blue and Gold Society member, "there are different levels of relationships – professional, associate, academic, student. Blue and Gold Society members touch a portion of all of those" (M3-4). Another member noted, "if I hadn't joined the Blue and Gold Society, I wouldn't have been able to meet so many people" (M23-1A). Thinking back to his first experience as a member of the Society and meeting alumni, University staff and a person with a contact in the School of Dental Medicine to which he hoped to someday apply, one Blue and Gold Society member captivantly exclaimed, "immediately I realized that I was going to meet a lot of people as a Blue and Gold Society member" (M24-2A). The author confirmed the plethora of individuals that make up Blue and Gold Society members' social networks while observing a public session of the University's Board of Trustees meeting, at which many Blue and Gold Society members were present:

Some of the Blue and Gold Society members are sitting in the front row with the Chancellor's senior staff. They are sitting with the Athletic Director, Vice Chancellor for Governmental Relations, Vice Chancellor for the Medical and Health Sciences Foundation, and a donor who recently made a \$2M gift who will be recognized during the meeting and who will have a building named after them at one of the regional campuses. They [Blue and Gold Society members] really are surrounded by some of the most important and elite people in attendance, in addition to all the trustees in attendance. They aren't just sitting near them. They are interacting with them too.

Cultural artifacts revealed with whom Blue and Gold Society members have the opportunity to meet as well. An invitation sent to Blue and Gold Society members and other special guests included the following solicitation to meet and interact with the Chancellor of the University of Pittsburgh:

You are cordially invited to join the
Pitt Alumni Association
Thursday, April 19, 2012
4:00 p.m.
Office of the Chancellor

Chancellor [name omitted]
Will induct new members of the
2012-2013 Blue and Gold Society
And
Salute Blue and Gold Society Seniors

Opportunities to meet new people and develop a social network as a result of being a member of the Blue and Gold Society are plentiful, and are visible through the various data collection methods employed in this research study.

More detailed information about Blue and Gold Society members' social network members and members' relationships with them will be further explained in the findings for research questions 1B and 1C, as these questions inquire specifically about the strength and type of relationships Blue and Gold Society members have with those individuals within their social networks (see section 4.2.2). Section 4.2.3 will then describe the processes through which Blue and Gold Society members develop relationships with those individuals within their social networks. Before moving on to the findings for questions 1B and 1C though, Figure 4.4 illustrates how the author gathered, recorded and organized the data in NVivo 9 as it relates to Blue and Gold Society members' social networks.

Name	Description
Social Network	Individuals who make up Blue and Gold Society members' social networks.
Name	Description
Strong - Bonding Relationships	Strong, closed, inward looking, exclusive social networks (Halpern, 2005; Putnam & Feldstein, 2003).
Name	Description
Students	Students at the University of Pittsburgh.
Name	Description
Greek Life Students	Students involved with fraternity and sorority life.
Student Government Board Members	Members of the Student Government Board at the University of Pittsburgh.
Student Organization Members	Members of Student Organizations at the University of Pittsburgh.
Name	Description
Faculty and Staff	Faculty and staff at the University of Pittsburgh.
Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
Other	Alumni, donors, trustees, government officials, and others.
Name	Description
Weak - Bridging Relationships	Weak, open, outward looking, inclusive social networks (Halpern, 2005; Lin, 2001).
Name	Description
Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
Faculty and Staff	Faculty and staff at the University of Pittsburgh.
Students	Students at the University of Pittsburgh.
Other	Alumni, donors, trustees, government officials, and others.
Name	Description
Unknown Relationship Strength or Closeness	Unknown strength/type of relationship - data from cultural artifacts and/or participant observation
Name	Description
Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
Students	Students at the University of Pittsburgh.
Other	Alumni, donors, trustees, government officials, and others.
Faculty and Staff	Faculty and staff at the University of Pittsburgh.

Figure 4.4: NVivo – individuals in Blue and Gold Society members' social networks

After collecting data for research questions 1A, 1B and 1C through semi-structured interviews, participant observation and cultural artifact review, the author thematically organized

the data utilizing NVivo 9. In the hierarchical node structure in Figure 4.4, the primary parent node is *Social Network*. Under that parent node, there are child nodes for different relationship types, which will be discussed in the next section, such as *Strong – Bonding Relationships*. Then, within the theme of *Strong – Bonding Relationships*, additional child nodes for category of individual exist, such as *Students*. Finally, within the node of *Students*, additional nodes exist for specific types of students, such as *Greek Life Students*. Through this process the author inductively analyzed and thematically organized the data and findings. For the purposes of answering research question 1A, all the individuals that make up Blue and Gold Society member's social networks, regardless of relationship type (i.e. strong – bonding relationships, weak – bridging relationships), were identified and included in one complete list in Table 4.3. Sections 4.2.2 will now present the findings for research questions 1B and 1C pertaining to relationship strength among Blue and Gold Society members and those individuals who make up their social networks.

4.2.2 Blue and Gold Society members – type/strength of social network

Research question 1A simply identified all of the individuals that collectively make up Blue and Gold Society member's social networks. Research questions 1B and 1C more specifically make an attempt to decipher which individuals within the networks of Blue and Gold Society members are stronger, bonding type relationships that can provide access to bonding social capital, and which ones are weaker, bridging type relationships that can provide access to bridging social capital.

As a point of review, social capital accumulated through networks that are inward looking and that links individuals who are similar in fundamental respects is referred to as

bonding social capital (Putnam & Feldstein, 2003). Likewise, social capital accumulated through networks that are outward looking, that consist of weak ties, and that build a bridge from one's own immediate social network to another is referred to as bridging social capital (Halpern, 2005; Lin, 2001). Table 4.4 reintroduces research questions 1B and 1C to identify these stronger, bonding type relationships, and weaker, bridging type relationships. The table includes the associated semi-structured interview questions asked of Blue and Gold Society members and other individuals in a Blue and Gold Society member's social network. It also includes the guiding question utilized by the author during participant observation and cultural artifact review. A corresponding reference from the literature on social capital theory is also included to support the research question being asked.

Table 4.4: Research questions 1B and 1C – Blue and Gold Society members' bonding and bridging social capital networks

Semi-Structured Interview Question, Participant Observation, and Cultural Artifact Review Guiding Question	Research Question	Element of Social Capital Based on Literature Review
<i>Concerning Social Networks</i>		
Asked of Blue and Gold Society Members	1B. Which of these relationships would you describe as strong, family or close friend type relationships? 1C. Which of these relationships would you describe as weak relationships or "acquaintances"?	1B. Which individuals provide access to an undergraduate student organization member's bonding social capital?
Asked of Individuals in Blue and Gold Society Member's Social Network	1B./1C. Please describe the strength and/or closeness of your relationship with current members of the Blue and Gold Society.	1C. Which individuals provide access to an undergraduate student organization member's bridging social capital?
Asked by author during participant observation and cultural artifact review	1B. Which individual's provide access to a Blue and Gold Society member's bonding social capital? 1C. Which individual's provide access to a Blue and Gold Society member's bridging social capital?	Bonding social capital—a result of closed, inward looking, exclusive social networks (Halpern, 2005; Putnam & Feldstein, 2003) Bridging social capital—a result of open, outward looking, inclusive social networks (Halpern, 2005; Lin, 2001)

In order to efficiently present the findings for research questions 1B and 1C, the following tables, Tables 4.5-4.8, have been developed and provided to depict which relationships were identified as being strong (bonding) and which relationships were identified as being weak (bridging). If the relationship closeness and strength were unable to be determined, the relationship is labeled as *unknown*. Generally speaking, the author was able to determine relationship closeness and strength during semi-structured interviews. However, when conducting participant observation and cultural artifact review, most of the time the relationship strength was recorded as unknown as it would have primarily been guesswork and speculation for the author to gauge relationship strength simply by looking at a photograph or by observing a Blue and Gold Society member briefly interacting with another individual. Each of the four tables represents a different category of individuals, previously described in Table 4.3 as *Blue and Gold Society*, *Faculty and Staff*, *Students* and *Other*.

Another purpose of Tables 4.5-4.8 is to illustrate which data collect method identified which relationship and its corresponding relationship strength. The tables highlight which data collection methods were most effective in identifying certain relationships and particular relationship strengths. Additionally, displaying the findings in this manner aids in data triangulation. A ✓ signifies when a specific relationship and its relationship strength was collected from a particular data collection method.

The tables are a collective representation of the findings, meaning that the tables do not quantitatively represent the number of times a specific relationship and its relationship strength were recorded. Rather, the tables denote that a specific relationship and its relationship strength were recorded at least once during the research study through one or more of the data collection methods. More specific findings related to Blue and Gold Society members and the strength of

their relationships with others in their social networks will subsequently be elaborated on qualitatively following the inclusion of each table.

4.2.2.1 Blue and Gold Society

The first category of relationships to be considered will be *Blue and Gold Society*, previously defined as Blue and Gold Society members' relationships with staff, students and others specifically linked to the Blue and Gold Society (see Table 4.3). Table 4.5 lists the individuals that make up Blue and Gold Society members' social networks pertaining to this category, the relationship strength and the data collection method used to identify the relationship and relationship strength.

Table 4.5: Blue and Gold Society members – relationships with individuals linked to the Blue and Gold Society by data collection method

Blue and Gold Society Members' Social Network – Blue and Gold Society Category						
		Strength/ Closeness of Relationship	As Described by Blue and Gold Society Members <i>Data collected through semi- structured interviews</i>	As Described by Others <i>Data collected through semi- structured interviews</i>	As Described by the Author <i>Data collected through participant observation</i>	As Described by Other Means <i>Data collected through cultural artifacts</i>
Blue and Gold Society	Associate Director of Alumni Membership	Strong	✓			
		Weak	✓			
		Unknown			✓	
	Blue and Gold Society Member's Parents	Strong				
		Weak	✓			
		Unknown				
	Blue and Gold Society Members - General	Strong	✓		✓	
		Weak	✓		✓	
		Unknown			✓	✓
	Blue and Gold Society Members - Specific	Strong	✓		✓	✓
		Weak	✓		✓	
		Unknown				
	Manager of Student Alumni Programs	Strong	✓	✓		
		Weak	✓			
		Unknown			✓	✓

As can be seen in Table 4.5, the data collection method that identified the majority of the relationship strength between Blue and Gold Society members and other individuals directly linked to the Blue and Gold Society was semi-structured interviews with the Blue and Gold Society members themselves. The non-Blue and Gold Society members interviewed did not make much reference to Blue and Gold Society members and their relationship strength with other individuals directly linked to the Blue and Gold Society. Also, and as previously mentioned, the author was able to identify a number of social network relationships between Blue and Gold Society members and other individuals directly linked to the Blue and Gold Society through participant observation and cultural artifact review, but was only able to identify to a very limited extent the relationship strength between the two due to the nature of the data collection methods.

First, to elaborate more specifically, Table 4.5 notes the strong, bonding relationships that Blue and Gold Society members have with other individuals specifically linked to the Blue and Gold Society in answer to research question 1B: Which individuals provide access to an undergraduate student organization member's bonding social capital? Most Blue and Gold Society members have close relationships with Blue and Gold Society members in general. Relationships with Blue and Gold Society members "are typically stronger relationships," offered one Blue and Gold Society member when asked to comment on his strength of relationship with fellow Society members (M21-1B). Another member of the student organization similarly stated, "I would say that Blue and Gold relationships are strong. When together, I would describe us as strong, like family" (M25-1B). "Blue and Gold Society members have become some of my closest friends," mentioned another Society member during an interview session (M4-1A). The author, who as previously mentioned spent approximately 16

weeks with the student organization, recorded the following in field notes during a weekly all-member meeting:

There seem to be no cliques among them. They engage in both small talk and serious talk with each other. They are talking about casual things, such as, where one can find the best coffee and so forth. They are greeting each other and asking each other how they are doing. They are genuinely interested in each other and each other's lives. They hug when they greet each other. They high five when they greet each other. They seem like a close-knit group.

Beyond speaking about their strength of relationship with fellow members in general terms, some Blue and Gold Society members also noted that they are close with only some specific fellow Blue and Gold Society members, but not with all of them. "I'm good friends with a small number of Blue and Gold Society members" (M12-1C), explained one member of the student organization, while another member noted, "I've become really good friends with a couple Blue and Gold Society members" (M15-1B). The author noted through participant observation that he had developed closer relationships with some Blue and Gold Society members than others:

I have had multiple chance encounters with a particular Blue and Gold Society member recently. I see her on average of twice a week, just by chance walking around campus and walking through other buildings on campus. I feel like these reoccurring chance meetings are allowing us to become closer friends. Closer than I have become with other members I've met and interviewed. Although I feel close with Blue and Gold Society members in general, I also recognize that some of my relationships with them are stronger than others.

Obtained from a cultural artifact was another witness of the closeness between specific Blue and Gold Society members. In reviewing the notes of a particular Blue and Gold Society member who was assigned to formally welcome new and current Society members during the New Member Induction Ceremony held in the University's Chancellor's Office, the author observed an interesting statement from the speaking member's (M21) typed notes: "To the graduating seniors, I can honestly say I've become close with every single one of you," which further

demonstrates that some Blue and Gold Society members have close relationships with specific fellow members of the Society.

Blue and Gold Society members are also close with the Manager of Student Alumni Programs, a staff person in the Office of Alumni Relations who also functions as the student advisor for the Blue and Gold Society. Members of the Blue and Gold Society describe the Manager as their mother away from home in a sense. A number of members noted of their advisor that she is “like a great mother to me” (M22-1A), “a mother for us” (M4-1A), “like my second mom” (M18-1B), and “like a mother figure to me” (M5-1B). The Manager of Student Alumni Programs, when interviewed as a part of the research study, confirmed the close relationship she has with Blue and Gold Society members: “It’s close. They see me as a second mom. They are comfortable with me” (I5-1B).

The Associate Director of Alumni Membership, also a staff person in the Office of Alumni Relations and a secondary advisor to the student organization, also has a strong relationship with Blue and Gold Society members. “She gave out her cell phone and her door is always open,” referenced one Blue and Gold Society member when asked about her relationship with the Associate Director (M1-1B). She is someone “I’d introduce my family to,” similarly claimed another member (M34-1A).

Conversely, and also noted in Table 4.5, are the weak, bridging relationships that Blue and Gold Society members have with other individuals specifically linked to the Blue and Gold Society in answer to research question 1C: Which individuals provide access to an undergraduate student organization member’s bridging social capital? A few Blue and Gold Society members noted that Blue and Gold Society members in general were part of their social network as a result of being in the Blue and Gold Society, but those relationships were not necessarily strong and

were even considered weak by some members. One member of the student organization explained, “most Blue and Gold Society members are acquaintances, meaning that you don’t see much of them outside Blue and Gold Society related activities” (M15-1C). Another member continued, “I would say that Blue and Gold Society relationships are weak when we are outside of Blue and Gold activities. When outside of Blue and Gold activities, I would describe us as like associates, more of a professional-like relationship” (M25-1C).

Likewise and during the interview process, some Blue and Gold Society members also explained that there were only specific Society members that they were not close with, as opposed to all of the Society members in general. One Blue and Gold Society member said that “some Blue and Gold Society members are weak relationships” (M20-1C). “Some Blue and Gold Society members I don’t see outside of meetings,” answered another (M19-1C). Related to weaker relationships existing between some Blue and Gold Society members, the author noted:

Some Blue and Gold Society members keep to themselves when I see them in these early morning meetings and don’t seem to have really close friends within the group. Only a few seem like this. Maybe it is because they are just a little less social or something. One male member in particular, he doesn’t seem to have a particular close friend in the group when I see him every week. Again, this could be due to a number of reasons. To me though, I can see a few in the group that don’t seem to be particularly close with anyone in the Blue and Gold Society.

Not all Blue and Gold Society members described their relationships with the Manager of Student Alumni Programs and the Associate Director of Alumni Membership as strong either. Little commentary or explanation was offered during the author’s interview sessions with the Blue and Gold Society members who claimed to have weaker relationships with the Manager or Associate Director, but it was mentioned by a handful of members when asked with whom they have weak relationships as it relates to individuals within their social networks.

Finally, although it was only mentioned by a single Blue and Gold Society member, it is still important to note that one member of the group cited Blue and Gold Society members' parents as a weak relationship within her social network. The particular member claimed twice throughout the interview that "other Blue and Gold Society members' parents" are individuals with whom she has developed weak relationships as a result of being a Blue and Gold Society member (M26-1A).

Before moving on to the next section pertaining to Blue and Gold Society member relationships with faculty and staff, there remains to be discussed the category in Table 4.5 pertaining to the *unknown* strength of relationships between Blue and Gold Society members and other individuals specifically linked to the Blue and Gold Society. Rather than participant observation and cultural artifact review being helpful in determining relationship strength among Blue and Gold Society members and those within their social networks, these two data collection methods proved to be more helpful in simply identifying relationships, or in other words, providing data as it relates to research question 1A: What individuals make up an undergraduate student organization member's social network?

It was clear from participant observation and cultural artifact review that Blue and Gold Society members in general make up a portion of fellow Blue and Gold Society members' social networks. Despite these observations and evidences though, the relationship strength was not always identifiable. For example, in a photograph reviewed by the author, Blue and Gold Society members can be seen posing together for pictures while preparing to begin the Springtime Community Service Project. They appear to be friends and/or acquaintances and a part of each other's social network, but it is unclear simply from a photograph the extent to which the relationship is strong or weak.

Email correspondence from the Manager of Student Alumni Programs to Blue and Gold Society members, in some cases offering assistance or simply sharing important information, demonstrates that a relationship exists between the Manager and members, but again, this particular cultural artifact was not sufficient enough to determine relationship strength. Similarly, in terms of the Associate Director for Alumni Membership, the author observed that a relationship existed between the Associate Director and Blue and Gold Society members. As evidenced and observed by the author though, while the Associate Director was in attendance with Society members at the New Member Induction Ceremony, the Associate Director's attendance and interaction with the members alone was not sufficient enough to determine relationship strength.

As a point of discussion in this section prior to moving on to Section 4.2.2.2, it is interesting that at first thought, one would think that Blue and Gold Society members are close with all fellow members and those other individuals linked to the Blue and Gold Society. This assumption turned out not to be the case though. While at first thought one might think that being a member of student organization does not provide the close relationships necessary for accessing social capital, the literature states otherwise in that both strong and weak relationships provide access to social capital. For example, these weaker relationships between fellow Society members due to a lack of similar characteristics or personal interests amongst each other may actually prove to be beneficial in providing resources across diverse social divisions and providing a more diverse range of resources to Blue and Gold Society members (Field, 2008).

4.2.2.2 Faculty and staff

The second category of relationships to be considered will be *Faculty and Staff* of the University of Pittsburgh (see Table 4.6).

Table 4.6: Blue and Gold Society members – relationships with faculty and staff by data collection method

Blue and Gold Society Members' Social Network – Faculty and Staff Category						
		Strength/ Closeness of Relationship	As Described by Blue and Gold Society Members <i>Data collected through semi- structured interviews</i>	As Described by Others <i>Data collected through semi- structured interviews</i>	As Described by the Author <i>Data collected through participant observation</i>	As Described by Other Means <i>Data collected through cultural artifacts</i>
Faculty and Staff	Alumni Relations Staff	Strong	✓	✓		
		Weak	✓			
		Unknown			✓	✓
	Athletic Director	Strong				
		Weak	✓			
		Unknown			✓	
	Athletic Department Staff	Strong				
		Weak	✓			
		Unknown			✓	
	Chancellor	Strong				
		Weak	✓		✓	
		Unknown			✓	✓
	Deans	Strong				
		Weak	✓	✓		
		Unknown			✓	
	Director of Student Life	Strong				
		Weak	✓		✓	
		Unknown			✓	
	Executive Level Staff	Strong				
		Weak	✓			
		Unknown			✓	✓
	Faculty	Strong				
		Weak	✓			
		Unknown			✓	✓
	Staff - General	Strong				
		Weak	✓	✓		
		Unknown			✓	✓
	Vice Provost and Dean of Students	Strong	✓			
		Weak	✓			
		Unknown			✓	

Table 4.6 lists the individuals that make up Blue and Gold Society members' social networks pertaining to this category, the relationship strength and data collection method used to identify the relationship and relationship strength.

As can be seen again in Table 4.6, the data collection method that identified the majority of the relationship strength between Blue and Gold Society members and faculty and staff was semi-structured interviews with the Blue and Gold Society members. The non-Blue and Gold Society member interviews and cultural artifact review did not account for a large quantity of references pertaining to Blue and Gold Society members and their relationship strength with faculty and staff. Also, and as previously mentioned, the author was able to identify a number of social network relationships between Blue and Gold Society members and faculty and staff through participant observation, but was only able to identify to a very limited extent the relationship strength between the two due to the nature of the data collection method.

To begin a discussion of the findings, Table 4.6 lists the strong, bonding relationships that Blue and Gold Society members have with faculty and staff in answer to research question 1B: Which individuals provide access to an undergraduate student organization member's bonding social capital?

A member of the Blue and Gold Society noted that she has a strong relationship with the Vice Provost and Dean of Students. In fact, the strength of this relationship was explained quite clearly by this member. She noted about her relationship with the Vice Provost and Dean of Students that "She has written me letters of recommendation before" (M8-1B). The member continued to explain that the Vice Provost and Dean would not have done such a favor for her if the two of them did not have a such a strong relationship with each other.

Strong relationships with the University of Pittsburgh's Office of Alumni Relations staff was mentioned quite regularly by Blue and Gold Society members as well. Said one member of the student organization as she referred to her relationship with Alumni Relations staff in general, "[we] are definitely a tightknit group" (M23-1B). Another Blue and Gold Society member said that "Alumni Relations staff are more like family" to him (M28-1B). Fittingly, the author conducted a semi-structured interview with one Office of Alumni Relations staff person. Pertaining to the staff person's relationship strength with Blue and Gold Society members, she agreed that her "relationship with the majority of them is strong and good quality" (I2-1B). The Alumni Relations staff person continued, "[we] have a positive relationship between each other."

Turning now to the weaker, bridging relationships that Blue and Gold Society members have with faculty and staff, Table 4.6 outlines 10 individuals in answer to research question 1C: Which individuals provide access to an undergraduate student organization member's bridging social capital? As opposed to only two bonding relationships in the faculty and staff category, a greater number of bridging relationships exist between Blue and Gold Society members and faculty and staff.

A number of Blue and Gold Society members stated that the Chancellor is a weak, bridging relationship in their social network that has come about as a result of being in the Blue and Gold Society. In terms of the Chancellor, one member said:

He recognizes my face. I was volunteering at the women's basketball game on Saturday. He saw me on the sidelines. He came up to me and shook my hand and asked how I was doing. He recognized me as a Blue and Gold Society member. (M10-1A)

Another member noted that although he does not have a strong relationship with the Chancellor, "if [the Chancellor] saw me on the street, he would recognize me and say hello" (M23-1C). The author, who also participated in various activities alongside Blue and Gold Society members

during the course of the research study, had the opportunity to add the Chancellor to his social network as a bridging relationship while participating in the Blue and Gold Society's New

Member Induction Ceremony:

Although I have worked at the University for a number of years and have been in attendance at a lot of events where the Chancellor has been in attendance, I have personally never met him. As a result of being a temporary member of the Blue and Gold Society though and participating with them in various activities, I was able to meet the Chancellor for the first time during the New Member Induction Ceremony. We had a nice conversation. It was nice to finally meet him. This is a great example of how being a member of a student organization can provide opportunities for a student to meet new people, even if it is only a brief meeting that produces a weaker, acquaintance type relationship.

The next two categories of individuals included in the list of faculty and staff are executive level staff, defined as Vice and Associate Vice Chancellors at the University of Pittsburgh, and the Vice Provost and Dean of Students. Blue and Gold Society members simply stated that they had opportunities to meet these people, but did not expound on their relationships with them other than to note that their relationships with these two categories of individuals were weaker as opposed to stronger.

Faculty, deans and staff each make up the next three categories of individuals with whom Blue and Gold Society members cited weak, bridging type relationships that have resulted due to their membership in the Blue and Gold Society. As it relates to faculty, one member noted during a semi-structured interview that although the relationship is not necessarily strong, he now "sees [faculty] on a friendly basis, rather than just in a student-faculty relationship" (M5-1A). Pertaining to deans, two Blue and Gold Society members mentioned that they now have weak relationships with the deans of their undergraduate majors (M14-1C; M3-1A). The staff person interviewed by the author further explained the bridging relationship he has witnessed Blue and Gold Society members develop with his school's dean. "[Blue and Gold Society

members] host our events for us. One of them has either hosted or come to multiple events we've had. He has met a number of staff and alumni there, including the dean" (I6-1D). In addition to faculty and deans, members of the Blue and Gold Society are recorded as saying they have had the opportunity to meet "staff in the Dental School" (M24-1A), "high ranking university officials" (M25-1D), "important staff throughout the University" (M7-1A), "staff in the Office of Veterans Services" (M20-1C), and "Office of Institutional Advancement staff" (M35-1A). Further elaborating on these staff relationships, a particular member of the student organization went on to explain that "I would characterize these types of people as not exactly 'go-to' persons, but if I ever needed something from them, I feel confident that I could find their contact information and contact them" (M23-1C). These examples and commentaries highlight the weaker, bridging relationships Society members have with faculty, deans and staff at the University.

More specifically, Athletic Department staff and the Athletic Director are two other categories of staff that have become bridging relationships within Blue and Gold Society members' social networks. Being in the Blue and Gold Society, said one member, helped her meet the Athletic Director and other Athletic Department staff. "You see them once, they see you again, and they get to know your face and name," she went on to explain (M8-1A).

Blue and Gold Society members also stated during interview sessions that they have been privileged to meet staff specifically who work in the Office of Alumni Relations. In describing her relationship with Alumni Relations staff, one female member of the student organization elaborated that her "network consists of Alumni staff" (M22-1A). She further explained, "I would describe my relationship with these people as more professional," rather than closer and more friend-like.

The author observed and recorded a number of relationships between faculty and staff and Blue and Gold Society members through participant observation and cultural artifact review. Rather than speculating as to whether the relationships were bonding or bridging though, the relationships were coded as unknown, as previously noted in Table 4.6 and in answer to research question 1A: What individuals make up an undergraduate student organization member's social network?

A few examples of these observations and cultural artifacts will be provided herein.

Pertaining to the Chancellor and other staff at the University, the author observed and recorded while attending the Chancellor's Faculty and Staff Alumni Luncheon:

One Blue and Gold Society member (M13) is sitting front and center with the Chancellor, a Vice Chancellor, an Associate Athletic Director and other senior level staff of the University. He is engaging in discussion with them, and they do with him as well. This Blue and Gold Society member then is introduced and proceeds to introduce himself and introduce the Chancellor. He has everyone's attention. The Chancellor then stands and shakes his hand, thanks him for his introduction and proceeds with his remarks. After the program, the Blue and Gold Society member and the Chancellor continue personal one-on-one conversation with each other. The Blue and Gold Society member continues one-on-one conversations with the others previously mentioned at his table too. They seem genuinely interested in him. It seems that this has turned into quite the network and relationship building opportunity for this Blue and Gold Society member. I cannot tell if the relationship is strong or weak among them, but I can definitely tell relationships are being developed and contacts are being made.

On another occasion, while waiting in line with a few Blue and Gold Society members to participate in the Martin Luther King Jr. Day of Service activity at the University of Pittsburgh, the author recorded the following:

As I had a lot of time with some of the Blue and Gold Society members also waiting in the line to register, out of curiosity I asked if they knew any of the University staff sitting at the registration table who were in charge of the activity. All four Blue and Gold Society members that I inquired with stated that they knew the gentleman at the table by name, the Director of Student Life and Associate Dean of Students, as a result of their membership in the Blue and Gold Society. I did not get a sense of how well they know him, but I thought it was interesting nonetheless that they all stated that they know him through their association with their student organization, the Blue and Gold Society.

Another observation opportunity by the author reveals yet another abundance of individuals that fit into the faculty and staff category with whom Blue and Gold Society members may count toward their ever developing social network. This setting was the University Honors College Luncheon, which received hosting help from a few Blue and Gold Society members. The author observed:

The Blue and Gold Society members are greeting and getting face time with a long list of elite people from the University: the Chancellor's senior staff; alumni; staff; Alumni Relations staff; donors; Honors College faculty; the Provost; Governmental Relations staff; the Dean of Students.

The list of faculty and staff that Blue and Gold Society members count as members of their social networks is certainly vast and diverse. As a key point of discussion pertaining to this section, it is useful to understand through these findings that most of the relationships Blue and Gold Society members establish through being in the Blue and Gold Society with individuals in the faculty and staff category are bridging relationships, such as faculty and staff outside of their majors and areas of study. Putnam (1988) acknowledges the benefits of these bridging relationships with faculty and staff, noting for example that Blue and Gold Society members can utilize these relationships to accomplish more open social networking and leverage diverse resources found in outside social networks.

4.2.2.3 Students

The third category of relationships to be considered will be *Students*, previously defined as students at the University of Pittsburgh (see Table 4.3). Table 4.7 lists the individuals that make up Blue and Gold Society members' social networks pertaining to this category, the relationship strength and the data collection method used to identify the relationship and relationship strength.

Table 4.7: Blue and Gold Society members – relationships with students by data collection method

Blue and Gold Society Members' Social Network – Students Category						
		Strength/ Closeness of Relationship	As Described by Blue and Gold Society Members <i>Data collected through semi- structured interviews</i>	As Described by Others <i>Data collected through semi- structured interviews</i>	As Described by the Author <i>Data collected through participant observation</i>	As Described by Other Means <i>Data collected through cultural artifacts</i>
Students	Greek Life Students	Strong	✓	✓		
		Weak	✓	✓		
		Unknown				
	Residence Hall Assistants	Strong				
		Weak	✓			
		Unknown				
	Student Athletes	Strong				
		Weak	✓			
		Unknown				
	Student Government Board Members	Strong	✓	✓		
		Weak	✓			
		Unknown			✓	
	Student Organization Members	Strong	✓			
		Weak	✓		✓	
		Unknown			✓	
	Students – General	Strong				
		Weak	✓	✓		
		Unknown		✓	✓	✓
	Students Outside Job	Strong				
		Weak	✓			
		Unknown				
	Students Outside Major	Strong				
		Weak	✓		✓	
		Unknown			✓	

As can be seen in Table 4.7, the data collection method that identified the majority of the relationship strength between Blue and Gold Society members and students was semi-structured interviews with the Blue and Gold Society members. The non-Blue and Gold Society member interviews, participant observation and cultural artifact review did not account for a large amount of references pertaining to Blue and Gold Society members and their relationship strength with

students at the University. As previously mentioned, the author was able to identify a few social network relationships between Blue and Gold Society members and students through participant observation and cultural artifact review, but was only able to identify to a very limited extent the relationship strength between the two due to the nature of the data collection methods.

To begin, Table 4.7 lists the strong, bonding relationships that Blue and Gold Society members have with students in answer to research question 1B: Which individuals provide access to an undergraduate student organization member's bonding social capital? Beginning with Greek Life students, or students who are members of fraternities and sororities at the University of Pittsburgh, one Blue and Gold Society member (M17) answered during an interview that he has been able to meet a number of students involved in Greek Life as a result of being in the Blue and Gold Society and has a strong relationship with them. Asked of another Blue and Gold Society member by the author during an interview to list those individuals that he has developed strong relationships with through being in the Blue and Gold Society, the member answered that he has met students involved in Greek Life who he would "deem as stronger" friendships as opposed to weaker ones (M26-1B). The author also interviewed a member of a fraternity to query his perspective on the strength of his relationship with Blue and Gold Society members. He said, "I would describe my relationship with Blue and Gold Society members I know as close," confirming that this particular Greek Life student likewise sees his relationships with Blue and Gold Society members as strong (I4-1B/1C).

Student Government Board members represented another segment of the student population that Blue and Gold Society members claimed to have strong relationships with by virtue of being in the Blue and Gold Society. Said one member of the Society when speaking about his relationship strength with this segment of the student population, "[relationships with]

Student Government Board members are strong” (M21-1B). Likewise, the Student Government Board member interviewed in the research study explained of his strong relationship with Blue and Gold Society members, “I would say it’s pretty strong. I know over half by name” (I8-1A).

Members of other student organizations besides the Student Government Board were also a category of students with whom Blue and Gold Society members said they had a strong relationship. “My relationship with leaders in other student organizations is strong,” claimed one member of the Blue and Gold Society (M26-1B). With over 400 certified student organizations at the University of Pittsburgh, there are ample opportunities for Blue and Gold Society members to interact with and add various student organization members and leaders to their own social networks, as many Blue and Gold Society members noted during the interview process.

Looking now at the weak, bridging relationships that Blue and Gold Society members have with students at the University of Pittsburgh, Table 4.7 previously outlined eight individuals in answer to research question 1C: Which individuals provide access to an undergraduate student organization member’s bridging social capital? As opposed to only three bonding relationships, a much greater number of bridging relationships exist between Blue and Gold Society members and students at the University of Pittsburgh.

For example, one Blue and Gold Society member, who is also a residence hall assistant in one of the housing areas at the University, said that she has been able to meet “residence hall assistants in different residence halls on campus” through other Blue and Gold Society members that she would have never met if it were not for her membership in the Blue and Gold Society (M9-1D). Before joining the Blue and Gold Society, this member only knew fellow residence hall assistants who worked in the same residence hall as her, but has since had the opportunity to

develop informal relationships with residence hall assistance elsewhere throughout the University, creating bridging relationships.

A number of Blue and Gold Society members also described how being a member of the Blue and Gold Society has helped them to meet other students outside of their major. Typically as a student, one would tend to associate only with other students in the same major, which was voiced to the author by many Society members. Through belonging to the Blue and Gold Society though, one member stated that he has been able to meet other students “outside the School of Business” (M6-1A). Another member stated during an interview that he has developed weak relationships with “a lot [of students] outside my major” (M5-1A). The author, who helped co-host and attended a dinner with another Blue and Gold Society member, an alumnus and other University of Pittsburgh students, described this opportunity to make weak acquaintances with other students outside of his primary area of academic study. Said the author about this experience, “Each of us is from quite different academic backgrounds and areas of study.”

Blue and Gold Society members also claimed that they have been able to develop weak relationships with various student athletes at the University. During a semi-structured interview session, one member of the student organization said he has been able to meet “people on the women’s basketball team, men’s wrestling team and swimming teams” (M13-1A). These are students he would not have had the opportunity to meet sans his membership in the Blue and Gold Society, he explained.

The author observed and recorded a number of relationships between students and Blue and Gold Society members through participant observation and cultural artifact review. Again, rather than speculating as to whether the relationships were bonding or bridging though, the

relationships were coded as unknown, as noted previously in Table 4.7 and in answer to research question 1A: What individuals make up an undergraduate student organization member's social network?

Dinner with 12 Panthers, an evening of various networking dinners for Blue and Gold Society members and other University of Pittsburgh students hosted by an alumnus at his or her own home, proved to be a prime opportunity for Blue and Gold Society members to meet students in general and students outside of a Blue and Gold Society member's major. Prior to leaving for the evening's dinners, each dinner group met to briefly get to know each other. The author, who attended one of the dinners and met with the dinner group before leaving, observed and recorded in field notes, "This is a great opportunity to meet other students and students from other majors." The author continued to observe that one student in his dinner group was a pre-med student studying biology, one student was studying business, one student was studying psychology, and so forth. Some students were males. Some students were females. There were different races and ethnicities across the students as well. A number of connections between Blue and Gold Society members and students were made that night.

During the end of the spring semester and as it relates to meeting members of other student organizations, a number of Blue and Gold Society members chose to participate in Relay for Life, a fundraising event for the American Cancer Society. As the author stopped by the activity, he recorded the following:

I was quickly able to observe that numerous other student organizations were setting up their respective Relay for Life activity areas near the Blue and Gold Society members' area. Various student organizations were interacting with Blue and Gold Society members, and vice versa. It appeared to be a great opportunity for Blue and Gold Society members to meet and interact with students from other student organizations.

Although it was not feasible for the author to determine the exact strength of the relationships between Blue and Gold Society members and other student organization members, it is still beneficial to note that relationships between the two parties manifested themselves at this fundraising event as well as through other means during Blue and Gold Society members' time spent in the Blue and Gold Society.

Through participant observation, the author was also able to notice and record opportunities for Blue and Gold Society members to meet members of the Student Government Board. During one early morning weekly Blue and Gold Society meeting, the Student Government Board president attended and spoke to the student organization. The president provided an update on what the Student Government Board was doing to counter the State budget cuts facing the University. Both before and after the meeting, the president extended personal greetings to many of the Blue and Gold Society members; Blue and Gold Society members likewise went out of their way to interact and talk with the president as well.

One closing point of discussion pertaining to Section 4.2.2.1 and the usefulness of observing that relationships exist but not necessarily knowing the closeness of the relationships is as follows. Of course it is beneficial when one data collection method uncovers a relationship type and strength that other data collection methods were not able to identify. In the case of this research study for instance, even though the author did not identify any new relationships between Blue and Gold Society members and types of students not already identified through other data collection methods, the author was able to confirm at least through observing these unknown strength relationships that relationships do in fact exist between Blue and Gold Society members and Student Government Board members. Knowing that Blue and Gold Society members said in interviews that Student Government Board members are a part of Society

members' social networks is telling, but it is even more telling when the author as well observes that a relationship exists between Blue and Gold Society members and Student Government Board members. Perhaps if a similar study were recreated with a slightly different scope of investigation, the author, having observed that a relationship exists, could then zero in on relationships between Blue and Gold Society members and Student Government Board members, and through participant observation, potentially focus in on the strength of the relationship between these two student organizations.

4.2.2.4 Other individuals

The fourth category of relationships to be considered will be *Other Individuals*, previously defined as alumni, donors, trustees, government officials and other individuals (see Table 4.3). Table 4.8 lists the individuals that make up Blue and Gold Society members' social networks pertaining to this category, the relationship strength and the data collection method used to identify the relationship and relationship strength.

As can be seen in Table 4.8, the data collection method that identified the majority of the relationship strength between Blue and Gold Society members and other individuals was semi-structured interviews with the Blue and Gold Society members. The non-Blue and Gold Society member interviews and participant observation did not account for a large amount of references pertaining to Blue and Gold Society members and their relationship strength with other individuals. Cultural artifact review only identified one relationship between Blue and Gold Society members and other individuals. As was the case previously, the author had limited success identifying relationship strength between Blue and Gold Society members and other individuals through participant interviews and cultural artifact review.

Table 4.8: Blue and Gold Society members – relationships with other individuals by data collection method

Blue and Gold Society Member's Social Network – Other Individuals						
		Strength/ Closeness of Relationship	As Described by Blue and Gold Society Members <i>Data collected through semi- structured interviews</i>	As Described by Others <i>Data collected through semi- structured interviews</i>	As Described by the Author <i>Data collected through participant observation</i>	As Described by Other Means <i>Data collected through cultural artifacts</i>
Other	Alumni	Strong	✓			
		Weak	✓	✓	✓	
		Unknown				
	Alumni Association President	Strong				
		Weak	✓			
		Unknown				
	Board of Trustees	Strong				
		Weak	✓	✓	✓	
		Unknown				
	Donors	Strong				
		Weak	✓			
		Unknown				
	Government Officials	Strong				
		Weak	✓		✓	
		Unknown				
	Local Business Owners	Strong				
		Weak				
		Unknown			✓	
	Potential Employers	Strong				
		Weak				
		Unknown				✓

To begin, Table 4.8 notes the strong, bonding relationships that Blue and Gold Society members have with students in answer to research question 1B: Which individuals provide access to an undergraduate student organization member's bonding social capital? Only a single strong, bonding relationship was identified between Blue and Gold Society members and other individuals not mentioned in the previous categories of *Blue and Gold Society*, *Faculty and Staff* and *Students*. The relationship was with alumni, noted during an interview session with a particular Blue and Gold Society member (M8). The Blue and Gold Society member

interviewed stated that as a result of being in the Blue and Gold Society, she has had the opportunity to develop a strong relationship with a particular alumnus. She further described the strength of the relationship as a close friend type relationship, rather than a more casual, acquaintance type relationship.

Looking now at the weak, bridging relationships that Blue and Gold Society members have with other individuals not mentioned in the previous three categories, Table 4.8 outlines five individuals in answer to research question 1C: Which individuals provide access to an undergraduate student organization member's bridging social capital? As opposed to only a single bonding relationship, a much greater number of bridging relationships exist among Blue and Gold Society members and other individuals.

Also previously described as a strong relationship, semi-structured interviews and participant observation identified that Blue and Gold Society members similarly have weak relationships with University of Pittsburgh alumni. During one interview session, a Blue and Gold Society member stated that "alumni are the ones that I have the weakest relationships with" (M1-1C). An alumnus who hosted a Dinner with 12 Panthers in his home similarly stated, "I know the ones who came to dinner at my home. I'd say I have an outsider relationship with them, but I know them more than the typical student I might see on the street" (I1-1A). The author, through participant observation, corroborated both the Blue and Gold Society member's and the alumnus' claims that Blue and Gold Society members have the opportunity to develop weak relationships with alumni as a result of being in the Blue and Gold Society. During one early morning weekly meeting, the author recorded a Blue and Gold Society member (M13) reporting back about hosting a recent event. This Blue and Gold Society member made a point

to mention more than once that he was able to meet various alumni while he was assisting with hosting the event.

A small number of Blue and Gold Society members mentioned the volunteer Pittsburgh Alumni Association President as a weak contact within their social network. One member said that he does not know the President well, but believes if necessary he can “ask him for help, talk to him about scholarship opportunities, get help academically or professionally” (M3-1B). Another Society member (M26) also stated that he has had the opportunity to meet the President as a result of being in the Blue and Gold Society student organization, but considers the President a weaker relationship rather than a stronger one.

University donors was a type of individual that did not fall into the strong, bonding relationship category, but rather fell into the weak, bridging relationship category. One particular donor and opportunity was noted by a Blue and Gold Society member as the author and the member engaged in an interview session. During the course of the research study, a donor made the largest individual donation to the University of Pittsburgh in its history. The donation totaled approximately \$160 million. This particular Blue and Gold Society member said the he “was able to shake Dietrich’s hand,” which is the name of the donor who publically made the transformational gift to the University (M23-2A).

Blue and Gold Society members also stated during interview sessions that they considered members of the University’s Board of Trustees as weak relationships within their social networks. “We’re not that close,” said one Blue and Gold Society member about the trustee he has met while being a Blue and Gold Society member (M31-1C). Regardless though, the member still counted the trustee member as a part of his social network that has resulted from being in the Blue and Gold Society. The author interviewed one trustee during the research study. When asked if he had

a weak, bridging type relationship with any Blue and Gold Society members and if so with how many, the trustee answered, “I’d say [with] about five,” which confirms the claims made by Blue and Gold Society members that they have opportunities to establish weak relationships with Trustee members of the University (I3-1C).

In terms of government officials, Blue and Gold Society members had the unique opportunity to personally meet Vice President of the United States Joe Biden. These members also included him as a weak contact that they were able to make during their recent time as Blue and Gold Society members. This opportunity occurred when the Vice President came to campus to address a small group of students, at which time the Blue and Gold Society members were asked to sit behind Biden on stage during his address and were given the opportunity to meet him upon its conclusion. Said one Blue and Gold Society member, “I met Joe Biden. He had a personal conversation with me. He asked me about my concerns, about the economy. He talked about his children. It made me look at him in a different light” (M29-4). Besides Biden, other Blue and Gold Society members said they have had the chance to meet and create weak contacts with “Governor Corbett” (M32-2A) of Pittsburgh, the “Senator of Nebraska and the Senator of Tennessee” (M32-2A), “local government officials” (M9-1C), and other local legislators as a result of their membership in the Blue and Gold Society.

The author observed and recorded a number of relationships between other individuals and Blue and Gold Society members through participant observation and cultural artifact review. Again, rather than speculating as to whether the relationships were bonding or bridging though, the relationships were coded as unknown, as outlined previously in Table 4.8 and in answer to research question 1A: What individuals make up an undergraduate student organization member’s social network?

The author observed and identified through cultural artifact review a number of relationships between Blue and Gold Society members and other individuals that do not fall into the categories of *Blue and Gold Society*, *Faculty and Staff* or *students*. The author noted that relationships existed with the Alumni Association President, Alumni, Government Officials, Donors, and Board of Trustees members. Two unique groups of individuals not mentioned thus far and not identified through interviews or participant observation include potential employers and local business owners. During one early morning weekly meeting, a representative from Teach for America, a non-profit organization that offers a unique opportunity for recent graduates to teach in urban and rural communities in exchange for student loan remission, spoke to the Blue and Gold Society members and developed professional contacts with a number of the Society members. The author observed many members exchange contact information with the representative, and vice versa.

Another unique weak, bridging relationship identified by the author not previously mentioned by Blue and Gold Society members was local business leaders. Each year, the University of Pittsburgh's women's basketball team hosts an event and basketball game entitled Pink the Pete, meaning everyone is encouraged to wear the color pink to the Petersen Events Center for a designated women's basketball game to show solidarity in the fight against cancer. In correlation with this event, Blue and Gold Society members go out into the local community and ask local business owners if they would support the event by allowing members to paint slogans and pink cancer awareness ribbons on their store's windows. The author recorded in field notes of the great opportunity this was for Blue and Gold Society members to make weak associations with local business owners. Some Blue and Gold Society members talked openly about the fun, casual interactions they had with owners.

For discussion purposes, this section on the relationships that Blue and Gold Society members have with other individuals demonstrates the positive effect that utilizing multiple data collection methods can have on a research study such as this. For example, were it not for participant observation and cultural artifact review, and if this research study relied solely on semi-structured interviews to investigate the social networks of Blue and Gold Society members, the author would not have been able to identify local business owners and potential employers as being a part of the social networks of Blue and Gold Society members. As the literature previously mentioned, it is often difficult to identify and measure social relations as they pertain to the study of social capital because of the multi-dimensionality of social relationships (Coleman, 2002) and the need to spend time in the field in order to capture the local individual realities of the sample and population being studied (Woolcock, 2002). In this case, the author was able to address and overcome these obstacles through the use of ethnographic methods such as participant observation and cultural artifact review.

4.2.3 Blue and Gold Society members' social network – development process

Through semi-structured interviews, participant observation and cultural artifact review, the author identified the various individuals who make up Blue and Gold Society members' social networks (see Section 4.2.2). This section will now present the findings pertaining to how the relationships between Blue and Gold Society members and the many individuals within their social network develop. As outlined in the literature review, social network development process as it relates to social capital is referred to as the ways in which relationships are developed, ranging from rigid, institutionalized means to more random, informal means (Halpern, 2005).

The findings in this section essentially answer research question 1D: Through what processes does an undergraduate student organization member's social network develop? Semi-structured interviews, participant observation and cultural artifact review were utilized to collect the data to answer this research question. Table 4.9 reintroduces research question 1D and includes the associated semi-structured interview questions asked of Blue and Gold Society members and other individuals in Blue and Gold Society member's social network. It also includes the guiding question utilized by the author during participant observation and cultural artifact review. A corresponding reference from the literature on social capital theory is also included to support the research question being asked.

Table 4.9: Research question 1D – Blue and Gold Society members' social network development processes

Semi-Structured Interview Question, Participant Observation, and Cultural Artifact Review Guiding Question	Research Question	Element of Social Capital Based on Literature Review
<i>Concerning Social Networks</i>		
Asked of Blue and Gold Society Members	1D. Through what processes have your relationships with these individuals developed?	1D. Through what processes does an undergraduate student organization member's social network develop? The ways in which relationships are developed, ranging from rigid, institutionalized means to random, informal means (Halpern, 2005).
Asked of Individuals in Blue and Gold Society Member's Social Network	1D. Through what processes have your relationships with Blue and Gold Society members developed?	
Asked by author during participant observation and cultural artifact review	1D. Through what processes does a Blue and Gold Society member's social network develop?	

Figure 4.5 illustrates how the author gathered, recorded and organized the data in NVivo 9 as it relates to Blue and Gold Society members' social network development processes. After

collecting data for research question 1D, the author thematically organized the data utilizing NVivo 9.

	Social Network Development Process	Ways relationships develop - institutionalized/informal means, etc. (Halpern, 2005).
	Name	Description
	Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
	Name	Description
	Manager of Student Alumni Programs	Process of developing social network with Manager of Student Alumni Programs.
	Name	Description
	Weekly Meetings	Through weekly meetings.
	Length of Time Known	Through knowing someone longer.
	Hosting Events	Through hosting events.
	Random Circumstance	Through a random circumstance.
	Getting to Know People	Through getting to know people.
	Focused Effort	Through focused effort.
	Repetative Interactions	Through repetative interactions.
	Interactions Outside Blue and Gold Society	Through interactions outside Blue and Gold Society.
	Being Offered Help	Through receiving offers for help.
	Email	Through email correspondence.
	Induction Ceremony	Through new member induction ceremony.
	Name	Description
	Associate Director of Alumni Membership	Process of developing social network with Associate Director of Alumni Membership.
	Blue and Gold Society Members	Process of developing social network with Blue and Gold Society members.
	Name	Description
	Faculty and Staff	Faculty and staff at the University of Pittsburgh.
	Students	Students at the University of Pittsburgh.
	Others	Alumni, donors, trustees, government officials, and others.

Figure 4.5: Blue and Gold Society members' social network development processes node structure

In the hierarchical node structure in Figure 4.5, the primary parent node is *Social Network Development Process*. Under that parent node, there are child nodes for different categories or themes of individuals: *Blue and Gold Society*, *Faculty and Staff*, *Students* and *Others*. Then

within the theme or child node of *Blue and Gold Society*, for example, additional child nodes for the category of individual exist, such as *Manager of Student Alumni Programs*. Finally, within the node of *Manager of Student Alumni Programs*, additional nodes exist for each specific development process, such as *Weekly Meetings*. Through this process the author inductively analyzed and thematically organized the data and findings.

This section is divided into four subsections, one each for the four categories of individuals mentioned thus far, namely *Blue and Gold Society*, *Faculty and Staff*, *Students* and *Others*. Similar to the previous section, each subsection here will employ a table to outline the findings as they pertain to the individual in the social network and the processes through which Blue and Gold Society members developed the relationship with the particular individual. The tables also display the data collection method utilized to collect the data to demonstrate which data collection methods were most effective in identifying certain types of data. Additionally, displaying the findings in this manner results in data triangulation. An attempt was made to identify and include the social network development process for each social network individual identified and listed in Section 4.2. A few cases exist where a development process was not identified and included in this section for a particular social network member. An effort was made to identify and include each relationship and its specific development process in the forthcoming subsections.

4.2.3.1 Social network development process – Blue and Gold Society

As a result of being in the Blue and Gold Society, Blue and Gold Society members develop relationships with various staff, students and others specifically linked to the Blue and Gold Society. Table 4.10 lists three of those individuals and the process through which Blue and Gold Society members developed relationships with them.

Table 4.10: Social network development processes with individuals tied to the Blue and Gold Society by data collection method

Blue and Gold Society Members Social Network Development Process with Blue and Gold Society Category																		
Blue and Gold Society Category		Collaboration on Projects	Focused Effort	Getting to Know People	Hosting Events	Induction Ceremony	Interactions Outside Blue and Gold Society	Length of Time Known	Random Circumstance	Repetitive Interactions	Weekly Meetings	Being Offered Help	Email	Induction During Same Year	One-on-One Interactions	Mutual Friends	Retreats	Commonalities
	Associate Director of Alumni Membership		BGI	BGI	BGI	PO		BGI	BGI	BGI	BGI PO							
	Blue and Gold Society Members	BGI PO CA	BGI PO	BGI PO	BGI PO CA	BGI PO	BGI PO	BGI PO	BGI PO	BGI PO	BGI PO		CA	BGI	BGI PO	BGI	BGI	BGI PO
	Manager of Student Alumni Programs		BGI OI	BGI OI	BGI	PO	BGI	BGI OI	BGI	BGI OI	BGI OI PO	OI	CA					
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review																		

The left hand column lists the individuals, while the row along the top lists the various development processes. Whenever a particular process is applicable to a particular individual, it is noted accordingly by the data collection method used to obtain the data. For example, it was discovered through interviews with Blue and Gold Society members, interviews with individuals within Blue and Gold Society members' social network and cultural artifact review that Blue and Gold Society members develop relationships with other Blue and Gold Society members through

Collaboration on Projects with each other. Table 4.12 is a collective representation of the findings, meaning that the table does not quantitatively represent the number of times a specific development process was recorded. Rather, the table denotes that a specific development process was recorded at least once during the research study through one or more of the data collection methods. More specific findings related to these development processes will now be elaborated on qualitatively.

First, Blue and Gold Society members develop relationships with the Associate Director of Alumni Membership through eight distinct processes, as noted in Table 4.10). As it relates to focused effort, one Blue and Gold Society member said, “I look to build relationships on my own [with the Associate Director of Alumni Membership]” (M10-1D). In terms of getting to know the Associate Director, another member explained, “Some people know you as a Blue and Gold Society member, but don’t always know you outside of Blue and Gold Society. It can go a long way when you learn about others” (M3-2B). Numerous other Blue and Gold Society members stated that they have been able to develop a relationship with the Associate Director “through events we host,” said one member (M31-1D). The author recorded while observing the New Member Induction Ceremony that “the Associate Director of Alumni Membership was present and interacted with current and new Blue and Gold Society members.” Speaking about the Associate Director, one member of the Society stated, “The longer I know them, the closer I feel to them” (M2-1B). There are also many times when Blue and Gold Society members just “stop by the Alumni Center, and this provides random and spontaneous time to talk [with the Associate Director],” a staff person in the Office of Alumni Relations explained (I2-1D). The frequency of interaction with the Associate Director was also noted by Blue and Gold Society members (M10-1D; M18-1D) as a means of developing a relationship with her. Finally, the author observed that

weekly Wednesday morning meetings served as a great opportunity to develop a relationship with the Associate Director as she was frequently present.

Second, Blue and Gold Society members develop relationships with other Blue and Gold Society members through the various processes noted in Table 4.10. A couple members both noted that “the Blue and Gold Society members I was inducted with” are the ones with whom they have developed better relationships over the years (M1-1D). Another Society member explained that “weekly meetings in the morning are helpful” in developing relationships with fellow members (M3-1D). When asked how she has gone about developing relationships with Blue and Gold Society members, one member said in terms of collaborating, “we work together on a lot of things” (M15-1B). Relating to length of time known, one member said, “the longer I know a Blue and Gold Society member, the stronger the relationship is” (M2-1B). Another pronounced, “I have developed relationships with Blue and Gold Society members through working events with them” (M11-1A). The author observed and recorded a random circumstance through which he developed a relationship with a fellow Blue and Gold Society member (M23):

I was with my wife at an event hosted by ESPN highlighting our men’s basketball game. I was on the floor with my wife watching. Various students were in the stands on the other side of the court facing me. A Blue and Gold Society member that I had just recently met texted me and asked if my wife and I were enjoying our time at the event as he saw us across from him on the court. We exchanged a couple texts back and forth. This was a chance meeting that I didn’t plan on with this member, but it turned out to be the beginning of a relationship with this member.

Also, “Spending time with Blue and Gold Society members outside of Blue and Gold Society meetings and activities is how these relationships have developed,” one member of the student organization explained (M22-1D). Taking time to get to know Blue and Gold Society members was also noted during a Society member interview: “By welcoming new Blue and Gold Society

members and getting to know them helps me grow closer to them” (M4-1D). Similarly, it takes effort. The following was witnessed by the author while attending the Alumni Faculty and Staff Luncheon where Blue and Gold Society members were in attendance to help host:

The Blue and Gold Society members that see me make a point to come up to me and say a special hello to me. I feel like I am more than just another guest to them. I really feel like I am starting to become one of their fellow members in the Blue and Gold Society for the time I am conducting this research study.

According to one Blue and Gold Society member, repetitive interactions also help to grow relationships among Blue and Gold Society members. “We see each other on a weekly basis, at events, walking home together. It all has a snowball effect,” expounded the member (M14-1A). Pertaining to one-on-one interactions and the positive effect it has on relationship development between Blue and Gold Society members, one member explained, “One-on-one interaction with other Blue and Gold Society members and alumni are more effective. Working in smaller groups with people allows me to build relationships easier” (M12-1D). The yearly retreat held at the beginning of each school year and the annual New Member Induction Ceremony were both noted by Blue and Gold Society members as a means of meeting and growing closer to other members of the group. Stated one member in relation to role that commonalities play, “I’m closer to those Blue and Gold Society members that I have more common ground with in addition to the things we have in common as Blue and Gold Society members” (M28-1C). And finally, the author noted through cultural artifact review that email correspondence between and among Blue and Gold Society members led to relationship development one with another.

Third, Blue and Gold Society members have ample means through which they foster relationships with the Manager of Student Alumni Programs, also referred to as their student organization advisor (see Table 4.10). For instance, many of the members stated that attendance at weekly meetings in which the Manager of Student Alumni Programs is present helps in

relationship development. Also according to Blue and Gold Society members, hosting events where the Manager is present plays a role in relationship development between them. As it relates to relationship development and taking time to get to know Blue and Gold Society members, the Manager of Student Alumni Programs explained that she has “built a reputation with them” while she has gotten to know them and they have gotten to know her (I5-1D). It also takes focused effort, as one Blue and Gold Society member noted about his relationship development with the Manager. He said of the Manager, “I go out of my way to say hi” when I see her on the street (M13-1B). When asked by the author how she has developed a relationship with current Blue and Gold Society members, the Manager of Student Alumni Programs explained that she is “there to help assist them” and to “help them medically, emotionally” (I5-1A). The author also observed a great deal of regular email correspondence between the Manager and Blue and Gold Society members that contributed to relationship development amongst them. Lastly, through participant observation, the author recorded in his field notes that the Manager was in attendance at the New Member Induction Ceremony and her attendance at the activity contributed to her relationship development with both current and new members of the student organization.

As a point of discussion, it is significant to highlight from the findings in Section 4.2.3.1 that Blue and Gold Society members do not just simply develop relationships with their fellow Blue and Gold Society members as a result of their mutual membership in this particular student organization. Blue and Gold Society members who, for example, put forth effort to get to know and interact with fellow members end up developing relationships with them. What is also important to note is that Blue and Gold Society members recognize that it takes effort and it does

not just happen. Merely joining a student organization does not necessarily lead to social network development.

4.2.3.2 Social network development process – faculty and staff

As a result of being in the Blue and Gold Society, Blue and Gold Society members have relationships with various faculty and staff of the University of Pittsburgh (see Table 4.11).

Table 4.11: Social network development processes with faculty and staff by data collection method

Blue and Gold Society Members' Social Network Development Process with Faculty and Staff Category													
		Collaboration on Projects	Focused Effort	Getting to Know People	Hosting Events	Induction Ceremony	Interactions Outside Blue and Gold Society	Interview Process	Length of Time Known	Random Circumstance	Repetitive Interactions	Being a Member of the Blue and Gold Society	Weekly Meetings
Faculty and Staff Category	Alumni Relations Staff	OI	BGI	BGI	BGI OI PO	PO	BGI OI PO	OI	BGI	BGI PO	BGI OI PO		PO OI
	Athletic Department Staff				BGI PO						BGI		
	Athletic Director			BGI PO							BGI		
	Chancellor		BGI PO	BGI PO	BGI PO CA	BGI PO CA	BGI PO			BGI PO	BGI	BGI PO CA	
	Deans		BGI	BGI	BGI OI PO					BGI OI			
	Director of Student Life					BGI	BGI PO				BGI	PO	
	Executive Level Staff		BGI PO	PO	PO CA	PO				BGI PO			
	Faculty	PO	BGI	BGI	BGI PO		BGI				BGI	BGI	
	Staff – General	PO CA	BGI PO		BGI OI PO CA		BGI OI PO				BGI OI PO	BGI OI PO	
	Vice Provost and Dean of Students		BGI		BGI PO					BGI	BGI PO		
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review													

Table 4.11 lists ten varieties of faculty and staff and the processes through which Blue and Gold Society members developed relationships with them. The left hand column lists the individuals, while the row along the top lists the various development processes. Whenever a particular process is applicable to a particular individual, it is noted accordingly by the data collection method used to obtain the data. For example, it was discovered through interviews with Blue and Gold Society members, interviews with individuals within Blue and Gold Society members' social networks and participant observation that Blue and Gold Society members develop relationships with *Office of Alumni Relations Staff* through *Hosting Events*. Table 4.11 is a collective representation of the findings, meaning that the table does not quantitatively represent the number of times a specific development process was recorded. Rather, the table denotes that a specific development process was recorded at least once during the research study through one or more of the data collection methods. More specific findings related to these development processes will now be elaborated on qualitatively.

To begin, Blue and Gold Society members develop relationships with Office of Alumni Relations staff through various means (see Table 4.11). A Blue and Gold Society member explained that relationships with Alumni Relations staff “just arise from the circumstance you’re in” (M1-1D). One member also noted that one way in which he goes about developing a relationship with Alumni Relations staff is “through hosting events and interaction through events” (M16-1D). According to the Alumni Relations staff person interviewed, “Managing projects together, joining together to get something done” (I2-1D), or in other words collaborating on projects, was a catalyst for developing relationships among Alumni Relations staff and Blue and Gold Society members. Sometimes, relationships develop between Blue and Gold Society members and Office of Alumni Relations staff through focused effort, as

articulated by one member of the student organization: “I make sure I meet all Alumni Relations staff and know them by name” (M13-1B). Repetitive interactions between Blue and Gold Society members and Alumni Relations staff also played a role in relationship development. The author attended the University of Pittsburgh’s Board of Trustees meeting and the University Honors College Luncheon which followed later in the day and recorded in field notes that “Some Blue and Gold Society members have had multiple opportunities in a single day to interact with these people,” referring partially to Office of Alumni Relations staff who were in attendance at both events.

Social networks develop between Blue and Gold Society members and Athletic Department Staff through hosting events and through repetitive interactions, as previously noted in Table 4.11. Prior to the Alumni Faculty and Staff Luncheon, the author observed that some Blue and Gold Society members arrived early to direct various individuals to their seats, including Athletic Department staff, which turned into an opportunity for members to meet and talk with Athletic Department staff on a one-on-one basis. As it relates to repetitive interactions, one Blue and Gold Society member during an interview session commented on his relationship development with Athletic Department staff by saying that after he initially meets them, “then at a later time in the future, you see them on the street and say hello to continue to build relationships [with them]” (M16-1D).

Next, Blue and Gold Society members’ social network development process with the Director of Student Life will be described. Table 4.11 notes four distinct processes through which these relationships develop. A member of the student organization said that “through repetitive interactions” he has been able to build a relationship with the Director of Student Life (M17-1D). The author observed the following while preparing to participate in the Martin

Luther King Jr. Day of Service activity that he attended with a few Blue and Gold Society members, noting in particular that sometimes Blue and Gold Society members meet staff, such as the Director of Student Life, simply by the fact that they are members of the Blue and Gold Society:

As I had a lot of time with them waiting in the line to register, I asked if they knew any of the University Staff sitting at the registration table that were in charge of the activity. All four Blue and Gold Society members that I inquired with stated that they knew the gentleman at the table by name—the Director of Student Life—as a result of their membership in the Blue and Gold Society.

Again, at a subsequent weekly Blue and Gold Society meeting, the author observed one Blue and Gold Society member (M24) reporting back on the Day of Service activity, stating that a lot of University staff participated alongside him, such as the Director of Student Life. This commentary by the Blue and Gold Society member demonstrates also that through interacting with the Director informally outside of official Blue and Gold Society hosted events relationships with staff have the opportunity to develop.

Table 4.11 also lists the two methods of relationship development identified during the research study that Blue and Gold Society members experienced with the University of Pittsburgh's Athletic Director. Said one member, by getting her "name and face out there" and actively taking advantage of opportunities to meet people, she has been able to meet and talk with University staff, such as the Athletic Director (M8-1D). Another Blue and Gold Society member described his relationship development, although weak, with the Athletic Director as a combination of repetitive interactions, stating that "it's a snowball effect" as he has had multiple opportunities to meet the Director over the course of his time in the Blue and Gold Society thus far (M8-1A).

Blue and Gold Society members have multiple opportunities and means through which to develop relationships with University of Pittsburgh staff, in general, as outlined in Table 4.11). Identified through an interview with a non-Blue and Gold Society member, one staff person in the Graduate School of Business who occasionally interacts with Society members outside of formal events and activities said, “I recognize them on campus when I walk past them and say hello” (I6-1A). The staff person continued as it relates to meeting Blue and Gold Society members through events hosted by Society members, stating simply that “They host events for us” (I6-1A). Through a particular set of cultural artifacts, namely photographs from the Springtime Community Service Project, the author noted in terms of collaboration on projects that one Blue and Gold Society member (M29) was talking with and working alongside a University staff person to plant flowers outside the Student Union.

Deans were previously identified as an individual in Blue and Gold Society members’ social network. A list of relationship development processes Blue and Gold Society members engage in with University of Pittsburgh deans is included in Table 4.11. A staff person interviewed during the research study mentioned the following as it relates to both repetitive interactions and hosting events both serving as a means for Blue and Gold Society members to build a relationship with his school’s dean:

They host our events for us. One of them has either hosted or come to multiple events we’ve had. He has met a number of staff and alumni there, including the dean. So this one in particular has hosted events, been invited as a guest to events, attended events as a guest, helped with our student fundraising campaign, and so on. Multiple interactions. (I6-1D)

As it relates to focused effort being necessary to develop a relationship with the Dean of the School of Education, one Blue and Gold Society member commented during an interview that

“Some Blue and Gold Society members stay more detached than others. I look to build relationships on my own. Some Blue and Golds don’t” (M10-1D).

Specifically as it relates to faculty, the research study identified numerous processes through which Blue and Gold Society members develop relationships with them (see Table 4.11). Speaking of faculty she has met as a result of being in the Blue and Gold Society and the importance of interactions outside of the realm of the Blue and Gold Society, one member explained that “The more activities I have with them outside of Blue and Gold Society activities fosters closeness between us” (M5-1B). At one point during the course of the research study, the author observed a couple Blue and Gold Society members (M15; M14) volunteer at a Graduate School of Business Alumni Awards Reception. As recorded in field notes, the author noted that volunteering to help host the reception proved to be a “great opportunity to meet faculty [for the Blue and Gold Society members].” Simply being a member of a student organization, such as the Blue and Gold Society, also serves as a means of developing a relationship with faculty as well. Along these same lines, one Blue and Gold Society member said about how she has developed relationships with faculty:

A lot of my teachers and advisors are interested in what we do as Blue and Gold Society members, which has allowed me to get to know more people. The head of my school department found out I was a Blue and Gold and so now I know her. The relationships you make as a Blue and Gold are an added bonus. They see me as a Blue and Gold as being a part of a prestigious group. It opens doors for me. (M11-1A)

The Chancellor was one individual within current Blue and Gold Society members’ social network as well, whose relationship with Blue and Gold Society members has developed through various unique processes (see Table 4.11). One member noted that by random circumstance he has been able to develop a relationship with the Chancellor. Said the Blue and Gold Society member, “My relationship with the Chancellor has developed as a result of the

situation more than anything” (M26-1D). Another Blue and Gold Society member discussed the importance of getting to know the Chancellor when opportunities to do so arise. “Volunteering at events where he is and talking with him at these events helps him to get to know me and me to get to know him” (M23-1D). Similarly, hosting events where the Chancellor is present has proven to be a successful means of developing a relationship with the Chancellor. One member related the following instance:

I was volunteering at the women’s basketball game on Saturday. He saw me on the sidelines. He came up to me and shook my hand and asked how I was doing. He recognized me as a Blue and Gold Society member. (M10-1A)

Through cultural artifact review, the author noticed on the Blue and Gold Society new member application form a section that stated that Blue and Gold Society members will have the opportunity to host “Chancellor’s Events” where of course the Chancellor is present. The New Member Induction Ceremony also proved to be a unique opportunity and process through which Blue and Gold Society members are able to meet and develop a relationship with the Chancellor. In fact, a member of the Society said that he “met the Chancellor through the Blue and Gold Induction Ceremony” (M13-1D). The author, a staff member of the University of Pittsburgh for over five years, also had the chance to meet the Chancellor for the first time at the Ceremony: “I personally was able to meet the Chancellor for the first time because of my presence there. We had a nice conversation.” Simply by being a Blue and Gold Society member, one has an opportunity to add the Chancellor to his or her social network. One member explained, “Because I am a Blue and Gold Society member, I get to meet him and interact with him. If I were not a Blue and Gold Society member, this opportunity would not exist for me” (M26-1D).

The research study found that University of Pittsburgh executive level staff were also a part of Blue and Gold Society members’ social network as a result of being in the Blue and Gold

Society, as noted in Table 4.11. While observing the New Member Induction Ceremony, the author noticed the presence of the “Vice Chancellor for Alumni Relations” and the “Vice Chancellor for Institutional Advancement.” The author also observed Blue and Gold Society members helping to host the Alumni Faculty and Staff Luncheon, where during the program Blue and Gold Society members sat at a special table with the University’s Vice Chancellor for Governmental Relations. In addition to observing Blue and Gold Society members adding relationships with vice chancellors to their social network through the New Member Induction Ceremony and through hosting events, the author also observed prior to the start of the Board of Trustees meeting that many Blue and Gold Society members were not just sitting around waiting for the meeting to start. Rather, they were making an effort to interact and talk with members of the Chancellor’s Senior Staff, Vice Chancellor for Governmental Relations, and the Vice Chancellor for the Medical and Health Sciences Foundation.

Finally, the research study identified numerous means through which relationships between Blue and Gold Society members and the Vice Provost and Dean of Students developed (see Table 4.11). When asked during an interview session how he knew the Vice Provost and Dean of Students, one Blue and Gold Society member explained that he has been able to develop a relationship with her “through hosting events” (M16-1D). The author similarly observed a couple of Blue and Gold Society members (M12; M28) having the opportunity to “get face time with a long list of elite people” including the Vice Provost and Dean of Students while helping to host the University Honors College Luncheon. Another member of the student organization, when asked about the process through which she has developed a relationship with the Vice Provost and Dean of Students, explained that in addition to meeting her and seeing her at events, she has had to “take initiative” and talk to her one-on-one to build the relationship (M8-1D).

One member contributed more by explaining that the repetitive opportunities to interact with the Vice Provost and Dean of Students have helped her relationship with the Vice Provost and Dean develop. Along those same lines and speaking in regards to the Vice Provost and Dean and other staff at the University, this same Blue and Gold Society member said, “You see them once, then you see them again while working events, and then they get to know your face and name” (M8-1A).

To conclude Section 4.2.3.2 and the findings pertaining to the various social network development processes through which Blue and Gold Society members develop relationships with University of Pittsburgh faculty and staff, it is worth noting the plethora of processes that it takes for Blue and Gold Society members to actually develop relationships with the many types of faculty and staff. Students in general are around faculty and staff on a regular basis merely as students at the University. Surely, students occasionally, yet unknowingly, walk by the Athletic Director on the street or see the Vice Provost and Dean of Students conducting a student orientation meeting in which students are in attendance. Students may not always know that the person wearing a suit walking toward them on the street is in fact the Athletic Director, for example. Students may also not ever be placed in a situation to see the Vice Provost and Dean of Students in a more informal, smaller setting. It appears from the data and findings though that being in a student organization, such as the Blue and Gold Society, acts as a facilitation mechanism to put student organization members in the right place at the right time to interact with faculty and staff at another, more important level—a level that will allow for social network and relationship development. Also, being a member of a student organization helps students to put names and titles to faces through the course having information pointed out to one by another, so that when a student organization member see a gentleman walking down the street on

campus wearing a nice suit and it has been previously pointed out to the member that this particular individual is the Athletic Director, the member might possibly acknowledge or introduce himself or herself to this gentleman at that time or at a more appropriate time in the future. Membership in a student organization clearly adds an additional layer of opportunities to meet, learn about and interact with faculty and staff possibly beyond the opportunities afforded to non-student organization members and/or students in general.

4.2.3.3 Social network development process – students

As a result of being in the Blue and Gold Society, Blue and Gold Society members have relationships with various students throughout the University of Pittsburgh (see Table 4.12). Table 4.12 lists six categories of these individuals and the many processes through which Blue and Gold Society members developed relationships with them. The left hand column lists the categories of students, while the row along the top lists the various development processes. Whenever a particular process is applicable to a particular type of student, it is noted accordingly by the data collection method used to obtain the data. For example, it was discovered through interviews with Blue and Gold Society members and interviews with individuals within Blue and Gold Society members' social networks that Blue and Gold Society members develop relationships with *Greek Life Students* through *Interactions outside the Blue and Gold Society*. Table 4.12 is a collective representation of the findings, meaning that the table does not quantitatively represent the number of times a specific development process was recorded. Rather, the table denotes that a specific development process was recorded at least once during the research study through one or more of the data collection methods. More specific findings related to these development processes will now be elaborated on qualitatively.

Table 4.12: Social network development processes with students by data collection method

Blue and Gold Society Member's Social Network Development Process with Students Category													
		Collaboration on Projects	Focused Effort	Getting to Know People	Hosting Events	Being in the Blue and Gold Society	Interactions Outside Blue and Gold Society	Blue and Gold Society Members	Commonalities	Random Circumstance	Repetitive Interactions	Mutual Friends	Weekly Meetings
Students Category	Greek Life Students	OI			BGI OI	BGI	BGI OI		OI		BGI	BGI	
	Residence Hall Assistants							BGI					
	Students in General	PO	BGI PO	BGI PO	BGI OI PO CA	BGI	PO	BGI CA	BGI	BGI PO	OI PO		
	Student Athletes		BGI										
	Student Government Board Members				BGI OI			BGI					OI PO
	Student Organization Members	PO			BGI			BGI PO CA	BGI		BGI		
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review													

To begin, Blue and Gold Society members develop relationships with Greek Life students through various means. These seven distinct development processes are listed in Table 4.12. Two members of the Blue and Gold Society stated, respectively, that through repetitive interactions, or “through repeated meetings” (M17-1D) and “interacting frequently” (M18-1D) with students, Society members develop relationships with Greek Life students. Merely belonging to the Blue and Gold Society also acted as a facilitating factor for relationship development between members and Greek Life students. When asked by the author how he has

met and developed relationships with Greek Life students, one Blue and Gold Society member explained that it was “by virtue of me being a Blue and Gold Society member” (M17-1D). Although many relationships between Blue and Gold Society members and Greek Life students begin as a result of belonging to the Blue and Gold Society, relationships with Greek Life students continue to develop via interactions outside the Society and its associated functions. A Greek Life student (I4) interviewed during the course of the research study commented that she tends to initially meet Blue and Gold Society members at activities and events at the University hosted by Blue and Gold Society members, then she has the opportunity to further develop her relationships with these members through other activities and opportunities to interact outside of formal Blue and Gold Society related functions, such as Greek Life and student affairs related activities. One Blue and Gold Society member (M26) said that having mutual friends with other Blue and Gold Society members also helps to facilitate the development of relationships with Greek Life students. This same member elaborated:

As for students involved in Greek life, I have found that a number of Blue and Gold Society members are involved in different Greek life organizations. Whereas before I would not have ventured out to meet and hang out with such and such fraternity, for example, I will now because a Blue and Gold Society member in that particular fraternity will help facilitate me getting acquainted with them and I now feel comfortable interacting with them whereas before I didn’t because I didn’t know anyone in the fraternity. Even if you have a slight connection with so and so, when you meet someone that knows so and so, you automatically have a connection with the person because you both know so and so. It’s easier to strike up conversations and meet people like this. (M26-1D)

Having things in common with Greek Life students and engaging in regular collaboration on projects were also both effective means through which Blue and Gold Society members have been able to develop relationships with Greek Life students.

Blue and Gold Society members have the opportunity to meet and develop relationships with residence hall assistants as well (see Table 4.12). Relationships between Blue and Gold

Society members and residence hall assistants can be forged through the help of Blue and Gold Society members. One Blue and Gold Society member explained that “Other Blue and Gold Society members are residence hall assistants in different residence halls on campus. I never would have met them and other residence hall assistants unless I had met them as a fellow Blue and Gold Society member” (M9-1D). This member went on to explain that as a residence hall assistant, she typically would only have the opportunity to meet the other residence hall assistants that work in the same residence hall as her. Fellow Blue and Gold Society members have opened the door for her to meet residence hall assistants in other halls on campus, whether they are also Blue and Gold Society members or are introduced to them through Blue and Gold Society members.

Although this subsection attempts to present findings related to the process through which Blue and Gold Society members develop relationships with various, specific types of students at the University of Pittsburgh, some of the data obtained ended up referring strictly to students in general. Table 4.12 lists the 10 processes through which Blue and Gold Society members develop relationships with these non-specific students. Hosting events proved to be an effective means for Blue and Gold Society members to develop relationships with students. In particular, hosting a Dinner with 12 Panthers facilitated opportunities for Blue and Gold Society members to meet and get to know other students. “Through Dinner with 12 Strangers, I met some neat students,” said one member (M25-2A). A student interviewed as a part of the research study concurred, “I met a couple Blue and Gold Society members at the Dinner with 12 Strangers” (I7-1D). Meeting and developing relationships also takes focused effort on the part of Blue and Gold Society members though. One student explained that students are “willing to talk to us. You have to take initiative and talk to people though” (M8-1D). Society members’

association with the Blue and Gold Society is helpful in meeting other students as well. One member referring to students in general specifically said, “When I speak up and let people know that I am in the Blue and Gold Society, I find that people gravitate toward me” (M24-1D). Blue and Gold Society members also introduce fellow members to their friends. “I am close with one of my Blue and Gold Society friend’s roommates. We go out to dinner and stuff with the Blue and Gold Society member and the roommate” (M15-1A). Meeting and interacting with students more than once serves as a help in relationship development with students in general. Referring to some of the students who have become his friends as a result of being in the Blue and Gold Society one member said, “I think my friendship with them can grow stronger over time” (M23-1D). The author was also successful in meeting and developing relationships with students through repetitive interactions with them. The author first met a student at a Dinner with 12 Panthers. Then, toward the end of the semester while attending the New Member Induction Ceremony, the author again interacted with this same student as he was being inducted into the Blue and Gold Society. Both the author and the student gravitated toward each other because they had previously met and spent time together before, explained the author in his field notes.

A more specific category of student Blue and Gold Society members develop relationships with is student athletes. It is generally through focused effort though that these relationships develop, according to Blue and Gold Society members (see Table 4.12). A Blue and Gold Society member (M13-1B) explained during an interview with the author that he is not passive, but rather goes out of his way and puts forth effort to build relationships with the student athletes that he meets.

As the Blue and Gold Society is a student organization on campus, it is natural for members to regularly interact and develop relationships with other student organization

members. Table 4.12 lists the five processes identified through the research study that help Blue and Gold Society members develop relationships with other student organization members. When asked how he goes about developing relationships with members of other student organizations, one Blue and Gold Society member answered, “through hosting events” (M9-1D). Another member similarly noted that through hosting events throughout the University “You get to meet other students in other student groups” (M32-2A). A number of Blue and Gold Society members cited that they are also members of other student organizations on campus. Thus, knowing Blue and Gold Society members helps fellow members of the Society get to know members of other student organizations around campus.

A lot of relationships happen through reaching out to other student organizations through Blue and Gold Society members. Many Blue and Gold Society members are members in other student organizations, so they help you connect with them and form partnerships with them. (M19-1D)

In fact, the author noted that he was invited by a Blue and Gold Society member (M23) to go and work out with him as a guest of his with another student organization of which this Blue and Gold Society member was a member. A few Blue and Gold Society members also explained that student organization members in general have common attributes, which commonalities naturally help them to gravitate toward each other. Responding specifically to a question regarding relationship development with other student organization members, one Blue and Gold Society member explained, “Our relationships are based on common interests in being leaders and sharing insights with each other. We now stay in touch with each other and talk to each other now” (M26-1D). Another Blue and Gold Society member similarly continued in response to a question about relationship development processes with other student organization members:

The people I have met are well connected people with leadership attributes. When you surround yourself with people like that, you become like one of them. Goal driven people drive you. They drive me. As Blue and Gold Society members, we connect with

these kinds of people because we understand each other, we get each other, it's like a kinship we have. Because we relate to each other on so many levels. (M25-1D)

Meeting other student organization members is not always sufficient for a relationship to develop though. Relationship development may also entail repetitive interactions with them. One Blue and Gold Society member explained:

If I were not a Blue and Gold Society member, this opportunity would not exist for me. My relationships with other student organization leaders have developed through me attending leadership summits with them. Once I met them, I continued to stay in contact with them. (M26-1D)

The last category of students with whom Blue and Gold Society members develop relationships is Student Government Board members. The three processes through which Blue and Gold Society member develop relationships with them are detailed in Table 4.12. Blue and Gold Society members have the opportunity to develop relationships with Student Government Board members through the events Blue and Gold Society members host. A Blue and Gold Society member said he has met Student Government Board members “through hosting events” (M9-1D). The Student Government Board President similarly claimed, “I've met some of them at events they were hosting” (I8-1D). Fellow Blue and Gold Society members also act as a means for Society members to develop relationships with Student Government Board members. A few Blue and Gold Society members explained that a few fellow Society members are also members of the Student Government Board. One Blue and Gold Society member particularly noted, “I have met a lot of Student Government Board people because there are Student Government Board people in the Blue and Gold Society, so I've met a lot through them” (M21-1A). Attending weekly meetings also helps Blue and Gold Society members to meet and develop relationships with Student Government Board members. The author met the Student Government Board President (I8), who was also in attendance to make an announcement to Blue

and Gold Society members, while attending an early morning weekly meeting of the Blue and Gold Society. The same Student Government Board President interviewed during the course of the research study provided additional evidence to the author's claim as it relates to weekly Society meetings being a means of meeting Student Government Board members. "I've met some by visiting their early morning meetings," stated the President (I8-1D).

Before moving on to Section 4.2.3.4 and as a point of discussion pertaining to this section on Blue and Gold Society members' social network development processes with students, it is constructive to reflect back for a moment on one of the previously reviewed empirical studies outlined in the literature review (see Section 2.3). The social capital study conducted by Harper (2008) engaged the study's sample of high achieving male undergraduate college students pertaining to their social networks consisting of key network individuals throughout the community, such as the university president, faculty, staff and community leaders. Although the study effectively identified the social networks and the social capital these students are able to leverage through their social networks consisting of people like the university president, faculty, staff and community leaders, the study does not take into account the so-called non-key network individuals to these students throughout the university and community, such as fellow students. Conversely, the research study conducted by the author reported herein includes Blue and Gold Society members and their social networks with fellow students, which in Section 4.3 will prove to be beneficial as the research study describes the quantity and quality of social capital available to Blue and Gold Society students through their bonding and bridging relationships with fellow students. Whereas the study conducted by Harper (2008) might be limited in its findings by not including fellow students as social network members of the sample, this study includes fellow students and also describes Society members' social network development processes with them.

Seen as an advantage in this research study rather than a limitation, looking at fellow students provides a more holistic insight into an undergraduate student organization member's more complete and all-inclusive social network, not just a social network consisting of select key individuals.

4.2.3.4 Social network development process – others

As a result of being in the Blue and Gold Society, Blue and Gold Society members have relationships with various individuals besides those linked to the Blue and Gold Society, faculty and staff, and students of the University of Pittsburgh (see Table 4.13).

Table 4.13: Social network development processes with other individuals by data collection method

Blue and Gold Society Member's Social Network Development Process with Other Individuals															
Other Individuals		Collaboration on Projects	Focused Effort	Getting to Know People	Hosting Events	Being in the Blue and Gold Society	Interactions Outside Blue and Gold Society	New Member Induction Ceremony	Commonalities	Random Circumstance	Repetitive Interactions	Mutual Friends	One-on-One Interactions	Giving Tours	Weekly Meetings
	Alumni	PO	BGI OI PO	BGI OI PO CA	BGI OI PO CA	BGI OI PO	BGI OI PO CA	PO	BGI OI	BGI PO	BGI OI PO CA	BGI	BGI PO CA	BGI PO	
	Alumni Association President	CA	BGI PO	BGI PO											
	Board of Trustees		BGI OI PO	OI PO	BGI OI		OI PO	PO	OI		BGI PO				
	Donors				BGI PO CA	PO					PO				
	Government Officials				CA	BGI PO CA								BGI	
	Local Business Leaders														PO
	Potential Employer														PO
BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review															

Table 4.13 lists seven of these individuals and the process through which Blue and Gold Society members developed relationships with them. The left hand column lists the individuals, while the row along the top lists the various development processes. Whenever a particular process is applicable to a particular individual, it is noted accordingly by the data collection method used to obtain the data. For example, it was discovered through interviews with Blue and Gold Society members, interviews with individuals within Blue and Gold Society members' social network, and participant observation that Blue and Gold Society members develop relationships with *Alumni* through *One-on-One Interactions*.

To begin, collaborating on projects, such as service projects, allows Blue and Gold Society members to develop relationships with alumni. During a weekly early morning meeting that the author attended, the author noted that Blue and Gold Society members were brainstorming ways to meet and interact with alumni. Blue and Gold Society members discussed publicizing an upcoming joint community service project to which they could potentially, and ultimately did, invite alumni of the University to participate in a campus beautification project. Interacting one-on-one was also an effective process through which Blue and Gold Society members developed relationships with alumni. One Blue and Gold Society member explained her preference for working with alumni individually:

When we work together in small groups is when I shine the brightest. Small group work has helped me develop relationships better. The same goes for with alumni. I interact with alumni better in small groups. (M11-1D)

Hosting events serves as another means through which Blue and Gold Society members develop relationships with alumni. "We host a lot of events. Meeting alumni has become a benefit and made meeting alumni easier," claimed one Blue and Gold Society member (M12-1A). Another member similarly stated, "There have been a variety of events I have worked at through the Blue

and Gold Society that have allowed me to connect with alumni and network” (M37-2A). One cultural artifact, the new member application, revealed that Blue and Gold Society members have the opportunity to host numerous events which result in opportunities for “Alumni Interaction.” Taking the time to get to know alumni and identifying underlying commonalities with alumni helps Blue and Gold Society members development relationships with them. The member of the Board of Trustees interviewed for the research study, who is also an alumnus of the University, confirmed this claim.

Each year, there are three or four that you get attracted to. Something sparks a connection between you and them. Once you’re attracted to a few, or a few are attracted to you, that attractiveness allows you to become connected with them. There are some Blue and Gold Society members that don’t take advantage of this opportunity though. During my interactions with them, I find their niche interest, like medicine, and I go from there. (I3-2A)

As it relates to commonalities between alumni and Blue and Gold Society members, a member of the student organization continued to explain that “interacting with alumni who have the same interests as me helps [relationships to develop]” (M11-1D). Similar to commonalities and getting to know people, it also requires focused effort on behalf of Blue and Gold Society members for relationships to develop between Blue and Gold Society members and alumni. One member said in terms of developing relationships with alumni:

It really just depends on how much you want to get to know people. It really matters what you want to get out of it. Alumni and other people you meet are receptive, you just have to do your part. (M35-1D)

Although Blue and Gold Society members meet alumni through many formal Blue and Gold Society related activities, interactions outside of the Blue and Gold Society help in the development of relationships with alumni as well. For example, one member of the student organization said that “Relationships with alumni in general and Alumni Relations staff develop the same way, first through formal gatherings and then through informal gatherings outside of

the scope of being a Blue and Gold Society member” (M27-1D). Occasionally, Blue and Gold Society members will provide tours to alumni upon request. This also serves as an effective means of developing relationships with alumni. In fact, one member described the outcome of giving alumni campus tours in her own words:

I spent this morning with alumni giving them a tour of campus and talking with them. We would recognize each other later and would be willing to help each other out if we needed it. You usually recognize alumni like this later. You seem to have a bond because of how you met. (M7-1B)

Some Blue and Gold Society members consider the President of the Pittsburgh Alumni Association to be a member of their social network. Relationships with the President develop in three primary ways, as can be seen previously in Table 4.13. As it relates to focused effort, one Blue and Gold Society member with a relationship with the Alumni Association President explained that “It happens when you’re more proactive. You get out what you put in. Even if you have a good relationship with someone, you have to do more” (M3-2A). During a public session of the Board of Trustees meeting, the President showed a PowerPoint presentation that was put together by two Blue and Gold Society members. At the conclusion of the presentation, the President had these two members (M25; M33) come up and stand with him while he finished his remarks. The relationship between the President and the Blue and Gold Society members was evident and it was clear that their relationship between each other was strengthened as a result of them collaborating on this project together.

Blue and Gold Society members develop relationships with Board of Trustees members through various means as well (see Table 4.13). As it relates to repetitive interactions, the member of the Board interviewed during the course of the research study explained his experience developing relationships with Blue and Gold Society members:

I live in California. I make it back to Pittsburgh four to six times a year for Board of Trustees meetings, Institutional Advancement Committee meetings and so forth. These are events that I typically run into Blue and Gold Society members at. (I3-1A)

As it relates to collaboration on projects with Blue and Gold Society members, the Trustee continued:

When I'm here on campus, it is connected to Pitt work. I'm here for things like Chancellor's Weekend, Distinguished Alumni Fellows, to meet with donors, deans, Alumni Relations staff, I am always assisting Alumni Relations staff with things. When I assisted with the recent Alumni Relations Strategic Planning Committee, Blue and Golds were also on the Committee. I was with them for four, four hour sessions. (I3-1D)

The author attended a public session of the Board of Trustees meeting and noted in field notes that the Blue and Gold Society members in attendance were putting forth a great deal of effort to meet and talk with Trustee members.

At the conclusion of the Board meeting, most public guests left their seats and made their way to the exit. Not the Blue and Gold Society members though. They all seemed to stick around, making conversation with Trustee members as if they were genuinely trying to develop relationships with them.

University donors were another type of individual within the category of other individuals with whom Blue and Gold Society members developed relationships (see Table 4.13). As it relates to hosting events, one Blue and Gold Society member (M9-1D) said that he was able to shake the hand of the largest individual donor in the University's history while hosting Homecoming events. Identified through a cultural artifact, namely a Blue and Gold Society members New Member Induction Ceremony Speaking Notes, another member (M2) hosting the same Homecoming event noted that he had the opportunity of "escorting [the largest donor in the University's history] onto Heinz Field during intermission of a football game." Occasionally, merely being a member of the Blue and Gold Society acted as a means for Blue and Gold Society members to develop relationships with donors. At the New Member Induction Ceremony while one Society member was speaking to the group in attendance, the author

observed the member (M2) state that “being in the Blue and Gold Society has afforded him the chance to meet alumni, donors, the Chancellor, staff, legislatures and many others.”

Blue and Gold Society members have opportunities to develop relationships with local, state and federal government officials as well, and do so through the four processes noted in Table 4.13. For instance, as it relates to giving tours as a means of developing relationships with government officials, one member said, “I’ve given tours to the Senator of Nebraska and the Senator of Tennessee” (M33-1A). Blue and Gold Society members were called upon to help host a speaking event that featured Vice President of the United States, Joe Biden. A member noted that “talking with Vice President Joe Biden” occurred as a result of being called upon to help out with this special event on campus (M2-1D). Photographs of the event reviewed by the author showed the Vice President taking time in a private room after the speaking event talking with each Blue and Gold Society member on an individual, one-on-one basis. Student Government Board members helped Blue and Gold Society members develop relationships with government officials as well. The Student Government Board President (I8), as observed by the author, visited the Society’s weekly meeting to invite Blue and Gold Society members to accompany the Board members to the state capital to personally talk with legislatures about budget cuts affecting the University of Pittsburgh, which many members took the opportunity to attend.

Opportunities exist for Blue and Gold Society members to develop relationships with potential employers through one means in particular, namely by attending weekly meetings (see Table 4.13). The author observed:

Today, a Teach for American representative visited the meeting. She invited all interested Blue and Gold Society members to fill out an information card. The representative also explained the benefits of becoming a part of the Teach for American

program and how Blue and Gold Society members could use the opportunity to build their resume and repay their student loans.

Noted in Table 4.13, opportunities also exist for Blue and Gold Society members to foster relationships with local business leaders through hosting events. During a weekly Society meeting, a number of Blue and Gold Society members reported back on a recent opportunity they had to help host an event called Pink the Pete, a University of Pittsburgh basketball game in the on campus arena designated to help raise awareness for breast cancer. Part of hosting the event involved painting the windows of local businesses on campus with pink cancer awareness ribbons. While reporting back on the opportunity to help out with this event, one member (I33) of the student organization explained that she and other members were able to meet local business owners as they offered to paint pink ribbons and other cancer awareness slogans related to the upcoming special basketball game on the business owners' windows and glass doors.

Before concluding this subsection on the processes through which Blue and Gold Society members develop relationships with other individuals, a particular discussion item is worth pointing out. The three measures of social networks/social capital detailed in the literature review (see Section 2.1.8), namely the name generator, position generator and resource generator, are each able to accomplish the goal of identifying social network members and measuring social capital resources. These three generators though do not take the extra step to identify the processes through which relationships are developed with social network members. In this subsection, for example, the aforementioned generators might be able to identify alumni as a segment of Blue and Gold Society members' social network, but none of the generators detail the different means, opportunities and/or avenues for relationships to develop between Blue and Gold Society members and alumni. This is troublesome because it does not do much of a service to students who are in an environment to meet and interact with faculty but do not

know specifically through what processes relationships can be developed with alumni. In the same breath, it does not do much of a service to university administrators, for example, who are interested in providing avenues for students to develop relationships with alumni. The research study being reported herein not only uses various data collection methods to identify social network members, the study also documents the social network development processes that exist, providing a greater understanding of social networks and social capital accumulation as it relates to undergraduate student organization members.

4.3 FORMS OF SOCIAL CAPITAL

The purpose of this section is to present the findings in answer to the second set of research questions concerning Blue and Gold Society members and the various forms of social capital they are able to acquire as a result of being members of a student organization. Social capital, was previously defined as “the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition – or in other words, to membership in a group” (Bourdieu, 1986, p.21). Section 4.2 discussed in great detail the various relationships Blue and Gold Society members are able to develop as a result of being in the Blue and Gold Society along with the many processes through which those relationships develop. Section 4.3 will now discuss the resources that are linked to the relationships that Blue and Gold Society members have with others. Research question 2A will be reintroduced and the findings pertaining to that research question will be presented in Section 4.3.1. Research question 2B will then be reintroduced and the findings pertaining to that research question will be presented in Section 4.3.2.

4.3.1 Instrumental forms of social capital

As a review, instrumental forms of social capital are characterized as those resources whose aim and/or desired outcome is ultimately to help an individual gain something or get ahead (Lin, 2001). The six forms of instrumental social capital, as identified in the literature, review are: *information flow*; *human capital creation*; *norms of reciprocity*; *occupational mobility*; *goal achievement*; and *educational attainment*. Research question 2A (see Table 4.14) investigates the instrumental forms of social capital available to Blue and Gold Society members.

Table 4.14: Research question 2A – Blue and Gold Society members and their instrumental social capital

Semi-Structured Interview Question, Participant Observation, and Cultural Artifact Review Guiding Question	Research Question	Element of Social Capital Based on Literature Review
<i>Concerning Social Networks</i>		
Asked of Blue and Gold Society Members	2A. What instrumental forms of social capital are embedded in the social network of an undergraduate student organization member?	Resources embedded in social networks that are available for use by network members (Putnam, 2000; Bourdieu, 1986; Coleman, 1988; Lin & Erikson, 2008) Aim and/or desired outcome is ultimately to help an individual gain something or get ahead (Lin, 2001)
Asked of Individuals in Blue and Gold Society Member's Social Network		
Asked by author during participant observation and cultural artifact review		

Table 4.14 reintroduces research question 2A and includes the associated semi-structured interview questions asked of Blue and Gold Society members and other individuals in Blue and Gold Society member's social networks. It also includes the guiding question utilized by the author during participant observation and cultural artifact review. A corresponding reference from the literature on social capital theory is also included to support the research question.

As previously discussed in the Methodology chapter (see Section 3.8), both deductive and inductive analysis were used to analyze and arrange the data for research question 2A into a hierarchical node structure, as seen in Figure 4.6. The highest node in the structure is *Forms of Social Capital*. The first two child nodes in the hierarchy are *Instrumental Forms of Social Capital* and *Other Instrumental Forms of Social Capital*. The former houses data and additional child nodes according to deductive analysis and the themes derived from the literature review (Campbell Galman, 2007). The later houses data and additional child nodes according to inductive analysis and the new themes generated through an examination of the data (LeCompte & Schensul, 1999). The node tree also organizes the data in a manner that incorporates through which social network member each form of social capital is accessible by Blue and Gold Society members. Figure 40 also serves the purpose of defining the various nodes or codes used to organize and analyze the data.

Name	Description
Forms of Social Capital	Types/categories of resources/benefits embedded in social networks (Bourdieu & Wacquant, 1992).
Name	Description
Instrumental Forms of Social Capital	Resources whose desired outcome is to help an individual gain something or get ahead (Lin, 2001).
Name	Description
Information Flow	Details/ facts about opportunities and choices that would otherwise not be available (Coleman, 1988).
Name	Description
Through Faculty and Staff	Faculty and staff at the University of Pittsburgh.
Name	Description
Through Vice Provost and Dean of Students	Information flow accessible through relationships with Vice Provost and Dean of Students.
Through Alumni Relations Staff	Information flow accessible through relationships with Office of Alumni Relations staff.
Through Staff	Information flow accessible through staff at the University of Pittsburgh.
Name	Description
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
Through Students	Students at the University of Pittsburgh.
Through Others	Alumni, donors, trustees, government officials, and others.
Name	Description
Human Capital Creation	Provides a conduit for the acquisition of talents, knowledge, and skills (Coleman, 1988).
Norms of Reciprocity	Mutual exchange of favors/obligations between individuals (Bourdieu, 1986).
Occupational Mobility	Helps an individual in identifying/securing job opportunities (Burt, 2001).
Goal Achievement	Achievement of certain ends by an individual that in their absence would not be possible (Flap, 2004).
Education Attainment	Persistence/success in school as a byproduct of social relationships (Putnam, 2000).
Name	Description
Other Instrumental Forms of Social Capital	Resources (not in the literature) to help an individual gain something or get ahead.
Name	Description
Meet New People	Opportunities to meet new people.
Unique Opportunities	Unusual benefits that do not fit into a specific category.
Mentoring	Receiving coaching or counsel from someone.
Free Tangible/Material Items	Receiving food for free.
	Receiving tickets to athletic events for free.
General Help	General help to assist an individual in gaining something or getting ahead.

Figure 4.6: NVivo – Instrumental forms of social capital

Table 4.15 lists the six deductively identified instrumental forms of social capital along the top of the table. The table also lists the four categories of individuals and the specific

individuals through which the six instrumental forms of social capital were accessible by Blue and Gold Society members as a result of the relationships they have developed as members of the Blue and Gold Society. These relationships were previously defined in Section 4.2. The processes through which the relationships have developed were previously described in Section 4.3. Whenever a particular form of social capital is accessible through a relationship with a particular individual, it is noted accordingly by the data collection method used to obtain the data. For example, it was discovered through interviews with Blue and Gold Society members that information flow, occupational mobility and educational attainment are accessible through the Associate Director of Alumni Membership. Then, through participant observation the author noted that educational attainment is accessible through the Associate Director of Alumni Membership. Table 4.15 illustrates which data collection method identified which instrumental form of social capital for the purposes of data triangulation. Also, Table 4.15 highlights which data collection methods were most effective in identifying the various instrumental forms of social capital. Table 4.15 is a collective representation of the findings, meaning that the table does not quantitatively represent the number of times a specific instrumental form of social capital was recorded. Rather, the table denotes that a specific instrumental form of social capital was recorded at least once during the research study through one or more of the data collection methods. More specific findings related to the instrumental forms of social capital accessible by Blue and Gold Society members will now be elaborated on qualitatively.

Table 4.15 – Instrumental forms of social capital available to Blue and Gold Society members by data collection method

Instrumental Forms of Social Capital							
		Information Flow	Human Capital Creation	Norms of Reciprocity	Occupational Mobility	Goal Achievement	Educational Attainment
Blue and Gold Society	Associate Director of Alumni Membership	BGI	PO		BGI		BGI
	Belonging to the Blue and Gold Society	PO	PO				
	Blue and Gold Society Members	BGI PO CA	BGI CA	BGI PO	BGI PO	BGI PO CA	BGI PO
	Manager of Student Alumni Programs	BGI PO CA	BGI CA		BGI OI		BGI OI PO CA
Faculty and Staff	Alumni Relations Staff	BGI PO	BGI CA	BGI	BGI OI		BGI OI
	Athletic Department Staff					BGI PO	
	Athletic Director						
	Chancellor		BGI			PO	BGI
	Deans				BGI	PO	
	Director of Student Life						
	Executive Level Staff					PO	
	Faculty					PO	
	Staff – General	BGI OI	BGI PO		BGI OI PO	PO	BGI OI
	Vice Provost and Dean of Students	BGI			BGI		BGI
Others	Alumni	BGI OI PO	BGI OI PO CA	BGI OI	BGI OI PO CA	PO	BGI OI PO CA
	Alumni Association President		BGI		BGI		BGI
	Board of Trustees	PO	BGI OI	BGI OI	BGI OI		OI
	Donors						
	Government Officials						
	Local Business Leaders						
	Potential Employer						
Students	Greek Life Students	OI					
	Residence Hall Assistants						
	Students in General		BGI OI CA	OI		PO	OI
	Student Athletes						
	Student Government Board Members	BGI				OI	
	Student Organization Members	BGI		PO			
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review							

4.3.1.1 Information flow

Information flow, or the movement of details and facts about opportunities and choices between individuals that would otherwise not be available without the existence of a social network (Lin, 2001; Coleman, 1988), was accessible by Blue and Gold Society members through individuals associated with the Blue and Gold Society, faculty and staff, students and other individuals. A Blue and Gold Society member stated about the student organization's weekly meetings and the information exchanged through fellow members, "We get a lot of insights and information when we do announcements at the end of our weekly meetings. These announcements allow you to benefit and others to benefit from the valuable information shared" (M34-2A). As it relates to information flow obtained through having a relationship with the Manager of Student Alumni Programs, another member noted during an interview that she "was able to find out about and apply to a scholarship through the Manager of Student Alumni Programs" (M33-1D). The author, who is also a student and staff person at the University of Pittsburgh, experienced first-hand how beneficial it can be to be a member of a student organization such as the Blue and Gold Society as it relates to information flow. At one point during the spring semester, the Chancellor held a State Budget Update meeting that was more or less open to the public. The author noted:

Blue and Gold Society members were informed about the opportunity to attend this event, not host it. I was informed of this event by a Blue and Gold Society member. Although I am a student and employee here at the University, I was not informed of this opportunity to hear the Chancellor speak regarding the newly proposed State budget cuts. The audience was also informed that there will be a question and answer session with the Chancellor at the conclusion of his remarks. This is an example of inside information I received because of the network I have with Blue and Gold Society members.

The next category of individuals to be considered is faculty and staff (see Table 4.15). Blue and Gold Society members' relationships with various kinds of faculty and staff provide

opportunities for Blue and Gold Society members to partake of information flow as well, although only to a relatively small extent. One Blue and Gold Society member commented positively about her beneficial relationship with the Vice Provost and Dean of Students pertaining to information flow. The Leadership Summit referenced in the following quote is an opportunity for students to develop leadership skills, which is another form of social capital in and of itself that would not have been available to this Blue and Gold Society member without the beneficial resource of information flow embedded in her relationship with the Vice Provost and Dean of Students:

For some reason, I have noticed over the past few years that there is always a Blue and Gold Society member that is in the Hesselbein Global Academy Leadership Summit. I don't feel like this opportunity is advertised to all students, although it is available to all students. I'm not sure if this is intention or not, but it seems to be an opportunity not publicized to all students. Because I was a Blue and Gold Society member I was told about the opportunity to apply I think. Certain people know about certain things. (M25-2A)

Other students proved to be a valuable source of information flow as well for Blue and Gold Society members, as previously noted in Table 4.15. As previously noted in Section 4.2, Blue and Gold Society members stated that they have opportunities to meet various students across the University. Pertaining to students in other student organizations, for example, one Blue and Gold Society member explained that "Leaders in other student organizations keep you knowledgeable about things going on throughout the University" (M26-2A). One Greek Life student who knows many Blue and Gold Society members and who was interviewed as a part of the research study provided the following commentary that supports the Blue and Gold Society member's above statement in reference to information flow:

I can be a resource to them. I know a lot about the University. I know a lot about the University's history, which classes to take. They can ask me about these things. I'm very involved with community service so if they ever have questions about that they can ask me about that. I know a lot of faculty and staff, some Residence Life staff. (I4-2A)

The fourth category, other individuals, includes a small number of instances where information flow is embedded in the relationships Blue and Gold Society members have with various other individuals as well (see Table 4.15). University of Pittsburgh Alumni and Board of Trustees members, for instance, provide social capital in the form of information flow to Blue and Gold Society members. “Alumni provide good information,” said one female member of the Blue and Gold Society (M12-1A). Another female member speaking about the benefits of her relationships with alumni stated, “They give you a lot of information” (M7-2A). The author attended Dinner with 12 Panthers, student-alumni networking dinners co-hosted by Blue and Gold Society members in the homes of various alumni. During the dinner, the author observed and recorded:

We are learning new things about each other, new things about each other’s cultures, home cities, hobbies, sports, career aspirations, and so forth. There is a great deal of information being shared by the alumnus with us and amongst all of us with each other.

Referring now back to the literature review and as a point of discussion, most of the relationships cited in this section that provide information flow are weaker, bridging relationships rather than stronger, bonding relationships. These weaker, bridging relationships between Blue and Gold Society members and the various individuals cited in this section, such as staff and alumni, happen to still be valuable because they allow the exchange of unique, tactic knowledge as opposed to more routine information routinely available within stronger, bonding relationships Blue and Gold Society members have with the fellow members and others closely tied to the Society (Field, 2008). In other words, rather than just being privy to valuable information related specifically to the Blue and Gold Society, Blue and Gold Society members have access to other valuable information that they otherwise would not have access to as a result of their social networks comprised of many weaker, bridging type relationships.

4.3.1.2 Human capital creation

The relationships that Blue and Gold Society members have the opportunity to build with social network members as a result of being in the Blue and Gold Society facilitate human capital creation, or the acquisition of talents, knowledge, and skills through education and training that increase a person's useful outputs over time (Becker, 1975). Beginning first with those individuals within Blue and Gold Society members' social networks who are associated with the Blue and Gold Society (see Table 4.15), one Society member explained that he has opportunities to "gain knowledge [through having relationships with fellow Blue and Gold Society members]" (M23-2A). Another member continued to explain how relationships with fellow members translate into him learning about opportunities for human capital creation: "There are many coaching and leadership opportunities, because I am a Blue and Gold Society member" (M29-1A). While reviewing a cultural artifact, namely one Blue and Gold Society member's (M21) speaking notes from the New Member Induction Ceremony, the author noticed the following sentence relating in context to the plethora of individuals with whom Blue and Gold Society members come into contact: "New members, happy to welcome you to the family and we'll all be excited to see what you make of this opportunity. I use the word opportunity because that's what it is. An opportunity to learn." Another member of the Blue and Gold Society stated that the Manager of Student Alumni Programs has helped her to learn "time management" skills (M4-3C1). Sitting with a group of Blue and Gold Society members during a planning session for an upcoming service project in a nearby park, the author observed the Associate Director of Alumni Membership "coaching the group on what questions to ask park conservancy staff" to obtain necessary information to successfully carry out the project.

Relationships with faculty and staff also allow Blue and Gold Society members to accumulate social capital in the form of human capital creation, although to a relatively small extent (see Table 4.15). For example, one member of the student organization cited his bridging relationship with the Chancellor, and how this relationship provides him with “direct access to leadership and decision makers to learn from” (M10-2A). Another Blue and Gold Society member, citing the help of staff in the Office of Alumni Relations, explained that these staff “help me to be more qualified for various opportunities,” such as future jobs and internships (M2-2A). Developing leadership skills, decision making skills and work skills are considered valuable forms of human capital that contribute to an individual’s productivity in various aspects of his or her life (Coleman, 1988).

Relationships with fellow students, namely students in general, also provide Blue and Gold Society members with opportunities to create human capital (see Table 4.15). A student and non-member of the Blue and Gold Society interviewed during the course of the research study explained the training and knowledge he can contribute to Blue and Gold Society members: “I’m pretty experienced with applying for grants and scholarships. I have my own nonprofit that teaches kids to find and apply for grants and scholarships. I could teach Blue and Gold Society members if they needed help” (I7-2A).

Other individuals besides those associated with the Blue and Gold Society, faculty and staff and students also provide opportunities for human capital creation as a result of Blue and Gold Society members’ relationships with them (see Table 4.15). One Blue and Gold Society member explained in regards to one alumnus he met that helped him learn skills related to becoming a doctor, “I got to know the doctor who hosted Dinner with 12 Panthers last year. I contacted him later and was able to shadow him” (M15-1A). A member of the Board of Trustees

interviewed by the author in order to identify his perspective of the beneficial relationship he has with Blue and Gold Society members relayed the following:

Blue and Gold Society members live in a generation of collaborators. We can help teach them the art of collaboration. They see us work as Board of Trustee members. They see us many times like this, working with other people. We train them in life skills and listening skills. They observe this in us too. This leads to better leadership skills for them. They get to see us in business meetings and how these are conducted. They get to see us and how decisions are made and consensus is made. They can go practice these in their own field. (I3-2A)

As a closing discussion point for this subsection, this example shared by the Board of Trustees member along with the other instances cited in this section parallel that which is explained in the social capital literature, explicitly that social capital in the form of human capital imparted through relationships can be a beneficial factor of production for Blue and Gold Society members because it helps an individual to achieve certain ends that without it would not be possible (Paldam & Svendsen, 2004).

4.3.1.3 Norms of reciprocity

Norms of reciprocity, the mutual exchange of favors or obligations between two individuals (Bourdieu, 1986; Putnam, 2000), existed as a form of social capital between Blue and Gold Society members and others within their social networks. Beginning with those individuals linked to the Blue and Gold Society, it is clear that mutual help and favors are prevalent between and among Blue and Gold Society members (see Table 4.15). “I’ve asked them for help and they’ve asked me for help,” said one member of fellow Blue and Gold Society members (M15-3B2). “Blue and Gold Society members strengthen each other,” explained another member as it relates to reciprocal favors done for one another (M26-2B). The same Society member continued, “Blue and Gold Society members initially strengthen each other out of obligation as a fellow Blue and Gold Society member, but then we begin to strengthen each other outside of this

obligation” (M26-2B). “You benefit each other. It’s a reciprocal thing,” remarked another Blue and Gold Society member as it relates to his beneficial relationship with other Blue and Gold Society members (M7-2B).

Blue and Gold Society members also are able to take advantage of norms of reciprocity as it relates to those faculty and staff that are a part of their social networks, specifically with staff that Society members have relationships with in the Office of Alumni Relations, as previously noted in Table 4.15. One member mentioned during an interview session that “Blue and Gold Society members and Alumni Relations staff are definitely a tightknit group. We can go to each other about anything,” meaning that Society members and Alumni Relations staff regularly perform tasks and favors on behalf of one another by virtue of their relationship with one another (M23-1B).

As far as relationships that Blue and Gold Society members have made with other students, such as students in other student organizations on campus and students involved with the Student Government Board, norms of reciprocity manifested itself through various ways (see Table 4.15). As the author observed Blue and Gold Society members work with students in other student organizations during Relay for Life, a fundraiser for the American Cancer Society, the author recorded that “There was a sense of mutual support” as Blue and Gold Society members and other student organization members walked together to raise money and awareness in the fight against cancer. The Student Government Board president also shared his perspective as it relates to the norms of reciprocity shared between himself and Blue and Gold Society members that he knows:

Because they knew me, and I know them, we are able to lend them our resources when necessary and they have lent us their resources and members when necessary. We utilize and take advantage of each other’s ideas and members for staffing. (I8-2A)

Other individuals, such as University of Pittsburgh alumni and Board of Trustees members also were found to provide and receive reciprocal benefits as a result of mutual relationships established with Blue and Gold Society members (see Table 4.15). During an interview with a Board of Trustees member, a category of individuals that Blue and Gold Society members reference as a part of their social network, the Trustee member explained how his relationship with Blue and Gold Society members promotes social capital in the form of norms of reciprocity:

Sometimes they formally ask you to become a lifelong mentor, or help with getting them access to someone who can help them in the way they need help. You become their lifeline when the big decisions need to be made. You stay with them as long as they need me. It's two-way. One day they might need me. One day I might need them. I love them. I share in their successes and in the down times as well. (I3-2A)

In regards to norms of reciprocity as a result of his relationship with various alumni, one Blue and Gold Society member commented, "I hope to give back someday like they are giving to me. I want to reciprocate it for others" (M18-4). In other words, this Blue and Gold Society member hopes to help students when he becomes an alumnus in similar ways that alumni provide support to him at this time.

The data presented pertaining to the norms of reciprocity or the mutual exchange of benefits among Blue and Gold Society members and their social networks demonstrates the number of credit slips that they possess, or in other words, the amount of this form of social capital that they possess. The more built-in favors and credits that Blue and Gold Society members have obtained through providing favors and help to others, essentially means the more help Society members are able to call upon in times of need (Wellman & Frank, 2004).

4.3.1.4 Occupational mobility

Occupational mobility, referred to in the literature as a form of social capital that assists an individual with career development, job attainment and/or career networking (Coleman, 1988), was identified during the research study to exist within the relationships Blue and Gold Society members have with others in their social networks (see Table 4.15). Blue and Gold Society members, for example, provide occupational mobility to their fellow Society members. Speaking about his fellow Blue and Gold Society members, one member explained, “I can talk with them about non-Blue and Gold Society related matters to find out about internships, job opportunities” (M5-2A). During one weekly meeting, the author observed that “One Blue and Gold Society member (M31) announced an internship opportunity in the Department of Athletics, and to contact him if interested.” Blue and Gold Society members’ relationship with the Manager of Student Alumni Programs also proved to be a positive as it relates to acquiring the form of social capital referred to as occupational mobility. One member said, “You can get letters of recommendation [for a job application] from the Manager of Student Alumni Programs” (M14-2A). The Manager, during a portion of her interview session, further commented that she provides them with job related “letters of recommendation” (I5-2A). She said “one of the biggest things I usually do for them” is to “help them identify jobs” (I5-2A). “Through the Manager of Student Alumni Programs,” further explained one Blue and Gold Society member, “I’ve met tons of alumni and heard tons of great stories about alumni, what they’re doing today. It’s very valuable for future jobs and guidance” (M4-2A). Occupational mobility as a form of social capital also manifested itself between Blue and Gold Society members and the Associate Director of Alumni Membership. Stated one member, “I talk with

the Associate Director of Alumni Membership about what she does so that I can learn about her profession and her career path” (M13-2A).

Next, some faculty and staff were noted as being a category of individuals within Blue and Gold Society members’ social network that provided occupational mobility (see Table 4.15). A particular dean at the University of Pittsburgh proved to be an immense help to a Blue and Gold Society student who was able to build a relationship with him.

The dean of the business school. I’ve met him several times through hosting events as a Blue and Gold Society member. He found out my interest in international business. He told me he was going to Brazil to meet with some people. I set up a meeting with him, and told him my desire to work internationally, especially in Brazil. He said he would mention to any employers he meets in Brazil that he knows me and will help me network with them to find a job there when I graduate. He said he’d help me. (M10-1A)

Another member of the Society mentioned the occupational mobility that he was able to accumulate through knowing staff in the Office of Alumni Relations. He said, “One Alumni Association staff person came to one of our meetings once and said that she likes to help students find jobs, and if we ever need help after graduation finding a job to let her know” (M26-2A). Many Blue and Gold Society members also pointed to their relationship with staff in general at the University of Pittsburgh as a valuable resource for acquiring occupational mobility. The author, also a staff person at the University of Pittsburgh and who had the opportunity to develop relationships with various Blue and Gold Society members, was approached in this capacity as a staff person by a particular Blue and Gold Society member (M19) and recorded the following:

One particular Blue and Gold Society member interested in jobs in higher education approached me and asked what I do and who I might recommend her speaking with if she wanted to learn more. I told her what I do in the field of university development and alumni relations. She mentioned that she met a staff person in my office at a Black History Month event she was hosting recently. I provided her with additional background about this person and offered names of other helpful individuals she might want to consider meeting with. I offered to connect her with these people and she agreed to take me up on my offer.

The author later recorded the result of this relationship and social capital he was able to impart as it relates to occupational mobility:

The same Blue and Gold Society member that asked me for career advice and for information about what my office does stopped by my office to talk to me about the progress she has made recently networking with people around my office and securing an internship in the Donor Relations department. She seems excited and eager to talk about it with me. Her networking has paid off. She took advantage of meeting a staff person that I connected her with from my office, and now it has led to an internship in my office.

Other individuals, such as alumni, trustees and the Pittsburgh Alumni Association President, also provide opportunities for occupational mobility in their relationships with Blue and Gold Society members (see Table 4.15). Said one member of the Blue and Gold Society, “[a] benefit of meeting alumni is the advice you can receive for applying to jobs” (M3-2A). Another member further elaborated pertaining to his upcoming responsibility of co-hosting a dinner with an alumnus, “At the upcoming Dinner with 12 Panthers, I am paired up with an alum who got their MBA from Pitt. I hope to use him as a resource to find out more about career opportunities and leads and advice” (M17-2A). “Alumni can help you look for a job,” another member similarly shared (M31-2A). One more member said about the alumni with whom he has been able to develop relationships, “I have given my resume to Alumni. This helps expand my opportunities to find a job” (M35-2A). As a result of relationships with Board of Trustee members, Blue and Gold Society members also experienced social capital acquisition in the form of occupational mobility. A Blue and Gold Society member interested in the banking industry said, “One, a University trustee, found out I was a Blue and Gold Society member. I reached out to him. He put me in contact with another trustee with connections to PNC bank, which got me an internship” (M18-1A). The Board of Trustees member interviewed as a part of the research study confirmed his role in providing Blue and Gold Society members with occupational mobility.

I help them with their careers. Blue and Gold Society members are really the best of the best at Pitt. I know a lot of people looking for good interns. They have the very best possible connections for job opportunities. They have a leg up on everybody because of who they are and because they are Blue and Gold Society members. Their connectedness almost guarantees them multiple job offers when they graduate. (I3-1D)

The other individual highlighted in this category, the Alumni Association President, also provides occupational mobility to Blue and Gold Society members with whom he has relationships. A Blue and Gold Society member explained he can “get help academically and professionally in terms of career guidance and finding internships” (M3-2A).

The examples in this section on occupational mobility align well with claims in the literature on social capital. First, as Lin (2001) explained, because an individual belongs to a particular social network, he or she may have a ‘leg up’ on the competition because they are associated directly or indirectly with a well-respected or positively-influential social status, as Blue and Gold Society members are according to alumni and Board of Trustees members. Also, although not specifically tracked in this research study as far as it relates to distinguishing social capital in bonding versus bridging relationships, most of the relationships in this section tend to appear to be weaker, bonding relationship ties, which according to the literature prove to be more beneficial in career mobility because they open up opportunities not readily available within their stronger ties among family and close friends (Burt, 2001; Erikson, 1996; Halpern, 2005; Lin, 2001). It is also important to note pertaining to this subsection that no data found that Blue and Gold Society members acquire occupational mobility through their relationships with any types of students at the University of Pittsburgh.

4.3.1.5 Goal achievement

As a point of reference, goal achievement as a form of social capital is defined as those resources and relationships that make possible the achievement of certain ends by an individual

that in their absence would not be possible (Coleman, 1988). Stated another way, relationships can prove helpful as conduits for assistance that facilitates the achievement of an individual's goals and aspirations (Putnam, 2000). Related specifically to this research study, Blue and Gold Society members receive various forms of assistance as a result of the relationships they have established with others that lead to goal achievement. The first category of relationships reviewed herein is Blue and Gold Society (see Table 4.15). Pertaining to fellow Blue and Gold Society members, one member cited, "My relationships with Blue and Gold Society members has helped me in many ways. They frequently do favors for me. For example, when I ran for office on the Student Government Board, they helped me campaign" (M27-2A). During a New Member Recruitment Session, the author witnessed one Blue and Gold Society member (M19) explaining to students considering applying to join the student organization, "We meet weekly because it's a venue to leverage Blue and Gold Society members' resources to accomplish our own interests and purposes for the good of all our personal interests."

Through faculty and staff, Blue and Gold Society members are also able to leverage help to achieve their goals, as noted in Table 4.15. One member who has developed a relationship with staff in the Athletic Department as a result of being a Blue and Gold Society member said that "Athletics staff have helped me with an outreach project" (M21-2A). The author also recorded the plethora of faculty and staff acquaintances and relationships that are at the disposal of Blue and Gold Society members to help them accomplish goals. The following was noted during the Alumni Faculty and Staff Luncheon by the author:

There are lots of influential and well-connected people here. If I were a Blue and Gold Society member and needed some kind of information, or a contact for graduate school, or help finding an internship or scholarship, I could definitely use this venue and the individuals in attendance as a means and opportunity to accomplish some very specific goals.

Blue and Gold Society members are also able to leverage help to accomplish goals through their relationships with fellow students (see Table 4.15). One instance was noted during an interview with the Student Government Board president (IA). The president said that he and other officers frequently collaborate with Blue and Gold Society members to help them complete projects and plan activities for the wider University community.

Finally, social capital in the form of goal accomplishment is also embedded in the relationships that Blue and Gold Society members have with alumni of the University of Pittsburgh, although specific instances were not noted involving other individuals typically included in this category, such as Board of Trustees members (see Table 4.15). Observed during the New Member Recruitment Session, the author recorded the following statement by a Blue and Gold Society member (M27) speaking to those in attendance:

[Blue and Gold Society members] get to meet a lot of cool alumni with the same interests as you do. You have a lot of influence and power to affect others. You can use your membership in the Blue and Gold Society and the people you meet as leverage or a resource to accomplish other interests you have in life.

In conclusion and as it relates to goal accomplishment as a form of social capital, the evidence cited in this section parallels Putnam's (2000) notion that social relations can act as conduits for assistance that facilitates the achievement of an individual's goals and aspirations, in this case Blue and Gold Society members. The examples provided are varied, but each instance demonstrates how goal achievement can occur through relationships as a result of leveraging resources embedded between and among individuals. The measurability of goal achievement proved to be somewhat ambiguous at times and difficult to distinguish from other instrumental forms of social capital. For example, it could be a Blue and Gold Society member's goal to develop leadership skills, which could easily fit into the category of goal achievement as a form of social capital. This example could also be considered human capital creation, in that human

capital creation is the acquisition of talents, knowledge and skills through education and training that increase a person's useful outputs over time (Becker, 1975). The concept of social capital is inherently abstract and requires subjective interpretation in its translation into operational measures though (Narayan & Cassidy, 2001), which the author paid close attention to using various data collection methods, including ethnographic methods, in order to capture local individual realities of Blue and Gold Society members and goal achievement as a form of social capital (Woolcock, 2002).

4.3.1.6 Education attainment

The final instrumental form of social capital identified during the course of the research study is education attainment, commonly defined in the literature as an individual's persistence in school, improved test scores and/or the pursuit of post-secondary education as a byproduct of social relationships (Putnam, 2000; Halpern, 2005). Beginning again with instances involving those linked to the Blue and Gold Society (see Table 4.15), one Blue and Gold Society member said of fellow Blue and Gold Society members that they are available to "help me with my homework" (M16-2A). A member explained another benefit by saying that "The Blue and Gold Society members I know in the School of Business help me choose classes they've taken before" (M4-2A). Relationships between Blue and Gold Society members and the Manager of Student Alumni Programs positively affect Society members and their progress through school. Another member explained, "The Manager of Student Alumni Programs wrote me a letter of recommendation to get into my School of Education program" (M12-2A). Another member similarly claimed, "I was able to find out about and apply to a scholarship through the Manager of Student Alumni Programs" (M33-1D). From the perspective of the Manager who was interviewed by the author, the Manager expounded, "I help guide them through scholarship

applications” and “help them identify jobs and scholarships. Those are some of the biggest things I usually do for them” (I5-2A). She continued, “They are all working to put themselves through school. They have loans. I try to do the best I can to get them to the next level of their life” (I5-3A).

Relationships with faculty and staff also serve as a resource to Blue and Gold Society students as it relates to education attainment as a form of social capital (see Table 4.15). Staff in the Office of Alumni Relations “have helped me find out about and apply for scholarships,” said one member of the student organization (M21-2A). Relationships with staff in general at the University are helpful as well. Explained the staff member interviewed during the research study, “Another Blue and Gold Society member at the same dinner later told me that she was inspired to go and get a master’s degree at another university based on the advice and information my wife and I gave her” (I6-2A). One Blue and Gold Society member noted her relationship with the Vice Provost and Dean of Students pertaining to education attainment as a form of social capital by saying that “She has written me letters of recommendation before [for school]” (M8-1B).

Blue and Gold Society member’s relationships with alumni, trustees, and the Pittsburgh Alumni Association President were all effective relationships in producing education attainment for Society members (see Table 4.15). One Blue and Gold Society member related the following story:

For example, the first event I ever did as a Blue and Gold Society member I met a lot of alumni. I got a business card from one of them who works in the Dental School here. I later contacted this alumnus to get information about going to dental school someday and was able to meet with admissions staff with his help. (M24-2A)

The member of the Board of Trustees also relayed an insightful story:

Letters of recommendation for schooling is a benefit. We are successful people. When we get to know them as a student, we learn about what they're studying, what fraternities they are in. I can write them a letter of recommendation that others can't. I can say in the letter that I know him, know him as a person. I know what makes him tick. I can write about them like a father would write about his son. I've written 20 plus letters for Blue and Gold Society members, and out of the ones I've written, 15 to 20 of them turned out successful. Because I really take the time to get to know them, I have a depth of knowledge about them that I can use in letters for them. (I3-2A)

Finally, a Blue and Gold Society member relayed the following story about how he has been able to leverage help as it relates to education attainment as a result of his relationship with the Pittsburgh Alumni Association President:

I gave a speech at a fall Alumni Association board meeting. The president of the Alumni Association is an orthopedic surgeon. He said that I could shadow him to build up my resume and that he'd write a letter of recommendation for me to help me get into medical school. Now, he knows me for dual reasons, because I am a pre-med student and because I am a Blue and Gold Society member. (M26-2A)

This section plainly demonstrates the importance of Blue and Gold Society members' relationships with various people as it relates to education attainment. Putnam (2000) and Halpern (2005) explain that relationships between individuals can assist a person with both persistence and the pursuit of advanced education. The examples provided as evidence in this section strengthen the claims provided by both of the aforementioned theorists and witness of the benefits available to Blue and Gold Society members pertaining to succeeding in life from an educational standpoint. In other words, educational attainment can be obtained through the resources embedded in the relationships that Blue and Gold Society members have with those individuals within their social networks.

4.3.2 Other instrumental forms of social capital

As previously described, instrumental forms of social capital are characterized as those resources whose aim and/or desired outcome is ultimately to help an individual gain something or get ahead (Lin, 2001). The literature on social capital typically identifies six primary forms of instrumental social capital. The findings related to these six forms were presented in Section 4.3.1. Through inductive analysis though, or the through the identification of new themes as a result of examining the data (LeCompte & Schensul, 1999), the author identified five additional forms of instrumental social capital that will now be presented.

Table 4.16 lists these other five inductively identified instrumental forms of social capital along the top of the table. The table also lists the four categories of individuals and the specific individuals through which the five other instrumental forms of social capital were accessible by Blue and Gold Society members as a result of the relationships they have developed as members of the Blue and Gold Society. These relationships were previously defined in Section 4.2. The processes through which the relationships have developed were previously described in Section 4.3. Whenever a particular form of social capital is accessible through a relationship with a particular individual, it is noted accordingly by the data collection method used to obtain the data. For example, it was discovered through interviews with Blue and Gold Society members that meeting new people and obtaining general help are accessible through the Assistant Director of Alumni Membership. Then, through participant observation the author noted that experiencing unique opportunities is accessible through the Associate Director of Alumni Membership.

Table 4.16: Other instrumental forms of social capital available to Blue and Gold Society members by data collection method

Instrumental Forms of Social Capital						
		Meet New People	Unique Opportunities	Mentoring	Free Tangible/ Material Items	General Help
Blue and Gold Society	Associate Director of Alumni Membership	BGI	PO			BGI
	Belonging to the Blue and Gold Society	BGI PO CA	BGI PO CA		BGI PO CA	
	Blue and Gold Society Members	BGI PO CA	BGI PO	BGI PO		BGI PO
	Manager of Student Alumni Programs	BGI OI PO		OI PO	PO CA	BGI OI
Faculty and Staff	Alumni Relations Staff	BGI OI	BGI PO	OI	BGI	BGI OI
	Athletic Department Staff					
	Athletic Director					
	Chancellor	PO				
	Deans					
	Director of Student Life					
	Executive Level Staff		BGI			
	Faculty					
	Staff – General	BGI OI	OI	BGI	OI PO	OI
	Vice Provost and Dean of Students					
Others	Alumni	BGI OI		BGI OI	BGI OI PO	OI
	Alumni Association President	PO				
	Board of Trustees	OI		OI		OI
	Donors					
	Government Officials					
	Local Business Leaders					
	Potential Employer					
Students	Greek Life Students	OI				OI
	Residence Hall Assistants					
	Students in General					
	Student Athletes					
	Student Government Board Members					BGI OI
	Student Organization Members					
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review						

Table 4.16 illustrates which data collection method identified which instrumental form of social capital for the purposes of data triangulation. Also, Table 4.16 highlights which data collection methods were most effective in identifying the other instrumental forms of social capital. Table 4.16 is a collective representation of the findings, meaning that the table does not quantitatively represent the number of times a specific other instrumental form of social capital was recorded. Rather, the table denotes that a specific other instrumental form of social capital was recorded at least once during the research study through one or more of the data collection methods. More specific findings related to the other instrumental forms of social capital accessible by Blue and Gold Society members will now be elaborated on qualitatively.

4.3.2.1 Meet new people

Blue and Gold Society members have an opportunity to meet many new people as a result of the relationships they build while in the Blue and Gold Society. In other words, because of the relationships that Blue and Gold Society members make with others, Blue and Gold Society members are able to meet even more people by being introduced to others outside their social network by individuals within their social network. Although not typically listed independently as a form of instrumental social capital in the literature, the author noticed the quantity and quality of data gathered pertaining to meeting new people and created a separate child node in which to house the data.

The first category of people within Blue and Gold Society members' social networks who help Blue and Gold Society members meet new people is people with ties to the Blue and Gold Society, namely fellow Blue and Gold Society members, the Manager of Student Alumni Programs, and the Associate Director of Alumni Membership (see Table 4.16). As it pertains to meeting new people, one Blue and Gold Society member explained:

My relationship with Blue and Gold Society members has helped me in many ways. For example, when I ran for office on the Student Government Board, they helped me campaign and introduced me to other people and students who could help me campaign more effectively. (M27-2A)

Another member discussed how fellow Blue and Gold Society members have helped him to meet others: “You get to meet a diverse group of people. People I would have never interacted with, which makes me a more diverse person. Everyone knows someone else on campus. It’s like a big web” (M18-2A). The author experienced this form of instrumental social capital first hand on numerous occasions. On one occasion, the author recorded:

One Blue and Gold Society member (M23) told me today that I could come by his house some Friday night to play cards with him and some other friends of his. He explained to me that he does this every Friday night and always invites new people over so everyone can meet new people. This is certainly a chance for me to meet new people through Blue and Gold Society members.

Knowing the Manager of Student Alumni Programs can also be a help in meeting new people. The Manager explained while being interviewed that “I am there to help assist them with references” and “I always try to help them make good connections with people” (I5-1A). A member of the student organization echoed this same claim about both the Manager and the Associate Director for Alumni Membership by explaining:

The Manager of Student Alumni Programs and Associate Director of Alumni Membership have extensive networks throughout the University, and I know them, they know me, they end up knowing others with my same interests and can connect me to other similar people. (M1-2A)

The result of meeting faculty and staff as a Blue and Gold Society member leads to meeting other people as well (see Table 4.16). While interviewing a staff member, the author learned in the staff members own words that “We connect them to various business alumni. I’ve connected one with alumni in Brazil. He wants to work in Brazil after he graduates, so I was able to help him make connections with alumni there” (I6-2A). Knowing staff in the Office of

Alumni Relations is helpful for Blue and Gold Society members as well. Said one Blue and Gold Society member, “I feel like I could go to Alumni Relations staff and ask them if they know any alumni in a particular part of the country that could help me with such and such” (16-2A).

Other individuals besides those discussed thus far help Blue and Gold Society members meet new people also, as previously noted in Table 4.16. Knowing members of the University’s Board of Trustees is a great example of this form of instrumental social capital. Said simply by the member of the Board interviewed during the course of the research study, “I try to help them meet people” (I3-1D).

In concluding this subsection, it is helpful to reflect back on the social capital literature in Chapter 2. As previously mentioned at the beginning of this section, other forms of instrumental forms of social capital that are those forms that are typically not mentioned in the social capital literature. The act of meeting new people and having social network members is an integral element of the theory of social capital (Lin, 2008). Without a social network, a person cannot access social capital. What the social capital literature does not consider though is that meeting new people through individuals already in one’s social network can be considered its own form of social capital. In other words, as a result of the relationship that a Blue and Gold Society member has established with a University staff person through being a member of the Blue and Gold Society, for example, the resource embedded in that particular relationship between the Blue and Gold Society member and the staff person is the opportunity for the staff person to introduce the Blue and Gold Society member to other individuals. Therefore, meeting new people can be the foundation to a social network and to social capital theory, but the evidence in

this subsection also demonstrates how meeting new people can also be a form on instrumental social capital.

4.3.2.2 Mentoring

Mentoring, or the benefit of receiving coaching or counsel from someone, proved to be a unique form of instrumental social capital. The first category of individuals where this is present is with Blue and Gold Society (see Table 4.16). As a result of knowing the Manager of Student Alumni Programs, for example, Blue and Gold Society members receive mentoring. Said the Manager pertaining to this resource for members, “I serve as a mentor for them. I try to give them life lessons” (I5-2B). The author witnessed this first hand during one of the Society’s weekly early morning meetings and recorded in field notes that “Blue and Gold Society members are seeking and receiving advice from the Manager of Student Alumni Programs.” As it relates to mentoring received from fellow members of the student organization, one female Blue and Gold Society member said that “The other female Blue and Gold Society members are an example to me” and provide a form of mentorship (M28-2B).

Faculty and staff whom Blue and Gold Society members are able to include in their social networks also provide them with opportunities to be mentored (see Table 4.15). One member said, “I have sought and received advice from higher-ups at the University” (M23-2A). Another member said that within her social network, “staff provide adult mentoring” (M7-2A). The Office of Alumni Relations staff person during an interview session provided additional insight as it pertains to the mentoring Blue and Gold Society members are able to receive from Alumni Relations staff.

I’m a mentor to them I think. They can feel comfortable with me and feel the ability to come to me for help or to talk to me about things to get my perspective or to ask for

personal advice. I think I can help them see their talents and different sides of themselves. (I2-2A)

Others, such as alumni, also provide Blue and Gold Society members with mentorship (see Table 4.16). “You get a lot of mentor relationships [through alumni],” stated one member (M34-2A). “[Alumni] are good examples and role models. When I think about what I want to do in the future, it shows me what I can do with my life in the future,” stated another member (M28-2A). Board of Trustees also serve as mentors for those Blue and Gold Society members who count them as part of their social network.

I have a passion for mentoring young people, especially Pitt students, so naturally I interact with Blue and Gold Society students when I see them in person and stay in touch with them as they reach out to me or as I reach out to them. I actively mentor five former Blue and Gold Society members. I get to see them outside of the classroom, I help them see me and other successful men and women in various careers. They get to observe me and others like me. Then comes the personal relationship that either I make with them or I help them facilitate with others. Sometimes they formally ask you to become a lifelong mentor, or help with getting them access to someone who can help them in the way they need help. You become their lifeline when the big decisions need to be made. (I3-1A)

As a discussion point at the conclusion of this subsection, it is helpful continue to further clarify mentoring as an additional form of instrumental form of social capital. The social capital literature defines forms of social capital as the resources that accrue to an individual by virtue of belonging to a social network. Many of these resources are by default pegged into existing, commonly discussed forms of instrumental social capital. For instance, the types of opportunities for Blue and Gold Society members to receive mentoring as described in this subsection could have been effortlessly placed by default into the form of social capital educational attainment or occupational mobility, for example. The evidence herein suggests though that receiving mentoring through social network relationships might also be considered its own form of instrumental social capital, which is a result of the type and breadth of inductive analysis and effort incorporated into this research study.

4.3.2.3 Free tangible/material items

This subsection encompasses the free tangible/material items available to Blue and Gold Society members through the relationships they have developed as a result of being members in the Blue and Gold Society. The first instance of this identified during the research study was free food. The second instance of this identified during the research study was free tickets to athletic events. The former will be elaborated on first, while the latter will be elaborated on second.

College students typically do not turn down free food. A number of Blue and Gold Society members cited complimentary meals as a result or benefit of the many relationships they make as members of the Blue and Gold Society, which ultimately became a separate theme or child node during the data analysis period. The social network members through which Blue and Gold Society members noted having the resource of free tangible/material items such as free food were previously listed in Table 4.16.

Beginning with the category of Blue and Gold Society, one member said that her relationship with fellow Blue and Gold Society members often led to “free meals” as a result of the informational free food opportunities they shared with one another (M7-2A). The author observed during a weekly meeting one Blue and Gold Society member (M15) informing other members about a “free event to come and try Indian food.” Additionally, the Manager of Student Alumni Programs (I5) also frequently told students about opportunities for free food that Blue and Gold Society students would not otherwise know about.

Relationships with faculty and staff also occasionally result in complimentary food for Blue and Gold Society members as well (see Table 4.16). While interviewing the staff person employed in the University’s School of Business, the staff person noted that when he invites

Blue and Gold Society members to help host an event, the staff person also assures them that he will “feed them well” after the other guests have an opportunity to get their food and begin eating (I6-2A).

Blue and Gold Society members’ relationships with alumni also result in opportunities for free food. During an interview with one member, the Blue and Gold Society member said, “Alumni take you to free lunches” (M35-2A). As an additional example, another Blue and Gold Society member (M19) gave a tour to an alumnus that was in town visiting for the weekend. The author recorded the following during a weekly Blue and Gold Society member meeting as the particular member reported on his experience giving the tour.

This past weekend, one Blue and Gold Society had the opportunity to meet an alumnus and give him a tour of the University. The Blue and Gold Society member shared how after the tour, the alumnus invited her to dinner with him and another University staff person. This member said the restaurant he took her to “was a very nice restaurant.”

In conclusion, free food may be a fairly unique other form of instrumental social capital. This form of social capital is definitely not typically included in the discussion of social capital theory. Thinking about the idea of free food as a resource embedded in relationships might be valuable to consider though because just as education attainment and occupational mobility are essential to sustaining one’s life as it relates to being marketable in the work force and finding a good job, respectively, so too might access to free food be a form of social capital consider as food is so essential to sustaining one’s life.

Although not frequently noted, free tickets to University of Pittsburgh athletic events also turned out to be a free tangible/material benefit to Blue and Gold Society members as a result of their relationships with others (see Table 4.16). One member, when asked to describe a resource that is available to him as a result of the relationships he has been able to develop as a member of the Blue and Gold Society, explained that staff in the Office of Alumni Relations occasionally

offer him “free basketball tickets” (M10-2A). The author also observed on a few occasions that the Manager of Student Alumni Programs (I5) informed Blue and Gold Society students of opportunities to attend Pitt athletic events free of charge.

As a discussion point related to this subjection, access to free athletic tickets as another form of instrumental social capital identified through inductive analysis is most likely a resource that is not necessarily essential to sustaining one’s life or getting ahead. It might be considered a form of other instrumental social capital though because many people consider the opportunity to go to an athletic event for free to be a nice perk or resource of having a relationship with someone. Instrumental forms of social capital are those relationships where beneficial resources exist that help a person gain something (Lin, 2001). Gaining free tickets to an athletic event is a way of gaining something through knowing someone, which is the essence of instrumental social capital.

4.3.2.4 General help

Most forms of instrumental social capital entail getting help with something in one form or another, such as getting help finding a job (occupational mobility) or getting help with school (education attainment). Blue and Gold Society members also frequently referred to the general, non-specific help they receive from individuals within their respective social networks. This theme also became its own child node during the analysis portion of this research study. Beginning with the relationships with fellow Blue and Gold Society members (see Table 4.16), one member said, “If I needed something I could ask them for help” (M28-2B). Another member explained in reference to fellow Blue and Gold Society members, “They are as helpful as friends are” (M35-2B). On another occasion, the author observed an instance when numerous Blue and Gold Society members offered to help a fellow member (M22).

Today during a weekly Blue and Gold Society meeting, a female Blue and Gold Society member announced that there is a blood drive in the student union today. She then went on to explain that she would like to give blood but that she does not meet the 100 pound weight requirement in order to give blood. She then asks if any Blue and Gold Society members might want to go in her place. Somewhat surprisingly to me, one member volunteered to do so. It was a kind of a neat thing for me to witness. They truly do help each other in so many ways.

As it relates to the Manager of Student Alumni Programs, one Blue and Gold Society member shared, “I’d call the Manager of Student Alumni Programs second only to my parents if I needed something” (M32-2B). Another member said in reference to both the Manager and the Associate Director of Alumni Membership that “I can stop by their offices for help” (M15-1A).

Faculty and staff relationships also proved helpful for Blue and Gold Society members to secure random acts of help (see Table 4.16). When interviewed by the author and asked what resources he is able to provide Blue and Gold Society members with whom he has a relationship, a staff member explained, “I ended up helping to get one Blue and Gold Society member extra tickets for graduation when he asked for his family” (I6-2A). Also as it relation to staff, one Blue and Gold Society member said, “I feel comfortable going to Alumni Relations staff” to “ask for help” (M16-2A).

Students at the University of Pittsburgh also provide help as a form of instrumental social capital to those Blue and Gold Society members whom they know (see Table 4.16). For example, a student involved in Greek Life at the University who was interviewed during the course of the research study said that “If Blue and Gold Society members ever need any help, I’m a good person for them to know and I can help them” (I4-2B). A member of the Blue and Gold Society stated during an interview that a Student Government Board member “offered help and expressed general concern [for her]” on numerous occasions (M21-2B).

Other individuals provide various general help as well to those Blue and Gold Society members with whom they have developed relationships (see Table 4.16). Pertaining to the category of other individuals, the Board of Trustees member interviewed for the research study shared a very specific experience related to the kind of help he offered a Blue and Gold Society member in the past. This instance of instrumental social capital is unique in nature and fits best within this category of general help as it does not fit into any of the other more specific themes incorporated into the research study.

One came to me a year into my relationship with them. He asked if he could confide in me. He shared his defining moment with me. His parents divorced. There was abuse at home. He was thrown out at a young age. Cops were involved. He was very embarrassed by it all. His father punished him by taking away his financial supply. He asked me how to cope. I talked through with him how to do it all. I even taught him how to reconcile his relationship with his father. This is true trust on both of our parts. He didn't tell anyone but me. I never told anyone. Six months later, we worked together to apply for student loans, school, his relationship with his dad improved, his mom and sister are doing better. He was mad at his dad. I helped him deal with this. (I3-3B1)

As a point of discussion and to conclude this subsection, getting help is certainly a general term when compared to the other forms of instrumental social capital introduced in section 4.3.2, such as meeting new people and free tangible/material items. The purpose of including this theme and child node in the analytical node structure though is to capture the general forms of help Blue and Gold Society members' partake of as a result of their relationship with others that do not fit into any of the other forms of instrumental social capital included in section 4.3.2, but are nonetheless worthy of mention as findings in this research study. For example, the quote offered above by the Board of Trustees member is very poignant and insightful, yet it just did not fit into any of the other themes. Rather than discarding and/or not including this data in the dissertation write-up, the author found enough references to general help to create a separate node for the references.

4.3.2.5 Unique opportunities

Blue and Gold Society members, as it relates to instrumental forms of social capital, experience a number of unique opportunities that allow them to take advantage of very specific help or resources from individuals within their social networks that do not fit into any of the instrumental forms of social capital themes mentioned thus far (see Table 4.16). Speaking specifically about his relationships with fellow Blue and Gold Society members, one member said that “The diversity of the Blue and Gold Society opens up doors to diverse opportunities” (M8-2A). One member explained how he has been “invited to tailgates by some of the Blue and Gold Society members’ parents” in the past (M24-2A). As a result of knowing the Associate Director of Alumni Membership, the author observed the Associate Director during a weekly meeting say to Blue and Gold Society members, “If you want to be in the Alumni Association publication that will be mailed out to all alumni, contact me.” Resources and benefits such as these are made possible through relationships that Blue and Gold Society members have made as a result of their membership in the Blue and Gold Society. Although the opportunities are unique in nature, it is important to include them in the findings to demonstrate the holistic approach the author employed throughout the data collection and analysis phases of the study.

Through relationships with faculty and staff, Blue and Gold Society members are also able to realize a number of unique instrumental social capital benefits that do not necessarily fit into any of the other more clearly defined forms of instrumental social capital (see Table 4.16). For example, one staff member recalled a time when Blue and Gold Society members helped to host an event for the Business School. The staff person said, “The ones that hosted our recent alumni awards program received a free pad folio. We treat them well” (I6-2A). One member made reference to Office of Alumni Relations staff and the help they are to her: “The entire

Alumni Relations office is a resource. I can use it as study space, faxing, to ask general questions, get information” (M15-2A). Another Blue and Gold Society member recounted a unique benefit that was provided to her in the form of being invited to a special event as a result of the relationship she was able to develop with an executive level staff person at the University.

I got to talk with the Vice Chancellor for University Marketing and Communications. After I met him, I set up a meeting with him. You never know who you might meet. You have to make the most of the opportunity. He invited me to come back to his second event later in the month as a guest, not as a Blue and Gold Society member working the event. (M8-1A)

To close this subsection and provide some discussion, the theme of unique opportunities was created for a purpose similar to the purpose for creating a theme for general help (see Section 4.3.2.5). Blue and Gold Society members have access to a number of unique opportunities by virtue of the relationships they have developed through being in the Blue and Gold Society that do not necessarily fit into any of the other deductively or inductively identified themes in this research study, yet the data pertaining to these unique opportunities was too insightful to simply discard and not find a way to include in the findings and discussion portion of this dissertation write-up. The unique opportunities described herein, as Field (2008) pointed out, arise as a by-product of an individual’s engagement in a social network, which in this case applies to Blue and Gold Society members and their vast social network described in Section 4.2.

4.3.3 Expressive forms of social capital

As a review, expressive forms of social capital are characterized as those resources whose aim and/or desired outcome is ultimately to help an individual maintain one’s own current resources (Coleman, 1988; Lin, 2001). The two forms of expressive social capital, as identified in the literature review, are *identity reinforcement* and *sanctions*. Research question 2B seeks to

identify the expressive forms of social capital available to Blue and Gold Society members. Table 4.17 reintroduces research question 2B and includes the associated semi-structured interview questions asked of Blue and Gold Society members and other individuals in Blue and Gold Society member's social networks. It also includes the guiding question utilized by the author during participant observation and cultural artifact review. A corresponding reference from the literature on social capital theory is also included to support the research question.

Table 4.17: Research question 2A – Blue and Gold Society members and their expressive social capital

Semi-Structured Interview Question, Participant Observation, and Cultural Artifact Review Guiding Question	Research Question	Element of Social Capital Based on Literature Review
<i>Concerning Social Networks</i>		
Asked of Blue and Gold Society Members	2B. What expressive forms of social capital are embedded in the social network of an undergraduate student organization member?	Resources embedded in social networks that are available for use by network members (Putnam, 2000; Bourdieu, 1986; Coleman, 1988; Lin & Erikson, 2008) Aim and/or desired outcome is ultimately to help an individual maintain current resources (Lin, 2001)
Asked of Individuals in Blue and Gold Society Member's Social Network		
Asked by author during participant observation and cultural artifact review		

As previously discussed in the *Methodology* chapter, both deductive and inductive analysis were used to analyze and arrange the data for research question 2B into a hierarchical node structure, as seen in Figure 4.7.

Name	Description
Forms of Social Capital	Types/categories of resources/benefits embedded in social networks (Bourdieu & Wacquant, 1992).
Expressive Forms of Social Capital	Social capital whose desired outcome is to help an individual maintain current resources (Lin, 2001).
Identity Reinforcement and Recognition	Manner in which an individual's identity is reinforced and/or recognized (Lin, 2001).
Through Faculty and Staff	Faculty and staff at the University of Pittsburgh.
Through Chancellor	Identity reinforcement/recognition accessible through Chancellor of the University of Pittsburgh.
Through Alumni Relations Staff	Identity reinforcement/recognition accessible through Office of Alumni Relations staff.
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
Through Others	Alumni, donors, trustees, government officials, and others.
Sanctions	Laws/rules of conduct that govern/reaffirm limits of a network for the benefit of its members (Bourdieu, 1986).
Other Expressive Forms of Social Capital	Social capital (not in the literature) whose desired outcome is to help an individual maintain current resources.
Comfort	Consolation extended in times of trial.
General Support	Support to help endure or persevere.
Friendship or Family Like Feeling	Feeling a general sense of friendship or family with someone.
Connectedness to the University	Feeling a sense of connection to the broader campus community.

Figure 4.7: Expressive forms of social capital

The highest node in the structure is *Forms of Social Capital*. The first two child nodes in the hierarchy are *Expressive Forms of Social Capital* and *Other Expressive Forms of Social Capital*. The former houses data and additional child nodes according to deductive analysis and the themes derived from the literature review (Campbell Galman, 2007). The latter houses data and additional child nodes according to inductive analysis and the new themes generated through an examination of the data (LeCompte & Schensul, 1999). The node tree also organizes the data in

a manner that incorporates through which social network member each form of social capital is accessible by Blue and Gold Society members. Figure 4.7 also serves the purpose of defining the various nodes or codes used to organize and analyze the data.

Table 4.18 lists the two deductively identified expressive forms of social capital along the top of the table.

Table 4.18: Expressive forms of social capital available to Blue and Gold Society members by data collection method

Expressive Forms of Social Capital			
Blue and Gold Society		Identity Reinforcement	Sanctions
	Associate Director of Alumni Membership		BGI
	Belonging to the Blue and Gold Society	PO	
	Blue and Gold Society Members	BGI PO	BGI PO
Faculty and Staff	Manager of Student Alumni Programs		BGI
	Alumni Relations Staff	BGI	
	Athletic Department Staff		
	Athletic Director		
	Chancellor	BGI PO	
	Deans		
	Director of Student Life		
	Executive Level Staff		
	Faculty		
	Staff – General		BGI
Others	Vice Provost and Dean of Students		
	Alumni		BGI
	Alumni Association President	PO	
	Board of Trustees		
	Donors		
	Government Officials		
	Local Business Leaders		
Students	Potential Employer		
	Greek Life Students		
	Residence Hall Assistants		
	Students in General		
	Student Athletes		
	Student Government Board Members		
	Student Organization Members		
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review			

The table also lists the four categories of individuals and the specific individuals through which the two expressive forms of social capital were accessible by Blue and Gold Society members as a result of the relationships they have developed as members of the Blue and Gold Society. These relationships were previously defined in Section 4.2. The processes through which the relationships have developed were previously described in Section 4.3. Whenever a particular form of social capital is accessible through a particular individual, it is noted accordingly by the data collection method used to obtain the data. For example, it was discovered through interviews with Blue and Gold Society members that identity enforcement and sanctions are accessible through fellow Blue and Gold Society members. Then, through participant observation the author noted that identity enforcement and sanctions are accessible through fellow Blue and Gold Society members. Table 4.18 illustrates which data collection method identified which expressive form of social capital for the purposes of data triangulation. Also, Table 4.18 highlights which data collection methods were most effective in identifying the expressive forms of social capital. Table 4.18 is a collective representation of the findings, meaning that the table does not quantitatively represent the number of times a specific expressive form of social capital was recorded. Rather, the table denotes that a specific expressive form of social capital was recorded at least once during the research study through one or more of the data collection methods. More specific findings related to the expressive forms of social capital accessible by Blue and Gold Society members will now be elaborated on qualitatively.

4.3.3.1 Identity recognition

The manner in which an individual's identity is reinforced and/or recognized by virtue of belonging to a given social network is often referred to as identity recognition in the social capital literature (Lin, 2001; Bourdieu, 1986). As a point of reference as it relates to the identity

of Blue and Gold Society members, Section 4.1 described Blue and Gold Society members' self-described views of themselves as well as the views of Blue and Gold Society members as described by others. In short, Blue and Gold Society members are elite, prestigious, accomplished, actively engaged student representatives of the University of Pittsburgh. With that simple description in mind, the first category to consider as it relates to identity recognition is Blue and Gold Society (see Table 4.18).

One Blue and Gold Society member spoke at length during an interview about an experience he had with identity recognition as a result of fellow Blue and Gold Society members within his social network. As an intern for American Eagle clothing company, he talked about how he won a national marketing competition against other interns in the company. When Blue and Gold Society members were informed that he won the competition he explained that he "got a lot of public recognition from them," meaning fellow Blue and Gold Society members, which helped him feel like he really accomplished something and was seen as an accomplished person (M10-2B). Blue and Gold Society members both described themselves and were described by others as being privileged, having special benefits as a result of their association with Blue and Gold Society members (see Section 4.2). The author observed an example of this during a weekly Blue and Gold Society member meeting. One Friday during the semester, the Governor of Pennsylvania visited the University to speak to faculty, staff and students. Seating at this event was limited and security was at a high level, meaning that all guests were subject to security screening of some sort. The Manager of Student Alumni Programs (I5) explained though that if Blue and Gold Society members wore their Blue and Gold Society uniforms, they would have an easier time bypassing the security and get into the event a little easier. This is an example of Blue and Gold Society members having their privileged status confirmed as a result

of simply being members of a privileged social network. Blue and Gold Society members also described themselves as leaders, a mutual support for each other, and engaged and involved (see Section 4.2). As it relates to identity recognition as a form of social capital embedded in social networks, one Blue and Gold Society member talked about how knowing that other members of the Blue and Gold Society have these same characteristics as him comforts and encourages him. “We are a very cohesive group,” he said (M34-2B). “Blue and Gold Society members are not only involved but we are all leaders in different student organizations too. This is very reinforcing and positive for us,” he continued (M34-2B).

The relationships that Blue and Gold Society members have with University of Pittsburgh faculty and staff help provide identity recognition for members of the Society, as previously noted in Table 4.18. Again, reflecting back on the characteristics of Blue and Gold Society members in Section 4.2, many members described themselves as having a sense of pride for and devotion to the University. Members also said they were well known on campus and act as representatives of the University. One student explained how his Blue and Gold Society social network with staff confirmed these characteristics or these identities for him.

Meeting and knowing the Chancellor helps you get a greater sense of pride for the University and makes you feel like something sets you apart among other students when you get to talk with him. This puts things in perspective. It makes you think about what you have to contribute to others and what others have to contribute to you. It puts you in a place where you can facilitate things in your own life and in other’s lives. (M23-2A)

This instance coincides with a remark included in the literature review, that “Social ties, and their acknowledged relationships to the individual, may be conceived by the organization or its agents as certification of the individual’s social credentials” (Lin, 2001, p.20).

As a point of discussion while concluding this subsection, it is worth noting that identity recognition, a deductively identified form of expressive social capital, is somewhat less prevalent

as an embedded resource in Blue and Gold Society members' social networks than some of the other instrumental forms of social capital. One possible reason for this difference could be due to measurement difficulty, which tends to be a general concern when attempting to research and measure social capital in general due to the inherently abstract concepts that make up social capital theory (Narayan & Cassidy, 2001). The ethnography tool of observation was helpful as it helped the author observe identity recognition when such a theme was less acknowledged through interviews and the review of cultural artifacts. Despite the various data collection tools employed in this research study though, identity recognition nonetheless proved to be a difficult form of expressive social capital to measure due to its vagueness and intangibility as a construct of social capital theory.

4.3.3.2 Sanctions

Sanctions, an expressive form of social capital according to the literature, is the formal and informal laws or rules of conduct that govern and/or reaffirm the limits or capabilities of a social network, and may provide benefits to an individual (Bourdieu, 1986; Halpern, 2005; Putnam, 2000). Blue and Gold Society members experience sanctions as a form of social capital through their relationships with individuals who have ties to the Blue and Gold Society (see Table 4.18). Blue and Gold Society members commented often during interviews about how they self-monitor each other's actions and non-actions as a result of genuine concern for one another but also as a way to ensure that their Blue and Gold Society social network maintains its identity and positive reputation. One member said, "I have come to expect that they will be there for me. You also come to expect it, because as Blue and Gold Society members we have rules that help govern what we do" (M22-3C1). Another member continued, "When we get goofy at times, we self-monitor each other and help each other get back in-line" (M23-1D). One member

provided this example by explaining that “If they notice me late to a meeting, they text me and ask if I’m okay and if I’m coming. Things they don’t have to do but choose to do” (M29-3C1). As it relates to the Manager of Student Alumni Programs, an often cited individual within Blue and Gold Society members’ social networks, one Society member said that “Expectations from our leaders and staff inspire us and keep us on track” (M7-2B).

Others outside of the Blue and Gold Society who have a relationship with Blue and Gold Society members, such as staff at the University of Pittsburgh, help to sanction and govern Blue and Gold Society members (see Table 4.18). The impetus for staff to do this is because they know the caliber of students who make up the Blue and Gold Society and are also aware of the expectations they and others throughout the University place on Blue and Gold Society members. One Blue and Gold Society member confirmed this act of sanctioning. She said, “As a Blue and Gold Society member, [staff] expect you to be diligent and committed to whatever we’re involved in” (M11-1D). She explained that this expectation helps her strive to be the best Blue and Gold Society member she can be.

As a discussion point, the theme of sanctions was a difficult form of social capital to identify as an embedded resource among Blue and Gold Society members and their social networks. In order to measure sanctions, a researcher must look closely to identify formal and informal laws or rules of conduct that govern and/or reaffirm the limits of a social network. The act of measuring an expressive form of social capital such as sanctions does not carry along with it a set of key indicators or quantifying characteristics (Durlauf, 2002), and is thus quite intangible to measure and observe for a researcher. Nonetheless, a few valuable and insightful instances of sanctions were identified as the author utilized various data collection methods in an

attempt to explain and interpret the perspectives and behaviors of Blue and Gold Society members, which is a key trait of ethnographic methods (LeCompte & Schensul, 2010).

4.3.4 Other forms of expressive social capital

As previously described, expressive forms of social capital are characterized as those resources whose aim and/or desired outcome is ultimately to help an individual maintain one's own current resources (Coleman, 1988; Lin, 2001). The literature on social capital typically identifies two primary forms of expressive social capital. The findings related to these two forms were presented in Section 4.3.3. Through inductive analysis though, or the through the identification of new themes as a result of examining the data (LeCompte & Schensul, 1999), the author identified four additional forms of expressive social capital that will now be presented. These forms include comfort, general support, friendship or family-like feeling and connectedness to the University.

Table 4.19 lists these other four inductively identified expressing forms of social capital along the top of the table. The table also lists the four categories of individuals and the specific individuals through which the four other expressive forms of social capital were accessible by Blue and Gold Society members as a result of the relationships they have developed as members of the Blue and Gold Society. These relationships were previously defined in Section 4.2. The processes through which the relationships have developed were previously described in Section 4.3. Whenever a particular form of social capital is accessible through a particular individual, it is noted accordingly by the data collection method used to obtain the data.

Table 4.19 Other expressive forms of social capital available to Blue and Gold Society members by data collection method

Other Forms of Expressive Social Capital					
		Comfort	General Support	Friendship or Family-like Feeling	Connectedness to the University
Blue and Gold Society	Associate Director of Alumni Membership	BGI	BGI		
	Belonging to the Blue and Gold Society				
	Blue and Gold Society Members	BGI PO	BGI PO	BGI PO	BGI
	Manager of Student Alumni Programs	BGI PO	BGI OI	BGI OI	PO
Faculty and Staff	Alumni Relations Staff		BGI OI		
	Athletic Department Staff				
	Athletic Director				
	Chancellor				
	Deans				
	Director of Student Life				
	Executive Level Staff				
	Faculty				
	Staff – General		BGI		
	Vice Provost and Dean of Students				
Others	Alumni		BGI OI PO		
	Alumni Association President		BGI	BGI	
	Board of Trustees	OI	OI		
	Donors				
	Government Officials				
	Local Business Leaders				
	Potential Employer				
Students	Greek Life Students	OI	OI		
	Residence Hall Assistants				
	Students in General				
	Student Athletes				
	Student Government Board Members		BGI		
	Student Organization Members				
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review					

For example, it was discovered through interviews with Blue and Gold Society members that receiving comfort, receiving general support, feeling friendship or family-like feelings and feeling a connectedness to the University come through relationships with fellow Blue and Gold Society members. Then, through participant observation the author noted that receiving comfort, receiving general support and feeling friendship or family-like feelings is accessible through fellow Blue and Gold Society members. Table 4.19 illustrates which data collection method identified which other expressive form of social capital for the purposes of data triangulation. Also, Table 4.19 highlights which data collection methods were most effective in identifying the other forms of expressive social capital. Table 4.19 is a collective representation of the findings, meaning that the table does not quantitatively represent the number of times a specific other form of expressive social capital was recorded. Rather, the table denotes that a specific other form of expressive social capital was recorded at least once during the research study through one or more of the data collection methods. More specific findings related to the other forms of expressive social capital accessible by Blue and Gold Society members will now be elaborated on qualitatively.

4.3.4.1 Comfort

For the purposes of this theme, the term comfort is defined as consolation extended in times of trial. As opposed to instrumental forms of social capital that help an individual get ahead or gain something in life, comfort more closely resembles an expressive form as it seeks to help and individual persevere through a particular situation in their life. The relationships that Blue and Gold Society members have with fellow Society members provide examples of this comfort as a distinct form of expressive social capital (see Table 4.19).

One member explained pertaining to relationships with fellow Society members, “Knowing people care about you and think highly of you is comforting. A lot of people don’t have a chance to have this support from their non-peers and non-family” (M25-2B). While one member was faced with a trial during her time as a Blue and Gold Society member she said, “At one point, I had to take a medical leave of absence from school. The Blue and Gold Society members checked in to see how I was doing” (M22-2B). “Blue and Gold Society members wouldn’t ever throw you under the bus,” said yet another member (M4-2B). “They’d help bear you up” in times of trial, he continued (M4-2B). As it relates to comfort embedded in relationships between Blue and Gold Society members and the Manager of Student Alumni Programs, the Manager claimed during an interview that she is there to “help them medically, emotionally” (I5-1A). Blue and Gold Society members confirmed the existence of this benefit of comfort in their relationship with the Manager of Student Alumni Programs as well as with the Associate Director of Alumni Membership. Referring to the comfort embedded in relationships with both of them, one Blue and Gold Society member explained that the “Manager of Student Alumni Programs and Associate Director of Alumni Membership are like a mother for us” and extend comfort like any mother would (M4-1A).

Relationships that Blue and Gold Society members have with other students provide comfort as well, as previously noted in Table 4.19. The author, while interviewing a student involved in Greek Life as a fraternity member, learned first-hand the extent to which the opportunity for Blue and Gold Society members to acquire comfort exists as a result of their relationship with students at the University of Pittsburgh. When asked to describe the support available to current Blue and Gold Society members as a result of his relationship with them that

might help them to maintain the resources they already have, the fraternity member who is also a residence hall assistant on campus said:

Of course. Since I am a residence assistant, I am trained to support other students socially, while they're away from home, if they are in need of counseling or direction. If a Blue and Gold Society members ever need any help, I'm a good person for them to know and I can help them. (I4-2B)

Aside from those individuals linked to the Blue and Gold Society and other students at the University, other individuals provide comfort through their relationship with Blue and Gold Society members as well (see Table 4.19). Board of Trustees members are one example of this. Explained one Board of Trustees member about a Blue and Gold Society member with whom he had a relationship that approached him for help during his parents' divorce, "he asked me how to cope" (I3-3B1). This Board of Trustees member went on to describe how he comforted the Society member and "helped him deal with this," pertaining to his parents' divorce and extending a hand of comfort to him through this difficult trial in his life (I3-3B1).

Fellow Blue and Gold Society members, as well as those individuals tied to the Blue and Gold Society, appear to provide comfort as a form of expressive social capital more than students, faculty and staff and other individuals. A possible reason for this could be that comfort embedded in social network relationships exists more prominently with social network members who are closer, bonding type relationships rather than less close, bridging type relationships. Although this research study did not necessarily link the various forms of social capital to specific bonding and/or bridging relationships of Blue and Gold Society members, it may be fair to assume that since Blue and Gold Society members tend to have bonding relationships with fellow Society members and those with ties to the Blue and Gold Society, then comfort embedded in those relationships is more likely to exist than with faculty and staff, or in other words more bridging type relationships.

4.3.4.2 General support

General support, another inductively identified expressive form of social capital, is referred to as support that helps an individual endure or persevere. As opposed to helping someone cope, general support refers more to encouragement to help someone through a trial, which was evidenced through Blue and Gold Society members having relationships with those individuals linked to the Blue and Gold Society (see Table 4.19). Simply stated, one Blue and Gold Society member said, “If I need support or guidance, I can count on Blue and Gold Society members to help” (M16-2B). Another member continued:

Blue and Gold Society members strengthen each other. Blue and Gold Society members initially strengthen each other out of obligation as a fellow Blue and Gold Society member, but then we begin to strengthen each other outside of this obligation. I have found that I try to strengthen other Blue and Gold Society members that have similar aspirations as me, like the other ones interested in molecular biology like me. (M26-2B)

Having a relationship with the Manager of Student Alumni Programs also provides general support. Said one Society member, “You definitely get support from the Manager of Student Alumni Programs. She didn’t just give me a letter of recommendation when I asked her for one. She built me up, she encouraged me” (M34-2B). Another member provided a great example of receiving support from the Manager of Student Alumni Programs as well:

She puts your needs first. She tells me to put my family first. One time it was my mom’s 60th birthday and there was a mandatory Blue and Gold Society meeting I was supposed to be at. She told me that family always comes first, and let me go be with my mom for her birthday, didn’t make me feel bad about missing the event. (M12-1A)

Referring to both the Manager and Associate Director for Alumni Membership, one Blue and Gold Society member explained, “If you ever need something they tell you they’re there for you” (M7-1B).

Continuing with the theme of general support, Blue and Gold Society members also experience general support as a result of their relationships with faculty and staff (see Table

4.19). Pertaining to Office of Alumni Relations staff specifically, a Blue and Gold Society member said during an interview that “Alumni Relations staff lend me support” (M21-2B). Another member similarly said, “Alumni Relations staff are there for me” (M14-2B). When interviewed by the author, one staff person who works in the Office of Alumni Relations was quoted as saying, “I’m very encouraging to them in their in- and off-campus endeavors. I can serve as a reference or moral support for them in many aspects of their lives” (I2-2B). Staff in general also provide general support to Blue and Gold Society members. “I know if I needed something,” said one Blue and Gold Society member, “I could email administrators across campus for help” (M8-2A).

As it relates to Blue and Gold Society members’ relationships with students (see Table 4.19) and first, namely Student Government Board members, one Blue and Gold Society member explained that through “Student Government Board members, I have gotten to know other strong leaders who have given me support” (M21-2B). Aside from Student Government Board members, one student involved in Greek Life (I4) at the University of Pittsburgh who knows some Blue and Gold Society members said that he is always available to lend a hand and provide encouragement to Blue and Gold Society members if they ever need it.

Finally, as it relates to other individuals Blue and Gold Society members count as people in their social network as a result of their membership in the Society (see Table 4.19), the President of the Pittsburgh Alumni Association was mentioned as providing general support to members of the student organization. A member of the student organization who found himself in need of assistance during a trial claimed, “I can go to the Alumni Association President’s office for help or email him for help” (M3-2A). One Blue and Gold Society member said as a result of his relationship with Alumni, “There is always a feeling that if you need help, there will

be someone there willing to help you” (M10-2B). Members of the Board of Trustees who have relationships with Blue and Gold Society members are available to provide support as well. Said the Trustee interviewed during the research study, “I take time to ask how they are doing and offer help” (I3-1D).

4.3.4.3 Friendship or family-like feeling

The findings presented in this section pertain to the specific friendship and/or family-like feelings that exist between Blue and Gold Society members and other individuals with whom they are able to meet and develop relationships with as a result of being in the Blue and Gold Society. These specific feelings refer to the comforting, supporting feelings provided within close friendships and family environments. Individuals with direct association with the Blue and Gold Society provide these feelings in their relationships with Blue and Gold Society members (see Table 4.19).

One Blue and Gold Society member stated when asked what benefits he finds in his relationships with fellow Society members that feelings of “friendship in general” exist (M27-2B). “There is a cohesive feeling just like a family,” continued another member (M32-2B). Whenever I am with Blue and Gold Society members, “I know I can come back to that family feeling,” further elaborated another Blue and Gold Society member (M33-2A). From the perspective of the author, the following was recorded prior to observing an early morning weekly meeting:

Blue and Gold Society members always greet each other with hugs, handshakes, high fives, pats on the back, and always ask each other how they are doing, prior to each weekly meeting I have observed so far. They greet me like this, in such a warm manner, as well. It feels like they are a family. It feels like they are all genuine friends. Having been around them for weeks, I feel like a part of their little family. It is a really neat feeling for me, and it is a really neat thing to watch also.

Relationships with the Manager of Student Alumni Programs offer friendship and family feelings to Blue and Gold Society members too. “She is a mother-type figure,” claimed one Blue and Gold Society member (M32-2B). The Manager countered this by saying that “They see me as a second mom” (I5-1B/1C).

Other individuals without ties to the Blue and Gold Society who have relationships with Blue and Gold Society members provide friendship and/or family-type feelings to members as well (see Table 4.19). A Blue and Gold Society member referred frequently to his relationship with the President of the Pittsburgh Alumni Association. He talked often about how friendly his relationship is with the President. “I can go to the Alumni Association President’s office and joke with him,” he said as he described the friend-like encounters he has with the President and the friendship-like feelings that exist between the two of them (M3-2A).

4.3.4.4 Connectedness to the University

Somewhat similar to the friendship and family-like feelings that evolve between Blue and Gold Society members and those within their social network as a result of the relationships members are able to make throughout their time in the Blue and Gold Society, feelings and support in the form of connectedness to the University community arise as well. This particular theme refers to feeling a sense of connection to the broader campus community. Just as a student might feel a connectedness to their home neighborhood or community, Blue and Gold Society members become connected to the campus community as a result of the relationships they are able to make during their time in the Blue and Gold Society.

Referring again first to the category of Blue and Gold Society (see Table 4.19) and more specifically relationships with fellow Blue and Gold Society members, one Blue and Gold Society member said that because of his relationships with fellow members “you can see how

everyone is intertwined throughout campus” (M9-2A). Another member similarly commented as a result of his relationship with his fellow members, “I feel more connected to the University because of it” (M4-4). “You feel much more connected with campus, much more involved and knowledgeable about what’s going on” (M30-2A), another Blue and Gold Society member claimed. During a weekly meeting, the author observed the Manager of Student Alumni Programs (I5) offer a particular resource to Blue and Gold Society members as a result of her relationship with them. The author recorded, “The Manager of Student Alumni Programs mentioned that those sticking around over the summer should let her know, so that she can help them stay connected throughout the summer and network with others at the University and with the new Blue and Gold Society members.” Worth noting though is the fact that no other relationships, such as relationships with faculty and staff, students, alumni and so forth, provided evidence to support the claim that Blue and Gold Society members’ relationships with those in their social networks create feelings of connectedness to the University as a form of expressive social capital.

4.4 THE ROLE THAT TRUST PLAYS IN ACQUIRING SOCIAL CAPITAL

Thus far the literature and findings presented state that the relationships Blue and Gold Society members make with other individuals as a result of their membership in the Blue and Gold Society (see Section 4.2) provide ample opportunities for Blue and Gold Society members to acquire various forms of social capital (see Sections 4.3). The social capital literature also suggests that the level of trust between two individuals plays a role in the exchange of resources and benefits, or in other words social capital, between and among individuals. Trust, as

previously defined in the literature review, refers to the faith or belief one individual has in another to do something based on what is known about his or her disposition, ability and reputation (Fu, 2004). That trust is often centered in an individual's belief that another individual will perform or behave in a certain way at some future point in time, and vice versa (Fu, 2004). Trust, as it relates to the concept of social capital, indicates an individual's willingness to be open to another individual to both provide resources to the individual and receive resources from the individual (Nahapiet & Ghoshal, 1998).

The purpose of this section is to present the findings in answer to the third set of research questions concerning Blue and Gold Society members and the role that trust plays in their accumulation of social capital. Research question 3A will be reintroduced and findings pertaining to that research question will be presented in Section 4.4.1. Research questions 3B1 and 3B2 will be reintroduced and findings pertaining to those research questions will be presented in Section 4.4.2. Research questions 3C1 and 3C2 will be reintroduced and findings pertaining to those research questions will be presented in Section 4.4.3. The findings in Section 4.4 as a whole were identified through inductive analysis. While the literature on social capital and trust is prevalent, specific themes and examples are not provided as often, due to its measurement and conceptualization difficulties (Putnam, 2005; Luhman, 1988). This study's research questions related to trust are therefore more exploratory in nature and primarily required the use of inductive analysis, or the identification of new themes generated through an examination of the data (LeCompte & Schensul, 1999), as opposed to the use of deductive analysis, or the utilization of preexisting themes derived from the literature review (Campbell Galman, 2007).

4.4.1 The role that trust plays in social capital

As a brief point of review, a social network where trust exists is able to accomplish much more than a comparable social network where the existence of trust is weaker or does not exist at all, based on the insurance and credit that trust and trustworthiness provide to individuals within the social network (Coleman, 1998). In other words, an individual's willingness to be open to another individual to both provide resources to the individual and receive resources from the individual is contingent on the level of trust that exists within the relationship (Nahapiet & Ghoshal, 1998). Research question 3A seeks to identify the overarching role that trust plays in the accumulation of social capital for Blue and Gold Society members. Table 4.20 reintroduces research question 3A and includes the associated semi-structured interview questions asked of Blue and Gold Society members and other individuals in Blue and Gold Society members' social networks.

Table 4.20: Research question 3A – the role that trust plays in accessing social capital

Semi-Structured Interview Question, Participant Observation, and Cultural Artifact Review Guiding Question	Research Question	Element of Social Capital Based on Literature Review
<i>Concerning Trust</i>		
Asked of Blue and Gold Society Members	3A. What role does trust play in the benefits or resources available to you as a result of the relationships you have described thus far?	3A. What role does trust play in helping an undergraduate student organization member acquire social capital? Enables social networks to function more effectively and accomplish much more than untrustworthy social networks (Coleman, 1998; Kawachi, Kennedy & Wilkinson, 1999)
Asked of Individuals in Blue and Gold Society Member's Social Network	3A. What role does trust play in the benefits or resources available to Blue and Gold Society members as a result of your relationship with them?	
Asked by author during participant observation and cultural artifact review	3A. What role does trust play in helping Blue and Gold Society members acquire social capital?	

It also includes the guiding question utilized by the author during participant observation and cultural artifact review. A corresponding reference from the literature on social capital theory is also included to support the research question.

The data obtained from asking research question 3A was analyzed and arranged into the following hierarchal node structure (see Figure 4.8). The highest node in the structure is *Role of Trust*. The first child node in the hierarchy is *Plays a Role*, meaning that the data demonstrated that trust plays a role in social capital accumulation. The next four child nodes in the structure are *Instrumental Forms of Social Capital*, *Other Instrumental Forms of Social Capital*, *Expressive Forms of Social Capital*, and *Other Expressive Forms of Social Capital*. The nodes for instrumental forms of social capital and expressive forms of social capital house data and additional nodes according to deductive analysis and the themes derived from the literature review. These nodes, if applicable, also parallel the instrumental and expressive forms of social capital and findings in Sections 4.3.1 and 4.3.3. The nodes for other instrumental forms of social capital and other expressive forms of social capital house data and additional nodes according to inductive analysis, and also, if applicable, parallel the other instrumental and expressive forms of social capital and findings in Sections 4.3.2 and 4.3.4. In other words, Figure 4.46 organizes the data to explain that trust plays a role in the various, specific forms of social capital. The specific forms of social capital listed in Figure 4.8 are not as numerous as the specific forms of social capital identified and discussed in Section 4.3. The reason for this difference is simply because research question 3A and its corresponding semi-structured research questions prompted Blue and Gold Society members and others within Blue and Gold Society members' social networks to discuss the role of trust in a more broad sense as opposed to a more specific sense. The author made every attempt to note when trust was mentioned to play a role in the acquisition of a

specific form of social capital. Figure 4.8 also serves the purpose of defining the various nodes or codes used to organize and analyze the data.

Name	Description
Role of Trust - Access to Social Capital	Contributes to the ease in the exchange of social capital between individuals (Coleman, 2008).
Plays a Role	Trust plays a role in accessing social capital.
Instrumental Forms of Social Capital	Trust plays a role in accessing instrumental forms of social capital.
Education Attainment	Persistence/success in school as a byproduct of social relationships (Putnam, 2000).
Goal Achievement	Achievement of certain ends by an individual that in their absence would not be possible (Flap, 2004).
Occupational Mobility	Helps an individual in identifying/securing job opportunities (Burt, 2001).
Information Flow	Details and facts about opportunities and choices that would otherwise not be available (Coleman, 1988).
Other Instrumental Forms of Social Capital	Trust plays a role in accessing other instrumental forms of social capital (not in the literature).
General Help	General help to assist an individual in gaining something or getting ahead.
Meet New People	Opportunities to meet new people.
Other Expressive Forms of Social Capital	Trust plays a role in accessing other expressive forms of social capital (not in the literature).
General Support	Support to help endure or persevere.
Friendship or Family Like Feeling	Feeling a general sense of friendship or family with someone.

Figure 4.8: NVivo – role of trust in social capital accumulation node structure

Table 4.21 displays the role that trust plays in social capital accumulation by Blue and Gold Society members. The rows down the left side of the table list the four categories of social capital discussed to this point throughout the findings section (see Section 4.3) and in the literature review. Within each category are the specific forms of social capital that fit into each

category. For example, information flow fits into the category of instrumental forms of social capital.

Table 4.21: The role of trust in social capital accumulation by Blue and Gold Society Members by data collection method

The Role of Trust in Social Capital Accumulation by Blue and Gold Society Members		
		Plays a Role
Instrumental Forms of Social Capital	Information Flow	BGI PO
	Goal Achievement	BGI OI PO
	Occupational Mobility	BGI OI PO
	Education Attainment	BGI PO
Other Instrumental Forms of Social Capital	General Help	BGI OI PO
	Meet New People	BGI
Expressive Forms of Social Capital	<i>None noted</i>	
Other Expressive Forms of Social Capital	General Support	BGI OI PO
	Friendship or Family-like Feeling	BGI PO
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review		

Table 4.21 also notes which data collection method identified when trust plays a role in the accumulation of a specific form of social capital. For example, the data collection method of

semi-structured interviews with Blue and Gold Society members and with those individuals within their social network identified that trust plays a role in accessing information flow. Also, Table 4.21 highlights which data collection methods were most effective in identifying when trust plays a role in social capital accumulation. Although a diligent effort was made to utilize cultural artifact review to investigate research question 3A, the author found that this data collection method was neither feasible nor effective in measuring trust because the method would require extreme amounts of speculation and conjecture. Table 4.21 is a collective representation of the findings, meaning that the table does not quantitatively represent the number of times a specific instance of the role that trust plays in social capital accumulation was recorded. Rather, the table denotes that trust was noted at least once during the research study by one or more of the data collection methods to play a role in the accumulation of a specific form of social capital by Blue and Gold Society members. More specific findings related to the role that trust plays in social capital accumulation will now be elaborated on qualitatively.

Before qualitatively elaborating on the detailed instances when trust plays a role in obtaining a specific form of social capital though, a broader, more generic overview of the findings will be provided here first to set the tone and foundation for the more detailed findings that are forthcoming in sections 4.4.1.1-4.4.1.3. In short, the findings from the research study state that trust does in fact play a role in the relationships that Blue and Gold Society members have with those individuals within their social networks and in accessing the various forms of social capital embedded in those relationships. Members of the Blue and Gold Society made the following claims as it relates to trust: “It plays a huge role” (M16-3A), “It’s definitely correlated” (M1-3A), “It is important” (M14-3A), “100 percent yes it plays a role” (M21-3A), and “It plays a vital role” (M3-3A). To further elaborate, one Blue and Gold Society member

explained that “Trust is a huge driving factor. If you aren’t trustworthy you shouldn’t be able to reap the benefits of the relationship” (M18-3A). “The more trust in the relationship,” said another member, “it’s easier for people to vouch for you” (M19-3A). To continue, a member of the Blue and Gold Society said:

Trust plays a huge role. When you trust someone, and when someone trusts you, the benefits and resources in relationships are much easier to take advantage of and call upon. When trust is weaker, the likelihood of accessing those benefits is much less likely, even when you know the benefits exist. (M17-3A)

Those individuals outside the Blue and Gold Society felt similarly that trust plays a role in Blue and Gold Society members’ ability to access social capital. The Office of Alumni Relations staff person interviewed explained that:

Trust is at the forefront of this. It’s the primary reason they are given the benefits they are. If they were not able to be trusted, they wouldn’t be able to tap into the alumni community the way they are able to for help, guidance, networking, so forth. (I2-3A)

The University of Pittsburgh student interviewed during the course of the research study also acknowledged that trust “plays the most important role” in access to social capital (I7-3A). He continued to say that “There are different levels of trust. Trust plays a huge role in what you will offer [to Blue and Gold Society members]” (I7-3A). These broad claims and findings will now be elaborated on more specifically in the forthcoming sections.

Before moving on now to the more specific forms of social capital and as a point of discussion, it is noteworthy to point out that none of the three primary measures of social capital reviewed herein, namely the Name Generator, Position Generator and Resource Generator, attempt to measure the trust or the role of trust in relationships as it relates to social networks and social capital accumulation (see Table 2.5). Although other tools exist and are commonly utilized to measure trust in social networks, which were also reviewed herein (see Section 2.1.9), these tools tend to be only attitudinal in nature and lack the ability to take into

account situational context and the ability to link trust to specific forms of social capital. This research study takes a step in the direction of investigating both attitudinal and behavioral measures of trust, looking at trust through a situational context and linking trust to accessing specific forms of social capital. Rather than simply explaining that Blue and Gold Society members believe trust is important, specific behavioral examples of this claim were evidenced through this research study. For example, many Blue and Gold Society members testified that they were able to take advantage of educational attainment as a form of instrumental social capital because they were able to trust in a person to the extent that the Blue and Gold Society member felt confident in asking for and utilizing a letter of recommendation received from the person to successfully apply to a given academic program. As it relates to situational context, this research study investigated specifically the role that trust plays in the acquisition of specific forms of social capital by Blue and Gold Society members as a result of belonging to a specific student organization at a specific type of university in specific instances with specific people in specific settings. Finally, and as it relates to tying trust to specific forms of social capital accumulation, sections 4.4.1.1-4.4.1.3 provide evidence to explain the role that trust plays in acquiring specific forms of social capital through specific individuals. In short, this research study attempts to implement Putnam's (1995) recommendation to incorporate behavioral instances of trust into the study of social capital and overcome the conceptualization difficulties commonly associated with the measurement of trust as it relates to social capital theory expressed by Putman, 2005 and Luhman, 1988.

Also important to highlight as a point of discussion as it relates to this research study's findings on trust is that this research study incorporated the study of social networks, forms of social capital and the role that trust plays in the acquisition of social capital, unlike the three

research studies overviewed in the literature review of this dissertation write-up whose foci were social capital accumulation in higher education among college students (see Section 2.3). The measurement of social capital was not included in two of the research studies all together (Harper, 2008; Deo, 2009) and only included to a small extent in one (Daily, Eugene & Prewitt, 2007) (see Table 2.6). This research study accomplished the objective of measuring trust and the role that trust plays in the relationships Blue and Gold Society members develop as a result of being in the Blue and Gold Society, in addition to investigating the social networks of Blue and Gold Society members and the forms of social capital available to members of the student organization. The role that trust plays in Blue and Gold Society members' access to the various forms of social capital will now be elaborated on qualitatively.

4.4.1.1 The role that trust plays in instrumental forms of social capital

As a point of reference, instrumental forms of social capital are those resources embedded in relationships that help an individual gain something or get ahead (Lin, 2001). Six instrumental forms of social capital were previously identified in the literature and through deductive analysis (see Section 4.3.1). This section presents the findings as they relate to the role that trust plays in the acquisition of information flow, goal achievement, occupational mobility and education attainment by Blue and Gold Society members through their social networks. Specific findings were not ascertained for the role that trust plays in the acquisition of human capital and norms of reciprocity.

Information flow is the movement of details and facts about opportunities and choices between individuals that would otherwise not be available without the existence of a social network (Lin, 2001; Coleman, 1988). One Blue and Gold Society member explained that “You have to trust in other people that they will give you accurate information. You have to trust them

not to lead you astray” (M1-3A). Another member similarly proclaimed that “Without trust there is no relationship. There is a wall up. There is less effective communication” (M13-3A). “If you couldn’t trust people, we wouldn’t have been able to share things with each other,” stated yet another Society member (M34-3A).

Trust also plays a role in goal achievement, or those resources and relationships that make possible the achievement of certain ends by an individual that in their absence would not be possible (Coleman, 1988). During one interview with a Blue and Gold Society, the member explained that “Mutual trust has to exist for anything to get done” (M16-3A). Another interview with a Blue and Gold Society member yielded the comment that “We all strive to do a good job, and that makes it easier for us to accomplish things because we have a similar trust level with each other” (M9-3A). The Student Government Board President, during an interview with the author, provided two specific examples of the role that trust plays in his relationship with Blue and Gold Society members and goal achievement as an instrumental form of social capital:

I think trust benefits [Blue and Gold Society members] because if they need something from me, they know I would go balls to the wall for them to provide the support and backing necessary for them to get done what they’re trying to get done. (I8-3A)

It’s a two way street. I wouldn’t be what I am now if it were not for their support. I would not have been able to accomplish what I did this spring on campus without their help. And vice versa, I think they have specifically benefited from knowing me and being able to trust me to help them as well. (I8-3A)

Occupational mobility, referred to in the literature as a form of social capital that assists an individual with career development, job attainment and/or career networking (Coleman, 1988), is assisted by the existence of trust between individuals. A Blue and Gold Society member who is a student in the School of Business shared the following example of the role that trust plays in occupational mobility.

For instance, the dean of the business school would not have taken the time to meet with me unless he had known of my accomplishments through other people and being a Blue and Gold Society member and then meeting with me. If he didn't trust that I wasn't going to screw things up, he wouldn't be meeting with me in the first place. He knows that if he sets up an interview for me, he knows I'll follow through with it. (M10-3A)

Another Blue and Gold Society member described her experience meeting and career networking with an alumna within her social network:

I trusted the alumna at the Community College of Allegheny County and her advice. I wouldn't have considered her advice if I didn't trust her. I didn't even really know her well but because I trusted her I listened to her advice. (M12-3A)

No matter how strong or weak the relationship, one Blue and Gold Society member further proclaimed as it relates to occupational mobility as a form of social capital, that, for example, "The Manager of Student Alumni Programs and Associate Director of Alumni Membership would find it difficult to recommend us to others without first trusting us" (14-3A). From a different perspective, the Board of Trustees member interviewed in the research study explained how trust played a role in helping a Blue and Gold Society member navigate the job market:

I helped another Blue and Gold Society member get a job at PNC bank. He approached me about helping him. I trusted him enough to connect him with another friend of mine, also a Board of Trustees member, and he was able to land a job there eventually. (I3-3B2)

Education attainment is commonly defined in the literature as an individual's persistence in school, improved test scores and/or the pursuit of post-secondary education as a byproduct of social relationships (Putnam, 2000; Halpern, 2005). One Blue and Gold Society member, speaking about getting help from the Chancellor in the form of a letter of recommendation for graduate school said:

If I asked the Chancellor for a letter of recommendation, the way I've represented myself and the University as a Blue and Gold Society member has helped me develop a level of trust that would make him willing to do it for me. (M31-3A)

Also referencing obtaining a letter of recommendation for a particular academic program, another member of the Blue and Gold Society explained that “You can’t ask someone for a letter of recommendation if you can’t trust them” (M36-3A). Further elaborating, the Greek Life student interviewed concurred, “In college and in our lives right now, we are making huge life decisions about jobs, classes to take, getting help with these things just won’t work without a strong level of trust on both ends” (I4-3A).

4.4.1.2 The role that trust plays in other instrumental forms of social capital

As a point of reference, other instrumental forms of social capital are those resources embedded in relationships that help an individual gain something or get ahead, that were identified through inductive analysis and that were not included in the literature review. Five other instrumental forms of social capital were previously identified through inductive analysis (see Section 4.3.2). This section presents the findings as they relate to the role that trust plays in the acquisition of general help and meeting new people by Blue and Gold Society members through their social networks. Specific findings were not ascertained for the role that trust plays in the acquisition of free tangible/material items, mentoring and unique opportunities.

First, the exchange of general help, referred to previously as general help that assists an individual in gaining something or getting ahead, is more effectively facilitated when trust exists in a relationship between a Blue and Gold Society member and another individual. “Without trust,” said one Blue and Gold Society member, “you can’t call someone up and ask for help and feel confident they’ll help you” (M14-3A). In a relationship, “trust means I can rely more on people to wish me the best and help me when I need it,” explained another member of the student organization (M15-3A). In a lengthier, more detailed manner, a Blue and Gold Society

member shared the following insight about the role that trust plays in receiving help in general from a social network member:

It plays a vital role. The benefits parallel with how reliable we are. If we establish trust at an early date and my track record is good, if I ask for a favor it will be given to me more smoothly. It appeases people's minds when they know they can trust me if I ask them for help. They hesitate to help or go extra mile if their trust in me is weak. (M3-3A)

Trust extends to both sides of a relationship as it relates to taking advantage of the general help available through social network relationships. It is important for both the giver and receiver to have trust in one another. "Trust is important because you can know that they have your best interest in mind. If they haven't had a good experience trusting you they'll be less likely to help you with something," shared one Blue and Gold Society member (M5-3A). The author noted the role that trust plays in asking someone for help as he gradually spent more time with Blue and Gold Society members throughout the course of the research study.

There are some Blue and Gold Society members that I have had the opportunity to interact with more than others up until this point. I have witnessed these members follow through on commitments and I have seen them step up to help other fellow Blue and Gold Society members and the Manager of Student Alumni Programs. To the extent possible at this point, I feel like I can count them as being a part of my social network. I also feel like I can trust them if I needed help with something. Knowing that I can trust them makes me more willing to ask them for help I think. It makes me more confident in the quality and quantity of help I could receive from them if I asked.

4.4.1.3 The role that trust plays in other expressive forms of social capital

As was previously discussed section 4.3.3, expressive forms of social capital are those forms whose aim and/or desired outcome is ultimately to help an individual maintain one's own current resources (Coleman, 1988; Lin, 2001). Identity reinforcement and sanctions are the two expressive forms of social capital typically discussed in the literature. No findings arose pertaining to the role that trust plays in Blue and Gold Society members' acquisition of these two expressive forms of social capital though. Alternatively, trust was found to be important as it

relates to Blue and Gold Society members and their ability to access general support and friendship and family-like feelings from those within their social networks, two other expressive forms of social capital originally identified through inductive analysis in section 4.3.4.

General support is defined for the purposes of this research study as a form of support that helps an individual endure or persevere through a trial or difficult task. One Blue and Gold Society member offered the following commentary:

Trust is huge because anything we want to achieve and goals you have, the bigger goals you have require a stronger support system and more trust. People pushing you to be happy and keep going is the best thing in the world. (M28-3A)

The staff person in the Office of Alumni Relations who was interviewed explained that “If Blue and Gold Society members were not able to be trusted, they wouldn’t be able to tap into the alumni community the way they are able to for support, guidance” (I2-3A).

Access to friendship or family-like feelings through social networks is also tied to the concept of trust as it relates to social capital. “Trust,” explained one Blue and Gold Society member, “helps you cross barriers from just being a professional to being a friend” (M19-3A). Another member said regarding trust and the role trust plays in the acquisition of friendship or family-like feelings from fellow Blue and Gold Society members that “I trust my family the most but I don’t get to see them every week. Being a part of the Blue and Gold Society lends support synonymous with family support though” (M28-3A). The author recorded the following about the friendship-like feelings he has gained through many of the Blue and Gold Society members now within his social network:

I feel like I can trust Blue and Gold Society members. I consider most of them my friends now to a certain extent. I feel like I could text some of them just as I would another friend and ask them to hang out or ask them for help with something. I have spent a lot of time with Blue and Gold Society members over the course of this research study so far. I think the reason that I feel like they are my friends is because I can trust their sincerity when they say hello to me or ask me how I am doing. I feel like we are

friends because they have always kept their word to me and never given me reason to doubt them.

4.4.2 Level of trust that exists in Blue and Gold Society members' social networks

Thus far, Section 4.4.1 presented the findings pertaining to research question 3A, most notably that trust does in fact play a role as Blue and Gold Society members seek to acquire and utilize both instrumental and expressive forms of social capital from those individuals within their social networks. As such, and as the acquisition of social capital is contingent on the level of trust that exists within a relationship between two individuals (Nahapiet & Ghoshal, 1998), research questions 3B1 and 3B2 seek to understand the level of trust that Blue and Gold Society members have in those individuals within their social networks and the level of trust that those within their social networks have in Blue and Gold Society members, respectively. The relationships under investigation in research questions 3B1 and 3B2 are those relationships that Blue and Gold Society members have developed as a result of being a member of the Blue and Gold Society. Again, the relationships that Blue and Gold Society members have developed as a result of their membership in the Blue and Gold Society were investigated through research question 1A and the processes through which those relationships developed were investigated through research question 1D. Findings pertaining to research questions 1A and 1D are included in sections 4.2.1 and 4.2.3, respectively. Section 4.4.2.1 will present findings related to the level of trust that Blue and Gold Society members have in those individuals within their social networks. Section 4.4.2.2 will then present findings related to the level of trust individuals within Blue and Gold Society members' social networks have in Blue and Gold Society members.

4.4.2.1 Level of trust that Blue and Gold Society members have in members of their social networks

The findings in section 4.4.1 state that the level of trust between Blue and Gold Society members and those individuals within their social networks affects members' access to various forms of social capital. More specifically pertaining to this section, the level of trust that Blue and Gold Society members have in others within their social networks influences the confidence that Blue and Gold Society members have in accessing and utilizing the resources embedded in those relationships. The purpose of this section is to present the findings related to the level of trust that Blue and Gold Society members have in their social network, specifically those with whom they have developed a relationship with as a result of their membership in the Blue and Gold Society.

Table 4.22 reintroduces research question 3B1 and includes the associated semi-structured interview questions asked of Blue and Gold Society members and other individuals in Blue and Gold Society members' social networks.

Table 4.22: 3B1 – Level of trust Blue and Gold Society members have in others

Semi-Structured Interview Question, Participant Observation, and Cultural Artifact Review Guiding Question	Research Question	Element of Social Capital Based on Literature Review
<i>Concerning Trust</i>		
Asked of Blue and Gold Society Members	3B1. How would you describe the level of trust you have in the individuals with whom you have developed relationships as a result of being a Blue and Gold Society member?	Degree to which an individual believes that another person will perform or behave in a certain way (Nahapiet & Ghoshal, 1998)
Asked of Individuals in Blue and Gold Society Member's Social Network	3B1. How would you describe the level of trust that Blue and Gold Society members have in you?	
Asked by author during participant observation and cultural artifact review	3B1. What levels of trust exist among Blue and Gold Society members and those within his or her social network?	

Table 4.22 also includes the guiding question utilized by the author during participant observation and cultural artifact review. A corresponding reference from the literature on social capital theory is also included to support the research question.

The data obtained from asking research question 3B1 was analyzed and arranged into the following hierarchal node structure (see Figure 4.9).

Name	Description
Blue and Gold Society Members' Level of Trust in Others	Level of trust Blue and Gold Society members have in others.
Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
Level of Trust in Associate Director of Alumni Membership	Blue and Gold Society member level of trust in Associate Director of Alumni Membership.
High	High or above average level of trust.
Moderate	Moderate or average level of trust.
Level of Trust in Blue and Gold Society Members	Blue and Gold Society member level of trust in other members.
Level of Trust in Manager of Student Alumni Programs	Blue and Gold Society member level of trust in Manager of Student Alumni Programs.
Faculty and Staff	Faculty and staff at the University of Pittsburgh
Students	Students at the University of Pittsburgh.
Other	Alumni, donors, trustees, government officials, and others.

Figure 4.9: NVivo – Blue and Gold Society members’ level of trust in social network members node structure

The highest node in the structure is *Blue and Gold Society Members’ Level of Trust in Others*. The first four child nodes in the hierarchy are *Blue and Gold Society*, *Faculty and Staff*, *Students* and *Other*. These four child nodes serve the purpose of categorizing nodes or themes for data

related to the specific categories of individuals whom Blue and Gold Society members trust. Within each child node exists additional child nodes. For example, within the *Blue and Gold Society* child node for staff, students, and others specifically linked to the Blue and Gold Society, nodes exist for *Level of Trust in Associate Director of Alumni Membership*, *Level of Trust in Manager of Student Alumni Programs*, and *Level of Trust in Blue and Gold Society Members*. Then within each of these three child nodes there are child nodes for the level of trust that Blue and Gold Society members have in these individuals, such as *High* or *Moderate*, meaning members have a high/above average level of trust or moderate/average level of trust in the individuals, respectively. Figure 4.9 also serves the purpose of defining the various nodes or codes used to organize and analyze the data.

Table 4.23 lists three levels of trust that Blue and Gold Society members might have in others along the top of the table. The table also lists the four categories of individuals with whom Blue and Gold Society members develop relationships and the specific individuals in whom Blue and Gold Society members trust. These relationships were previously defined in Section 4.2. The processes through which the relationships have developed were previously described in Section 4.3. Whenever the level of trust that a Blue and Gold Society member has in a particular individual was identified, it is noted accordingly by the data collection method used to obtain the data. For example, it was discovered through interviews with Blue and Gold Society members that members have both a high and moderate level of trust in the Manager of Student Alumni Programs. It was also discovered through interviews with other individuals within Blue and Gold Society members' social networks that Blue and Gold Society members have a high level of trust in the Manager of Student Alumni Programs.

Table 4.23: Level of trust Blue and Gold Society members have in social network members by data collection method

Level of Trust Blue and Gold Society Members Have in Social Network Members				
		High	Moderate	Low
Blue and Gold Society	Associate Director of Alumni Membership	BGI	BGI	
	Belonging to the Blue and Gold Society			
	Blue and Gold Society Members		BGI	
	Manager of Student Alumni Programs	BGI OI	BGI	
Faculty and Staff	Alumni Relations Staff	BGI OI	BGI	
	Athletic Department Staff			
	Athletic Director			
	Chancellor	BGI	BGI	
	Deans	BGI		
	Director of Student Life			
	Executive Level Staff			
	Faculty	BGI		
	Staff – General	BGI OI		
	Vice Provost and Dean of Students	BGI		
Others	Alumni	BGI OI	BGI	
	Alumni Association President			
	Board of Trustees		BGI	
	Donors			
	Government Officials			
	Local Business Leaders			
	Potential Employer			
Students	Greek Life Students	BGI		
	Residence Hall Assistants			
	Students in General	BGI	BGI	
	Student Athletes			
	Student Government Board Members	BGI OI		
	Student Organization Members			
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review				

Table 4.23 illustrates which data collection method identified a particular level of trust in a specific individual for the purposes of data triangulation. Also, Table 4.23 highlights which data collection methods were most effective in identifying the level of trust Blue and Gold Society

members have in those individuals within their social networks. Table 4.23 is a collective representation of the findings, meaning that the table does not quantitatively represent the number of times a specific level of trust in a particular individual was recorded. Rather, the table denotes that a specific level of trust in a particular individual was recorded at least once during the research study through one or more of the data collection methods. More specific findings related to the level of trust Blue and Gold Society members have in others will now be elaborated on qualitatively.

Blue and Gold Society members have high levels of trust in various members of their social networks. For example, in the Blue and Gold Society category of individuals, Blue and Gold Society members said they have a “very high” (M10-3B1), “pretty high” (M12-3B1), “relatively high” (M2-3B1), and “extremely high” (M34-3B1) level of trust in the Associate Director of Alumni Membership. Members also said that they have “a high level of trust” in the Manager of Student Alumni Programs (M31-3B1). One member of the student organization further elaborated, “I trust the Manager of Student Alumni Programs and Associate Director of Alumni Membership. I place a lot of trust in them” (M11-3B1). The trust that Blue and Gold Society members have in their fellow members is high as well. “I pretty much trust Blue and Gold Society members with my life. All of them are trustworthy people. I have no doubts about trusting them with anything,” said one Blue and Gold Society member (M10-3B1). Another added, “If I ask a Blue and Gold Society member to do something, I can completely trust that they will do it” (M23-3B1).

This high level of trust exists in faculty and staff relationships as well. For example, one Blue and Gold Society member said in reference to the Chancellor, “I trust the Chancellor. I know he always wants to do what’s best for the University” (M14-3B1). As another example,

one Blue and Gold Society member said of staff in the Office of Alumni Relations, “Personally, I trust them all 100 percent” (M13-3B1). From a different perspective, a staff person was asked during an interview how much he thinks that Blue and Gold Society members trust him. The staff person explained, “I think they trust me enough to approach me if they need help with something. I follow through on my commitments to them” (I6-3B1).

Blue and Gold Society members also have high levels of trust in the student-student relationships they make as a result of being in the Blue and Gold Society. As it relates to her trust in students in general, one Blue and Gold Society member said, “It’s high, definitely with Blue and Gold Society members and also with other students” (M4-3B1). From the perspective of another student, in this case the Student Government Board President, the President said he has a high level of trust in Blue and Gold Society members and their trust in him is “eye level,” meaning just as high (I8-3B1). A member of a fraternity, who has a high level of trust in Blue and Gold Society members, offered her perspective of the level of trust Blue and Gold Society members have in her by saying that “I think it is exactly the same as the trust I have in them” (I4-3B1).

Blue and Gold Society members stated that they have trust in alumni and the University’s Board of Trustees. Speaking about alumni, one member of the Blue and Gold Society said the following:

I trust alumni a lot. I value their opinions. I trust their advice. The trust is not the same level as it is with my actual biological family, but it’s close with some of them. Having trust means there is no barrier in my relationship with them. (M25-3B1)

Asked about the level of trust he has in Board of Trustees members in his social network, a Blue and Gold Society member answered, “It’s high” (M35-3B1).

Moderate or average levels of trust between Blue and Gold Society members and those within their social networks were occasionally mentioned as well. One member said during an interview that he trusts highly “only five or six Blue and Gold Society members,” as opposed to the balance of Blue and Gold Society members that he trusts more moderately (M29-3B1). A student who is not a Blue and Gold Society member who knows a number of Blue and Gold Society members claims that Blue and Gold Society members trust him to a moderate extent. “It’s not very high yet,” but he believes the level of trust can grow from just average to above average as Blue and Gold Society members get to know him better (I7-3B1). Describing the moderate level of trust he has in alumni that make up his social network, one Blue and Gold Society member commented that “The level of trust with alumni is not as strong. Even though the trust with alumni is not as strong as it is with Blue and Gold Society members, it’s definitely not weak. There is definitely trust there” (M1-3B1). Low levels of trust between Blue and Gold Society members and those within the social networks were not identified during the course of the research study; identified levels of trust were either high or moderate, as has been elaborated on in this subsection.

4.4.2.2 Level of trust members of Blue and Gold Society members’ social networks have in Blue and Gold Society members

As previously noted, the findings in section 4.4.1 state that the level of trust between Blue and Gold Society members and those individuals within their social networks affects members’ access to various forms of social capital. More specifically pertaining to this section, the level of trust that individuals have in Blue and Gold Society members influences the confidence that individuals have in Blue and Gold Society members as it relates to offering and providing the resources embedded in those relationships. The purpose of this section is to present the findings

related to the level of trust that individuals have in Blue and Gold Society members, specifically those with whom they have developed a relationship with as a result of their membership in the Blue and Gold Society.

Table 4.25 reintroduces research question 3B2 and includes the associated semi-structured interview questions asked of Blue and Gold Society members and other individuals in Blue and Gold Society members' social networks. It also includes the guiding question utilized by the author during participant observation and cultural artifact review. A corresponding reference from the literature on social capital theory is also included to support the research question.

Table 4.24: Research question 3B2 – Level of trust social network members have in Blue and Gold Society members

Semi-Structured Interview Question, Participant Observation, and Cultural Artifact Review Guiding Question	Research Question	Element of Social Capital Based on Literature Review
<i>Concerning Trust</i>		
Asked of Blue and Gold Society Members	3B2. How would you describe the level of trust that these individuals within your social network have in you?	3B2. What level of trust do social network members have in undergraduate student organization members? Degree to which an individual believes that another person will perform or behave in a certain way (Nahapiet & Ghoshal, 1998)
Asked of Individuals in Blue and Gold Society Member's Social Network	3B2. How would you describe the level of trust you have in current members of the Blue and Gold Society as a result of your relationship with them?	
Asked by author during participant observation and cultural artifact review	3B2. What levels of trust exist between Blue and Gold Society members and those within their social network?	

The data obtained from asking research question 3B2 was analyzed and arranged into the following hierarchal node structure (see Figure 4.10). The highest node in the structure is *Level*

of Trust in Blue and Gold Society Members. Three child nodes exist under the aforementioned parent node, housing data pertaining to *high*, *medium* and *unsure* levels of trust. Unlike other sections and other hierarchical node structures presented thus far though, the node structure in Figure 4.48 does not utilize specific nodes for the different categories of individuals or for specific individuals. This is because the data obtained from asking research question 3B2 resulted in more vague and generalized findings rather than very social network individual specific findings. As usual, Figure 4.48 also serves the purpose of defining the various nodes or codes used to organize and analyze the data.

Name	Description								
Level of Trust in Blue and Gold Society Members	Level of trust others have in Blue and Gold Society members.								
<table> <tr> <th>Name</th><th>Description</th></tr> <tr> <td>High</td><td>High or above average level of trust.</td></tr> <tr> <td>Moderate</td><td>Moderate or average level of trust.</td></tr> <tr> <td>Unsure</td><td>Unsure of level of trust.</td></tr> </table>	Name	Description	High	High or above average level of trust.	Moderate	Moderate or average level of trust.	Unsure	Unsure of level of trust.	
Name	Description								
High	High or above average level of trust.								
Moderate	Moderate or average level of trust.								
Unsure	Unsure of level of trust.								

Figure 4.10: NVivo – Level of trust social network members have in Blue and Gold Society members

Table 4.25 lists three levels of trust that individuals noted having in Blue and Gold Society members along the top of the table. Whenever the level of trust that a specific social network member has in Blue and Gold Society members was identified, it is noted accordingly by the data collection method used to obtain the data. Table 4.25 illustrates which data collection method identified a particular level of trust in Blue and Gold Society members for the purposes of data triangulation. Also, Table 4.78 highlights which data collection methods were most effective in identifying the level of trust social network members have in Blue and Gold Society members. Table 4.25 is a collective representation of the findings, meaning that the

table does not quantitatively represent the number of times a specific level of trust in Blue and Gold Society members was recorded. Rather, the table denotes that a specific level of trust in Blue and Gold Society members was recorded at least once during the research study through one or more of the data collection methods. More specific findings related to the level of trust that social network members have in Blue and Gold Society members will now be elaborated on qualitatively.

Table 4.25: Level of trust social network members have in Blue and Gold Society members by data collection method

Level of Trust Social Network Members Have in Blue and Gold Society Members			
	High	Moderate	Unsure
Social Network Members	BGI OI PO	BGI	BGI
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review			

The majority of the findings state that individuals within Blue and Gold Society members' social networks have a high level of trust in Blue and Gold Society members. Blue and Gold Society members tend to describe the level of trust those within their social network have in them as “high” and/or “very high.” One Blue and Gold Society member explained that trust in him is “pretty high” (M12-3B2). He continued, “I think I can be trusted to meet my Blue and Gold Society expectation and live up to our obligations of being in the Blue and Gold

Society” (M17-3B2). Another member of the Society claimed that social network members “trust me to fulfill my assignments” (M19-3B2). “I think there is a lot of trust in me,” pronounced yet another member of the student organization (M21-3B2). Speaking more specifically about members of her social network for whom she hosts events and provides other forms of assistance, one member commented:

They trust me to be responsible, to do what they ask of me, to be mature about it, to go beyond what a student they do not know would do or what a student in another student organization would do. (M7-3B2)

Individuals within Blue and Gold Society members’ social networks interviewed during the course of the research study backed up Blue and Gold Society members’ claims of being highly trusted people. The staff person in the Office of Alumni Relations said of Blue and Gold Society members, “Overall, my trust in them is very high. They have good follow through and are very honest” (I2-3B2). A staff member in the School of Business proclaimed, “I think it is great to put Blue and Gold Society members in front of our alumni. I always think of them first when I need help with an event we are doing” (I6-1D). A bold statement was provided by the Student Government Board President regarding the trust he has in Blue and Gold Society members.

I don’t typically rely on people to do things for me, but out of the people I trust on campus, which is about five, three are Blue and Gold Society members. I’m not just saying that because you’re interviewing me. I can always count on them to help me out. It’s a high level of trust. (I8-3B2)

The Manager of Student Alumni Programs, Greek Life student, student, Board of Trustees member and alumnus interviewed each also claimed to have a high level of trust in Blue and Gold Society members. “High” (I5-3B2), “strong trust” (I4-3B2), “high level of trust” (I7-3B2), “true trust” (I3-3B2), and “high level” (I1-3B2) are all descriptions of the level of trust the

individuals in the previous sentence claimed to have in Blue and Gold Society members, respectively.

Although cultural artifacts did not prove to be a successful data collection method to measure the trust others have in Blue and Gold Society members, the author was able to utilize participant observation to gain insight into the level of trust others have in Blue and Gold Society members:

Over the course of the approximately 16 weeks that I participated with, interviewed and observed Blue and Gold Society members, I gained a deep trust in each Blue and Gold Society member. Out of the 37 Blue and Gold Society members that I interviewed, only once did one of them not keep their commitment and not show up for a scheduled interview with me. I was so shocked to finally be stood-up for an interview by one of them that I thought to myself that something majorly wrong must have happened for the member to miss their meeting with me. Sure enough, the member became ill and called me shortly after our scheduled meeting time to explain and reschedule.

Through participant observation, the author also observed Blue and Gold Society members hosting events and interacting with others, which produced data in support of the trust social network members place in Blue and Gold Society members:

Blue and Gold Society members always seem to stay in character, meaning that they always represent themselves well, the University well, and the Blue and Gold Society well. Recently I saw a member standing seemingly all by herself along a side street on campus. I knew what she was doing there. She was there to direct alumni of the School of Business to a hard to find location on campus where an event was being held. Alumni looking for the meeting place were few in numbers though. Really, she seemed to just be standing outside not doing much of anything. I never saw her pull out her cell phone though. I never saw her sit down or slouch or begin to look tired or unprofessional. She could have easily taken a break, texted friends, or blown off the assignment all together. She remained true to her commitment though. I thought to myself at that moment that I could really trust her or any of the other Blue and Gold Society members for that matter with pretty much anything. In general, they are just trustworthy people.

When approached by one Blue and Gold Society member (M21) for a contact in a local public school to inquire with about doing a possible service project, the author noted:

I had no problem connecting this Blue and Gold Society member with a friend of mine in an area public school because of the level of trust I have in this particular member. I

knew he would not make me look bad or flake out on any potential commitments he might possibly make with my friend.

Another Blue and Gold Society member (M19) stopped by the author's office to discuss her desire to learn about the field of fundraising within higher education, which happened to also be the author's field of work:

Having a knowledge of what Blue and Gold Society members do and the type of people they are in general from my observations of them and interactions with them, I feel like I can trust her and recommend for her to meet with some of my colleagues to possibly help her find an internship or opportunity for a part-time job. I do not have any reservations or fears in doing so because of the high level of trust I have in her and in other Blue and Gold Society members in general.

Only one Blue and Gold Society member claimed to be trusted to a moderate or average extent by those within his social network. This Blue and Gold Society member claimed that others have a "decent amount of trust in me" and that he can be trusted most of the time to do the right thing (M26-3B2). Also, only two Blue and Gold Society members disclosed that they are "not sure" of the level of trust those within their social networks have in them as a result of being members of the Blue and Gold Society (M5-3B2; M29-3B2). No clear indication was provided by either of these two members though other than that they just had not thought much about it before and they were genuinely unsure as to the level of trust others truly have in them.

4.4.3 Processes through which trust is developed

Section 4.4.1 presented findings related to the role that trust plays in the various forms of social capital Blue and Gold Society members are able to accumulate as a result of the relationships they have made by being a part of the Blue and Gold Society. In more or less words, the findings in Section 4.4.1 state that trust does in fact play a role in accumulating social capital. Section 4.4.2 presented findings on the level of trust Blue and Gold Society members have in

those individuals who make up their social network and the level of trust their social network members have in Blue and Gold Society members. Simply stated, Blue and Gold Society members for the most part have a high level of trust in those who make up their social network and those who make up their social network have a high level of trust in Blue and Gold Society members. If trust, as it relates to the concept of social capital, indicates an individual's willingness to be open to another individual to both provide resources to an individual and receive resources from an individual (Nahapiet & Ghoshal, 1998), it is important to understand how trust, specifically among Blue and Gold Society members and the individuals within their social network, is developed.

The purpose of this section is to present the findings as they relate to the processes through which trust is developed between and among Blue and Gold Society members and those within their social networks and vice versa, in answer to research questions 3C1 and 3C2. Research question 3C1 will be reintroduced and findings pertaining to that research question will be presented in Section 4.4.3.1. Likewise, research question 3C2 will be reintroduced and findings pertaining to that research question will be presented in Section 4.4.3.2.

4.4.3.1 Blue and Gold Society members' processes for developing trust in social network members

The findings in this section essentially describe the processes through which Blue and Gold Society members develop trust in others. Semi-structured interviews, participant observation and cultural artifact review were utilized to collect the data to answer this research question. Table 4.26 reintroduces research question 3C1 and includes the associated semi-structured interview questions asked of Blue and Gold Society members and other individuals in Blue and Gold Society member's social network. It also includes the guiding question utilized

by the author during participant observation and cultural artifact review. A corresponding reference from the literature on social capital theory is also included to support the research question being asked.

Table 4.26: Research question 3C1 – processes through which Blue and Gold Society members develop trust in social network members

Semi-Structured Interview Question, Participant Observation, and Cultural Artifact Review Guiding Question	Research Question	Element of Social Capital Based on Literature Review
<i>Concerning Social Networks</i>		
Asked of Blue and Gold Society Members	3C1. Through what processes have you developed trust in the individuals in your social network (see 3B1)?	3C1. Through what processes do undergraduate student organization members develop trust in social network members? Developed as an individual learns about another person's disposition, ability and reputation (Fu, 2004)
Asked of Individuals in Blue and Gold Society Member's Social Network	3C1. Through what processes have Blue and Gold Society members developed trust in you?	
Asked by author during participant observation and cultural artifact review	3C1. Through what processes do Blue and Gold Society members develop trust in social network members?	

Figure 4.11 illustrates how the author gathered, recorded and organized the data in NVivo 9 as it relates to the processes through which Blue and Gold Society members develop trust in others. After collecting data for research question 3C1, the author thematically organized the data utilizing NVivo 9. In the hierarchical node structure in Figure 4.11, the primary parent node is *Trust Development Process*. Under that parent node, there is a child node specifically for the *Process for Trusting Others*. Then within the theme or child node of *Process for Trusting Others*, there are four additional child nodes for the four primary categories of individuals with whom Blue and Gold Society members develop relationships and trust: *Trusting Blue and Gold Society*, *Trusting Faculty and Staff*, *Trusting Students* and *Trusting Others*. Finally, within the

node of *Trusting Blue and Gold Society*, for example, additional nodes exist for each specific individual, such as *Associate Director of Alumni Membership*. Through this process the author inductively analyzed and thematically organized the data and findings.

Trust Development Process	Developed as one learns about another's disposition/ability/reputation (Fu, 2004).
Name	Description
Process for Trusting Others	The means whereby Blue and Gold Society members come to trust others.
Name	Description
Trusting Blue and Gold Society	Trusting staff, students, and others specifically linked to the B&G Soc.
Name	Description
Trusting Assoc. Dir. of Alumni Membership	How they come to trust Associate Director of Alumni Membership.
Name	Description
Commonalities	Through having things in common.
Dependable and Keep Commitments	Through seeing their dependability and keeping of commitments.
Repetative Interactions	Through repetative interactions.
Being Trusted by Them First	Through being trusted by them first.
Confidentiality	Through others keeping things confidential.
Length of Time Known	Through knowing someone longer.
Received Previous Help	Through receiving previous help.
Haven't Jeopardized Trust	Through having not done anything to jeopardize trust.
General Concern for Them	Through others expressing general concern for them.
Name	Description
Trusting Manager of Student Alumni Progr	How they come to trust Manager of Student Alumni programs.
Trusting Blue and Gold Society Members	How they come to trust Blue and Gold Society members.
Name	Description
Trusting Faculty and Staff	Trusting faculty and staff at the University of Pittsburgh.
Trusting Students	Trusting students at the University of Pittsburgh.
Trusting Others	Trusting alumni, donors, trustees, government officials, and others.

Figure 4.11: NVivo – Blue and Gold Society member development of trust in social network members node structure

This section is divided into four subsections, one each for the four categories of individuals mentioned thus far, namely *Blue and Gold Society*, *Faculty and Staff*, *Students* and *Others*. Each subsection here will employ a table to outline the findings as they pertain to the

individual in the social network and the process through which Blue and Gold Society members developed trust with the particular individual. The tables also display the data collection method utilized to collect the data to demonstrate which data collection methods were most effective in identifying certain types of data. Additionally, displaying the findings in this manner results in data triangulation. An attempt was made to identify and include the trust development process for each social network individual previously identified and listed in Section 4.2. Cases exist though where a trust development process was not identified and included in this section. An effort was made however to identify and include each relationship and its specific trust development process in the forthcoming subsections.

First, as a result of being in the Blue and Gold Society, Blue and Gold Society members have relationships with various staff, students, and others specifically linked to the Blue and Gold Society. Table 4.27 lists three of those individuals and the process through which Blue and Gold Society members developed trust in them. The left hand column lists the individuals, while the row along the top lists the various trust development processes. Whenever a particular process is applicable to a particular individual, it is noted accordingly by the data collection method used to obtain the data. For example, it was discovered through interviews with Blue and Gold Society members, interviews with individuals within Blue and Gold Society members' social network, and cultural artifact review that Blue and Gold Society members develop relationships with other Blue and Gold Society members through collaborating on projects with each other. Following Table 4.27, the findings will be elaborated on qualitatively.

Table 4.27: Blue and Gold Society member trust in Blue and Gold Society – trust development processes

Blue and Gold Society Member Trust in Blue and Gold Society – Trust Development Processes																
		Repetitive Interactions	Received Previous Help	General Concern for them	Haven't Jeopardized Trust	Length of Time Known	Confidentiality	Being Trusted by them First	Dependable and Keep Commitments	Commonalities	Others Being Genuine and Sincere	Personal Accomplishments	Willingness to Help	Others Getting to Know Them	Reputation and Status	Interacting Outside Blue and Gold Society
Blue and Gold Society	Associate Director of Alumni Membership	BGI	BGI	BGI	BGI	BGI	BGI	BGI	BGI	BGI						
	Blue and Gold Society Members	BGI	BGI	BGI	BGI	BGI	BGI	BGI	BGI	BGI	BGI	BGI	BGI PO	BGI PO	BGI	BGI
	Manager of Student Alumni Programs	BGI OI	BGI	BGI	BGI	BGI OI	BGI	BGI	BGI OI	BGI	BGI	BGI	BGI OI			
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review																

Blue and Gold Society members develop trust in individuals with specific ties to the Blue and Gold Society through various processes, as can be seen in Table 4.27. Trust in the Associate Director of Alumni Membership is developed in nine distinct ways. Speaking about the Associate Director and *repetitive interactions*, one member explained that “Over time, I’ve learned who I can trust more than others based on the more frequent contact with people” (M32-3B2). Another member provided an example of how he has been able to develop trust in the Associate Director of Alumni Membership through *receiving previous help*. “When I have emailed or called on the phone, she responds with real answers and in a timely manner, instead

of putting it off” (M35-3C1). Speaking about both the Manager of Student Alumni Programs and the Associate Director of Alumni Membership as it relates to *being genuine*, one Blue and Gold Society member explained, “I trust the Manager of Student Alumni Programs and Associate Director of Alumni Membership. I place a lot of trust in them. They are genuine. They know about you. It’s not a dictatorship with them” (M11-3B1). Referring again to the Manager and Associate Director and the theme of *never jeopardizing trust*, one Blue and Gold Society member said, “I trust them. They haven’t done anything for me to not trust them” (M12-3B1). *Length of time known* is also important as it relates to Blue and Gold Society members’ development of trust in the Associate Director. “The more time and more semesters I’ve spend with people” (M15-3B1), explained one member about the Associate Director, “the more I’ve been able to develop trust in them and rapport with them” (M15-3C1).

Speaking specifically now about fellow Blue and Gold Society members and the process for developing trust in them, the findings show trust is developed through 15 different methods (see Table 4.27). *Repetitive interactions* with fellow members was one process for developing trust mentioned by Blue and Gold Society members. For instance, one member said in relation to other Blue and Gold Society members, “I have more trust in those I do Blue and Gold Society activities with as opposed to those I don’t normally do Blue and Gold Society activities with” (M24-3C1). Another member continued, stating that “We learn things about each other by hosting events with each other. The more we interact with each other builds trust” (M34-3C2). Another reason Blue and Gold Society members trust fellow members is because fellow members have *trusted them first*. Making this point during an interview session, a Blue and Gold Society member said that “Blue and Gold Society members give you a certain level of trust, then you start to trust them even more” (M1-3B1). Blue and Gold Society members, and the *length of*

time they know fellow Society members, helps to develop trust. One member of the student organization explained:

Some of them have introduced me to their families, and some have allowed me to get to know them on a more personal basis. There is a correlation between how well and long you know a person and the level of trust you can then have in them. (M27-3C1)

Fellow Blue and Gold Society members often *show general concern* for the welfare of Blue and Gold Society members, which also showed to be a process through which members develop trust in fellow members. When asked how he has come to trust fellow Blue and Gold Society members one member answered, “The fact that I know they’re looking out for me, and that they care about me and my goals and aspirations” (M10-3C1). A common response when asked why Blue and Gold Society members trust other fellow members was the idea that fellow members have *not done anything to jeopardize the trust* one member has in another. “I trust them,” said one member about his fellow members (M12-3B1). She continued, “They haven’t done anything for me to not trust them” (M12-3B1). Another member also said about fellow members, “They haven’t given me any reason to doubt them or not trust them” (M29-3B1). The *length of time one* Blue and Gold Society member *knows* another member helps to develop trust. “The Blue and Gold Society members and other people I know best are the ones I trust the most,” claimed one member of the Society (M8-3B1). Blue and Gold Society members also develop trust in their fellow members by observing their *personal accomplishments*. A member of the student organization provided the following example of this:

I see Blue and Gold Society members every day. I see people who are better than me. Their example, their grades, their level of involvement in things, it makes me proud to know them and makes me trust them. (M31-3C1)

Developing trust in fellow Blue and Gold Society members is observed as fellow members maintain *confidentiality*. For instance, one Blue and Gold Society member said, “If I had

something to tell someone, I would first tell my family, then my fraternity brothers, then Blue and Gold Society members. I could tell them anything and I know they'd keep it confidential"

(M34-3B1). Said another Blue and Gold Society member pertaining to confidentiality:

I often tell things to Blue and Gold Society members that I normally wouldn't tell others. Blue and Gold Society members will keep confidential information you give them that others would not keep confidential. I would rather ask a Blue and Gold Society member for a favor because I can trust them more than non-Blue and Gold Society members. (M24-3B1)

Receiving previous help from fellow Blue and Gold Society members helps build trust in members as well (see Table 4.27). "With Blue and Gold Society members, when I've asked them for help or to swap me for an event or to hang out or to talk, they are there for me. This makes me trust them," explained one member (M16-3C1). Blue and Gold Society members trust fellow members because they are *dependable and consistently keep their commitments* to each other and other people. One member said, "I gain trust in them when they complete Blue and Gold Society related tasks" (M21-3B1). Also referring to fellow Blue and Gold Society members, one member said, "When they are dependable it helps you have trust in them" (M2-3B1). *Interacting* with fellow Blue and Gold Society members *outside* of the typical *Blue and Gold Society activities* helps trust to develop. "You feel a closer level of trust when you pair knowing them as a Blue and Gold Society member and knowing them outside of Blue and Gold Society activities; another level of trust starts to develop," elaborated one member of the Society. Lastly, *having things in common* with fellow Blue and Gold Society members increases the level of trust that exists (M5-3C1). One member explained during an interview session:

Even if I don't know certain Blue and Gold Society members very well, I can trust them because of the fact that they are Blue and Gold Society members. I trust that they will fill in for me. Trust is there between us because we are all in the same boat, we know what each other are going through and we like to help each other. (M12-4)

“I trust Blue and Gold Society members because of the commonalities I have with them,” similarly stated another member (M25-3C1).

Blue and Gold Society members also develop trust in the Manager of Student Alumni Programs through various processes. In total, 12 trust development processes were identified throughout the course of the research study (see Table 4.27). The Manager of Student Alumni Programs explained to the author that Blue and Gold Society members trust her because she is *dependable and keeps her commitments* to them. The Manager explained, “I’ve built a reputation with them. I keep my word to them” (I5-3C1). Blue and Gold Society members also cited the impact that *repetitive interactions* with the Manager of Student Alumni Programs have on trust development. “Trust wasn’t prevalent in the beginning,” said one member (M26-3C1). The development of trust in the Manager took place “over time,” the same member explained (M26-3C1). The Manager often expresses *general concern* for Blue and Gold Society members, which results in an increase of trust that members have in her. “The Manager of Student Alumni Programs always checks in on us and lets us know she is there for us,” stated one Blue and Gold Society member (M17-3C1). *Willingness to help* also plays a factor in Blue and Gold Society members’ level of trust in the Manager of Student Alumni Programs. “[The] Manager of Student Alumni Programs says I can come to her for everything,” responded one Blue and Gold Society member when asked why she trusts the Manager (M5-3C1).

Second, as a result of being in the Blue and Gold Society, Blue and Gold Society members have relationships with various faculty and staff at the University of Pittsburgh. Table 4.28 lists seven of those individuals and the process through which Blue and Gold Society members developed trust in them. The left hand column lists the individuals, while the row along the top lists the various trust development processes. Whenever a particular process is

applicable to a particular individual, it is noted accordingly by the data collection method used to obtain the data. For example, it was discovered through interviews with Blue and Gold Society members and interviews with individuals within Blue and Gold Society members' social network that Blue and Gold Society members develop relationships with Alumni Relations staff having general concern for Blue and Gold Society members through Alumni Relations staff keeping information confidential. Following Table 4.28, the findings will be elaborated on qualitatively.

Table 4.28: Blue and Gold Society member trust in faculty and staff – trust development processes

Blue and Gold Society Member Trust in Faculty and Staff – Trust Development Processes												
		Repetitive Interactions	Received Previous Help	General Concern for them	Haven't Jeopardized Trust	Length of Time Known	Confidentiality	Being Trusted by them First	Dependable and Keep Commitments	Commonalities	Personal Accomplishments	Reputation and Status
Faculty and Staff	Alumni Relations Staff	BGI	BGI	BGI OI	BGI	BGI	BGI OI	BGI	BGI	BGI		OI
	Chancellor	BGI		BGI	BGI			BGI				BGI
	Deans			BGI								
	Executive Level Staff				BGI							BGI
	Faculty											BGI
	Staff in General		BGI	BGI	BGI	BGI	BGI		BGI	BGI	BGI	
	Vice Provost and Dean of Students			BGI								
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review												

Beginning with Office of Alumni Relations staff, 10 different trust development processes were identified throughout the course of the research study (see Table 4.28). Blue and Gold Society members have *things in common* with Alumni Relations staff, which inspires increased trust in them. One member explained that “Being from the same university, we share the same ideals, and this makes you trust one another” (M35-3B1). The *reputation and status* that Alumni Relations staff hold helps Blue and Gold Society members develop trust in them. The Alumni Relations staff member interviewed during the research study explained:

My reputation precedes me. Former Blue and Gold Society members communicate their trust in me to new Blue and Gold Society members. I received a card from a new member about what a former Blue and Gold Society member told them about me, saying they were looking forward to working with me. (I2-3C1)

The Alumni Relations staff person also provided commentary as it relates to the role that showing *general concern* for Blue and Gold Society members plays in members developing trust in her. The staff person said, “I care about their well-being and it translates into our everyday interactions with each other” (I2-3C1). As it relates to *confidentiality* and the role it plays in trust development, the staff person continued, “There have been situations where some have had personal issues and called me or talked to me about them. It makes me believe that they have a high level of trust in me” (I2-3B1).

Without exception, Blue and Gold Society members said that they trust the Chancellor. In fact, five reasons were cited by the members (see Table 4.28). One member explained that because the Chancellor *trusts him first*, he in turn trusts the Chancellor. “The Chancellor trusts us. If I needed to ask the Chancellor something, I’d feel more comfortable than a normal student. I would trust the Chancellor to consider what I’m saying” (M26-3B1). Members also trust the Chancellor because he expresses *general concern* for Blue and Gold Society members in general. “I have spoken with the Chancellor before. I was surprised he took so much time to

talk with me. I know he cares,” explained one member when asked through what process his trust in the Chancellor has developed over time (M14-3B1). The Chancellor’s *reputation and status* also plays a role in the trust Blue and Gold Society members have in him. “I trust the Chancellor. I know he always wants to do what’s best for the University,” explained one Blue and Gold Society member (M14-3B1).

Blue and Gold Society members only rarely commented on the processes through which they develop trust in faculty, executive level staff, deans and the Vice Provost and Dean of Students (see Table 4.81). One Blue and Gold Society member said he trusts faculty because of their *reputation and status*: “Faculty I can trust because they’re married, have kids, they’re mature and professional” (M5-3B1). Similarly, reputation and status helps Blue and Gold Society members trust executive level staff as well. One member commented about a Vice Chancellor (and the Chancellor) with whom he has a relationship as a result of being in the Blue and Gold Society:

I haven’t really been in a position to have to trust people like the Chancellor or Vice Chancellor for University Marketing and Communications yet, but I think I could because I know their work in general is for a good cause and the events I’ve hosted for them in the past have been legit, so I don’t have a reason not to trust them. (M9-3B1)

As it relates to trust in the Vice Provost and Dean of Students and the reason for one member’s trust in her, the member explained that she trusts the Vice Provost because the member knows she has *general concern* her.

The Dean of Students, I feel like she listens to me, remembers facts about our conversation, she pays attention to detail. I would certainly trust her with various issues. She has told me I can come to her if I ever need anything. (M16-3C1)

The last type of faculty and staff that Blue and Gold Society members develop trust in is University of Pittsburgh staff in general. Eight trust development processes were identified during analysis of the data (see Table 4.81). Speaking of staff in general, a Blue and Gold

Society member explained that *having things in common* with University staff helps establish trust in them. “[Staff] with similar expectations as we do for us, we have trust in. [Staff] with expectations different from ours, we don’t have as much trust in,” claimed one Blue and Gold Society member (M23-3C1). Some Society members have *received help* from staff before, which has led to the development of trust in staff. Also, knowing the *personal accomplishments* of staff helps Blue and Gold Society members to trust them. As it relates to “staff, you have confidence in them because of their experiences and success, so when they give you advice I know I can trust that they know what’s best and are looking out for me” (M7-3B1).

Third, as a result of being in the Blue and Gold Society, Blue and Gold Society members have relationships with various types of students at the University of Pittsburgh in whom they have developed a certain level of trust. Table 4.29 lists four of those individuals and the process through which Blue and Gold Society members developed trust in them.

Table 4.29: Blue and Gold Society member trust in students – trust development processes

Blue and Gold Society Member Trust in Students – Trust Development Processes												
		Repetitive Interactions	Received Previous Help	General Concern for them	Haven’t Jeopardized Trust	Good Attitude	Willingness to Help	Being Trusted by them First	Dependable and Keep Commitments	Commonalities	Personal Accomplishments	Reputation and Status
Students	Greek Life Students	OI				OI	OI					
	Students in General	OI					OI					
	Student Government Board Members		OI						BGI			
	Student Organization Members		BGI		BGI				BGI			
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review												

The left hand column lists the individuals, while the row along the top lists the various trust development processes. Whenever a particular process is applicable to a particular individual, it is noted accordingly by the data collection method used to obtain the data. For example, it was discovered through an interview with a Greek Life student that Blue and Gold Society members are able to develop trust in this particular Greek Life student through repetitive interactions with the Greek Life student, through the Greek Life showing forth a good attitude toward Blue and Gold Society members, and through Greek Life student showing forth a willingness to help Blue and Gold Society students. The findings will now be elaborated on qualitatively.

Only a small quantity of data was obtained that illustrated the processes through which Blue and Gold Society members develop relationships with students within their social network as a result of their membership in the Blue and Gold Society. Also and interestingly, the majority of the data obtained was obtained through interviews with students, as opposed to interviews with Blue and Gold Society members or other data collection methods. When asked by the author what she has done for Blue and Gold Society members to trust her, the Greek Life student included in the research study mentioned three trust development processes. As it relates to *repetitive interactions*, the Greek Life student explained, “The experiences we’ve had together build our relationship with each other and trust in each other” (I4-3C1). Also in response to the interview question relating to why Blue and Gold Society members trust her, the Greek Life student answered, “I try to have a *good attitude* around them” (I4-3C1). The non-specific student interviewed in the research study cited his *willingness to help* as a process through which Blue and Gold Society members develop trust in him. When asked about the topic by the author he explained, “I try to help out if they need anything” (I7-3C1). The Student Government Board president also explained that Blue and Gold Society members trust him because members have

received help from him *in the past*. The president said, “I’ve earned their trust because when they ask me to do things for them, I help them. I think I’ve earned their trust” (I8-3B1). Blue and Gold Society members also develop trust in student organization members who are a part of their social networks. One Blue and Gold Society member (M9) said he has *received help in the past* from student organization members, which has helped the member to trust the student organization members who provided the help. Students organization members who are viewed as *dependable* by Blue and Gold Society members acts as a catalyst for the development of trust by Society members in students as well. When asked why he trusts students in other student organizations he has met as a result of being in the Blue and Gold Society, one Blue and Gold Society member answered that it is “when they follow through on things” and “when they keep their commitments” to him (M9-3C1).

Fourth, as a result of being in the Blue and Gold Society, Blue and Gold Society members have relationships with various other individuals not mentioned thus far, such as University donors and alumni. Table 4.30 lists donors and alumni and the processes through which Blue and Gold Society members developed trust in them. The left hand column lists the individuals, while the row along the top lists the various trust development processes. Whenever a particular process is applicable to a particular individual, it is noted accordingly by the data collection method used to obtain the data. For example, it was discovered through interviews with Blue and Gold Society members and interviews with individuals within Blue and Gold Society members’ social network that Blue and Gold Society members develop relationships with Alumni Relations staff having general concern for Blue and Gold Society members through Alumni Relations staff keeping information confidential. Following Table 4.30, the findings will be elaborated on qualitatively.

Table 4.30: Blue and Gold Society member trust in others – trust development processes

Blue and Gold Society Member Trust in Others – Trust Development Processes									
		Received Previous Help	General Concern for them	Haven't Jeopardized Trust	Length of Time Known	Confidentiality	Being Trusted by them First	Dependable and Keep Commitments	Personal Accomplishments
Others	Alumni	BGI	BGI	BGI	BGI	BGI	BGI	BGI	BGI
	Board of Trustees Members	BGI	BGI			BGI			
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review									

Trust in alumni of the University of Pittsburgh is developed through eight different processes (see Table 4.30). One such process is Blue and Gold Society members *having things in common* with alumni. One member of the student organization explained in relation to trusting alumni, “Being from the same university, we share the same ideals, and this makes you trust one another” (M35-3B1). Trust is also develop by Blue and Gold Society members in alumni because Blue and Gold Society members see alumni as *dependable and commitment keepers*, as well as through having a knowledge of their *personal accomplishments*. One Society member provided the following example:

With those professional relationships I have with alumni, I respect their professionalism, integrity, track record. They treat us as a peer. By default, because I am a Blue and Gold Society member and I know professionals trust Blue and Gold Society members, I can trust them. (M25-3C1)

Members of the Society also cited processes such as the *concern* alumni have for Society members and the *length of time* members have *known* alumni, among other processes, as ways through which Blue and Gold Society members develop trust in alumni.

Blue and Gold Society members trust in Board of Trustee members for three distinct reasons (see Table 4.30). As it relates to the theme of *general concern*, some Blue and Gold Society members are able to develop trust in Trustee members because they know Trustee members are “looking out” for them. Pertaining to *commonalities*, Blue and Gold Society members share a number of “the same ideals” with Trustees just as they do with alumni, which results in Blue and Gold Society members being able to trust trustees. Also, as explained by one Blue and Gold Society member (M35), Board of Trustee members can be trusted because this particular Society member, and other Society members for that matter, has *received previous help* from Trustee members.

4.4.3.2 Processes through which Blue and Gold Society members gain the trust of others

Section 4.4.3.1 outlined the research study’s findings pertaining to the processes through which Blue and Gold Society members develop trust in others. The findings in this section, conversely, essentially describe the processes through which Blue and Gold Society members gain the trust of others or get others to trust in them. The distinction between Section 4.4.3.1 and 4.4.3.2 is important. Section 4.4.3.1 focused on why Blue and Gold Society members trust others and how that trust is developed, while this section focuses on why others trust Blue and Gold Society members and how that trust is developed. Again, trust, as it relates to the concept of social capital, indicates an individual’s willingness to be open to another individual to both provide resources to the individual and receive resources from the individual (Nahapiet & Ghoshal, 1998). Semi-structured interviews, participant observation and cultural artifact review were utilized to collect the data to answer this research question 3C2. Table 4.31 reintroduces research question 3C2 and includes the associated semi-structured interview questions asked of Blue and Gold Society members and other individuals in Blue and Gold Society members’ social

network. It also includes the guiding question utilized by the author during participant observation and cultural artifact review. A corresponding reference from the literature on social capital theory is also included to support the research question being asked.

Table 4.31: Research question 3C2 – processes through which social network members develop trust in Blue and Gold Society members

Semi-Structured Interview Question, Participant Observation, and Cultural Artifact Review Guiding Question	Research Question	Element of Social Capital Based on Literature Review
<i>Concerning Social Networks</i>		
Asked of Blue and Gold Society Members	3C2. Through what processes have individuals in your social network developed trust in you (see 3B2)?	3C. Through what processes do social network members develop trust in undergraduate student organization members? Developed as an individual learns about another person's disposition, ability and reputation (Fu, 2004)
Asked of Individuals in Blue and Gold Society Member's Social Network	3C2. Through what processes have you developed trust in Blue and Gold Society members?	
Asked by author during participant observation and cultural artifact review	3C1. Through what processes do social network members develop trust in Blue and Gold Society members?	

Figure 4.12 illustrates how the author gathered, recorded and organized the data in NVivo 9 as it relates to the processes through which social network members develop trust in Blue and Gold Society members. After collecting data for research question 3C2, the author thematically organized the data utilizing NVivo 9. In the hierarchical node structure in Figure 4.12, the primary parent node is *Trust Development Process*. Under that parent node, there are 16 child nodes that house data for the specific processes through which social network members develop trust in Blue and Gold Society members, such as *Fulfilling Responsibilities and Being Dependable*, meaning that Blue and Gold Society members secure the trust of others in them through fulfilling their responsibilities and being dependable. Through this process the author

inductively analyzed and thematically organized the data and findings. Figure 4.12 also serves the purpose of defining the various nodes or codes used to organize and analyze the data.

Trust Development Process	Developed as one learns about another's disposition/ability/reputation (Fu, 2004).
Name	Description
Process for Securing Other's Trust	The means whereby Blue and Gold Society members earn the trust of others.
Name	Description
Fulfilling Responsibilities & Being Dependable	Through fulfilling responsibilities and being dependable.
Helping Others	Through helping others.
Making an Effort	Through making an effort to secure trust.
Interactions Outside Blue and Gold Society	Through interactions outside Blue and Gold Society.
Being Genuine and Sincere	Through being genuine and sincere.
Supporting Others	Through supporting others.
Confidentiality	Through keeping things confidential.
Not Jeopardizing Trust	Through not doing anything to jeopardize trust.
Being Easy to Work With	Through being easy to work with.
Developing Relationships	Through developing relationships.
Making it through Interview Process	Through successfully making it through the interview process.
Good Communicator	Through being a good communicator.
Commonalities	Through having things in common.
Being in the Blue and Gold Society	Through being a member in the Blue and Gold Society.
Repetative Interactions	Through repetative interactions.
Positive Attitude	Through having a positive attitude.

Figure 4.12: NVivo – Blue and Gold Society members secure trust of social network members node structure

Table 4.32 lists the processes through which Blue and Gold Society members secure the trust of social network members.

Table 4.32: Social network member trust in Blue and Gold Society members – trust development process

Social Network Member Trust in Blue and Gold Society Members – Trust Development Processes																
	Repetitive Interactions	Helping Others	Making an Effort	Not Jeopardizing Trust	Being Easy to Work with	Confidentiality	Being Genuine and Sincere	Fulfilling Responsibilities and Being Dependable	Commonalities	Developing Relationships	Making it through Interview Process	Good Communicator	Being in the Blue and Gold Society	Supporting Others	Positive Attitude	Interacting Outside Blue and Gold Society
Ways in which Blue and Gold Society Members Secure Trust of Social Network Members	BGI OI PO	BGI OI	BGI OI PO	BGI OI	BGI	BGI OI	BGI OI PO	BGI OI PO	BGI PO	BGI OI PO	BGI OI	BGI OI PO	BGI OI PO	BGI	BGI OI	BGI OI PO
Key: BGI – data collected through semi-structured interviews with Blue and Gold Society members OI – data collected through semi-structured interviews with other individuals PO – data collected by the author through participant observation CA – data collected through cultural artifact review																

It is important to note though that the inductively identified processes are listed and described in general and are not specific to individual social network members due to the nature of the data collected and as a result of the analysis of the data. The row along the top lists the processes through which Society members secure the trust of others. Each trust development process that was identified is noted accordingly by the data collection method used to obtain the data. For example, through semi-structured interviews and participant observation, it was identified that Blue and Gold Society members secure the trust of others in them through *repetitive interactions* with social network members. Table 4.32 illustrates which data collection method identified each trust development process for the purpose of triangulation. Also, Table 4.32 highlights which data collection methods were most effective in identifying each trust development

process. Table 4.32 is a collective representation of the findings, meaning that the table does not quantitatively represent the number of times a trust development process was recorded. Rather, the table denotes that a specific trust development process was recorded at least once during the research study through one or more of the data collection methods. More specific findings related to the processes through which Blue and Gold Society members secure the trust of others will now be elaborated on qualitatively.

Blue and Gold Society members gain the trust of social network members through numerous ways. First, Blue and Gold Society members secure the trust of others through *repetitive interactions*. Said one Society member about his social network members in general, “Repeated interaction with people shows them I can be trusted” (M17-3C2). “The more we interact with each other builds trust,” complementary explained another Blue and Gold Society member in reference to getting social network members to trust in him (M23-3C2). The author recorded in reference to a particular member of the student organization (M23), “I feel like I can trust this Blue and Gold Society member based on my limited but repeated interaction with him in an interview, service project planning meeting and several weekly meetings now.”

Next, Blue and Gold Society members gain the trust of others through *helping others* (see Table 4.85). Helping others is a theme that is general in nature and connotes the idea that lending general help to someone helps one secure another’s trust. In order to secure fellow Society members trust, one Blue and Gold Society member explained that “I always try to help when people need help fulfilling assignments, even when I know that I am too busy to do so” (M17-3C2). Another Blue and Gold Society member who is also a member of the University’s football team similarly answered when asked by the author how he secures the trust of others, “I’ve shown I’m willing to participate and help when I can even during football season” (M31-

3C2). Specifically as it relates to gaining the trust of the Associate Director of Alumni Membership through extending a helping hand, a Blue and Gold Society members said:

I volunteer for a lot of things. When the vice president [of the United States] was coming [to speak on campus], I canceled everything I was doing that day to help the Associate Director of Alumni Membership get ready for it so that she didn't have to set everything up all on her own. I stepped up in that situation. (M36-3B1)

The Student Government Board President explained that he trusts Blue and Gold Society members as a result of members helping him in the past. "I think what builds my trust is if I ask them to do something for me, if that person goes above and beyond," the President further elaborated (I8-3C2).

Blue and Gold Society members *make an effort* to secure the trust of individuals within their social network, meaning that Society members actively try to do things in order to secure the trust of others. In others words, becoming trustworthy takes time and effort and is not something that just happens by itself. In order to secure the trust of others, one Blue and Gold Society members said, "I put a lot of hard work in," and "the amount of time I put in warrants trust" (M13-3C2). Another member similarly explained why those within the social network he has built up as a member of the Blue and Gold Society trust him. "I put more work into building relationships through this student organization than I do with most anything else I do as a college student, except academics," the Society member claimed (M35-3B2).

Blue and Gold Society social network members trust Blue and Gold Society members as a result of regular *interactions outside Blue and Gold Society activities* with Blue and Gold Society members. One Blue and Gold Society member stated that he gains the trust of fellow Blue and Gold Society members through interacting "outside of our normal meetings" (M2-3C2). Another member similarly explained more broadly about his social network members that he has built up trust in himself "by interacting with them and asking about them outside of Blue

and Gold Society activities” (M5-3B2). The member of the Board of Trustees described an experience he had helping a Blue and Gold Society member with some personal struggles the member was having at home. “One came to me a year into my relationship with them [...], he shared his defining moment with me [...], this is true trust on both of our parts, [...], we talked a lot outside the Blue and Gold Society” (I3-3B2). The author also confirmed that he began to trust a particular Blue and Gold Society member (M23) more than others as a result of his regular interactions with the member outside of official Blue and Gold Society activities.

This is the same Blue and Gold Society member that I talked with at College Game Day, candidate pictures, via text various times and in other chance meetings. We were assigned to work together on the Spring Service Project. This time I ran into him studying. We talked about school, finals, his goals in life, his newly chosen major. He seems to have really taken a liking to me and opened up to me. We have developed a very genuine relationship. He has opened up to me so I feel like I can open up to him. I’d say there is mutual trust. He asks about my family, kids, etc. I think there is mutual trust because we talk and interact so often with each other outside of my participation in official Blue and Gold Society activities.

Blue and Gold Society members both previously described themselves and were described by others as *being genuine and sincere* people (see Section 4.1). Being genuine and sincere in their relationships with social network members also proved to be a process through which Blue and Gold Society members secured the trust of those individuals within their social network. “Trust comes with how vulnerable you are and how you open yourself up to people,” stated one Society member (M11-3B2). Other members cited that “through being honest and truthful” (M21-3C2), “showing intimate pride and passion” (M25-3C2), and being “attentive” (M26-3C2) and “thoughtful” (M26-3C2), Blue and Gold Society members are able to secure the trust of others in them. “After people see what kind of person you are they give you additional responsibilities and assignments to work on other things,” explained another Society member, deducing that striving to come across genuine and sincere helps social network members develop

trust in Blue and Gold Society members (M32-1D). When asked through what process social network members have come to trust him, one Blue and Gold Society member answered, “By being genuine, honest and truthful when I interact with people” (M35-3C2). The Office of Alumni Relations staff person interviewed during the course of the research study confirmed the importance of genuinity and sincerity as a process for developing trust in Blue and Gold Society members by saying, “They prove to be trustworthy because most of them are genuine and passionate about being a Blue and Gold Society member and representing the University” (I2-3C2). The Greek Life student further explained that she trusts Blue and Gold Society members because “They have a strong belief system” (I4-3B1).

The theme of *supporting others* arose as a process through which Blue and Gold Society become trustworthy to those individuals within their social networks. Supporting others differs from the previously described *helping others* theme. While helping others refers to actively helping a person accomplish something, supporting others refers to extending encouragement to a person. For example and in answer to the question of how he secures the trust of his social network members, one Blue and Gold Society referring to fellow Society members said, “I support them in their non-Blue and Gold Society member events. I support the other student organizations they are a part of” (M29-3C2). Another Blue and Gold Society member further explained:

I go to their events to support and cheer them on. I went to one Blue and Gold Society member’s step show. I support them in their other endeavors. I support them as a person, not just as a Blue and Gold Society member. I try to help them enjoy their time here at Pitt. (M4-3C2)

As a result of *keeping information confidential*, Blue and Gold Society members are able to build up social network members’ trust in them. While explaining that fellow Blue and Gold Society members trust him because he keeps private information to himself, this particular

Society members said, “On occasion, Blue and Gold Society members have told me private family things before” (M34-3B2). Another Blue and Gold Society member similarly noted, “One Blue and Gold Society member I know trusts me because she tells me a lot of personal things” (M5-3B2).

Another process through which Blue and Gold Society members obtain the trust of others in their social networks is by *not jeopardizing trust* that already exists. As the author posed the question to Blue and Gold Society members as to why social network members trust them, one Blue and Gold Society member answered, “I haven’t done anything for them not to trust me” (M12-3B2). Another member complimentary proclaimed, “I don’t do a disservice to anybody. I haven’t done anything to lose their trust” (M14-3B2). “I haven’t done anything to lose that credibility,” stated another member referring to why she believes those within his social network can trust her (M6-3B1). The Board of Trustees member interviewed as a part of the research study, when asked why he trusts Blue and Gold Society members, answered that “Out of all the Blue and Gold Society members I’ve met, only one has ever overpromised and under-delivered,” meaning that the Trustee member trusts Blue and Gold Society members so long as members do not do something negative to jeopardize the trust the Trustee member has in them (I3-3C1).

The next theme identified as it relates to Blue and Gold Society members securing the trust of others is the idea that taking time to *develop relationships* acts as a catalyst for building trust. As opposed to *making an effort*, a similar yet more generalized theme identified and described earlier in this section referred to simply as the act of trying to develop trust, the theme of developing relationships refers more specifically to working one-on-one with a social network members to create a mutual relationship. When asked how he gets fellow Blue and Gold Society members to trust him, one member answered, “Through the course of meeting people you begin

to develop bonds with them” (M10-3C1). Another Blue and Gold Society member said, “I make it a point to get to know the other Blue and Gold Society members on a personal level” (M37-3C2).

As previously articulated in Section 3.2, Blue and Gold Society members all go through a rigorous application and *interview process* before being elected into the Blue and Gold Society. Along these same lines, data collected through the course of the research study shows that Blue and Gold Society members can be trusted by social network members because all Blue and Gold Society members go through and pass the same rigid and qualifying interview process. One Blue and Gold Society member explained that the Manager of Student Alumni Programs, Associate Director of Alumni Membership, other University staff and fellow Blue and Gold Society members present during the interview process trust him because “They selected me to be a part of the organization,” referring to the manner in which those individuals being a part of the selection process also served as a means for him to secure their trust at an early stage in his relationship with them (M30-3C1). The Board of Trustee member interviewed during the research study also referred to the application method as a process through which he is able to trust Blue and Gold Society members. The Trustee said:

They’ve self-selected and they are selected through a rigorous process. They have good character. They go through multiple filters to get where they are today and to get into the Blue and Gold Society. When they are accepted, it’s assumed that they are meant to be great leaders. (I3-3C2)

Blue and Gold Society members also secure the trust of others through being *good communicators*, meaning that they effectively talk with and convey information to those within their social networks. The alumnus interviewed for the research study said he trusts Blue and Gold Society members because “They are outspoken and not shy” (I1-3C2). As the author waited in line with Blue and Gold Society members prior to participating in the Martin Luther

King Jr. Day of Service activity, he recorded the following note in his field notes that relates to this topic of trusting Blue and Gold Society members because they are good communicators:

When they left me for a few minutes on two different occasions, they came back both times to find me and relay information to me that they had obtained about their service assignment for the day and other relevant details. At this point, I am beginning to trust them. Their actions are making them trustworthy. Also, as I arrived before they did, one Blue and Gold Society member sent me text messages to assure me that they would arrive soon and meet up with me when they arrived. Although I was there early and all by myself prior to the arrival of other Blue and Gold Society members, this Blue and Gold Society member's communication with me showed me that I can trust him that he is on his way and that we will all have an exciting assignment for the service activity.

Another Blue and Gold Society member further clarified that "by sharing personal info [with social network members]," social network members know they can trust him (M25-3C2).

The *commonalities* that Blue and Gold Society members share with social network members allows Society members to garner the trust of others in them. When asked during an interview to elaborate on this claim as it relates to the process through which fellow Blue and Gold Society members and other social network members develop trust in him, one Blue and Gold Society member explained:

Because we are in an organization that we interview for and are accepted for, our relationships are somewhat already made for us because of the common goals already in place for us. It makes the organization and relationships better for all of us. It's like a calculated formula that helps similar people meet each other rather than meeting people cold. We have a basis for the kind of people we are dealing with, rather than a random variety of people we'd happen to meet on the street. (M23-4)

By virtue of simply *being in the Blue and Gold Society*, Blue and Gold Society members reap the reward of social network members trusting in them, meaning that social network members tend to trust Blue and Gold Society members because Blue and Gold Society members belong to a trustworthy student organization on campus. Explained one member of the student organization, "The Dean of Students and Chancellor trust me by virtue of me being a Blue and Gold Society member" (M16-3B2). Another Blue and Gold Society member also pointedly said,

“Being a Blue and Gold Society member makes people trust me” (M25-3C2). The student interviewed during the research study similarly claimed as it relates to why he trusts Blue and Gold Society members, “I know others trust them, so it makes me willing to trust them too” (I7-3C2). Also as it relates to being worthy or trusted by association, when the author was approached by a Blue and Gold Society member (M19) for help with job networking, the author recorded:

Having a knowledge of what the Blue and Gold Society does and the type of people they are in general from my various observations of them and interactions with them, I feel like I can trust her and recommend people for her to meet with.

Just as *repetitive interactions* was a process through which Blue and Gold Society members developed trust in social network members, social network members also developed trust in Blue and Gold Society members through the same process. A particular Blue and Gold Society member who made this point said, “Repeated interaction with people shows them I can be trusted” (M17-3C2). Another Blue and Gold Society member continued, “We learn things about each other by hosting events with each other. The more we interact with each other builds trust” (M34-3C2). “The amount of time we spend together helps me to trust them and them to trust me,” a Greek Life student answered when asked why she trusts Blue and Gold Society members (I4-3C2). The author also found that he was able to develop trust in a particular Blue and Gold Society member (M19) through frequent interactions with him. “I feel like I can trust this Blue and Gold Society member based on my limited but repeated interactions with him.”

Finally, the *positive attitudes* that Blue and Gold Society members have act as a catalyst for social network members to gain trust in them. The staff person interviewed as a part of the research study said of Blue and Gold Society members and why he trusts them, “They all have a positive attitude about the University” (I6-3C2). The Greek Life student interviewed also stated

that “Their attitudes are positive when I see them doing things for other people. I respect them.” (I4-3C2). A Blue and Gold Society member, when asked why social network members trust her, also confirmed in her answer that it is as a result of the “positive attitude” she exhibits on a regular basis as a member of the Blue and Gold Society (M28-3C2).

4.4.3.3 The role that trust plays in acquiring social capital

Prior to moving on to the conclusion, it is worth bringing forth a few points of discussion as it relates to the findings of the processes through which Blue and Gold Society members develop trust in others and the processes through which social network members build up trust in Blue and Gold Society members. This research study not only looked at trust development processes but also looked at social network development processes (see Section 4.2.3). It is insightful to compare social network development processes with trust development processes to ascertain which processes are unique to social network development and trust development, respectively, and which ones overlap. Table 4.33 overviews the processes for developing social networks and trust to highlight both unique and similar development processes between the two.

Table 4.33: Overview and comparison of social network processes and trust development processes

Development Process	Type of Development		
	Social Network	Trust in Social Network Members	Trust in Blue and Gold Society Members
Being a Member of the Blue and Gold Society	X		X
Being Easy to Work with			X
Being Genuine and Sincere			X
Being Offered Help	X		
Being Trusted by Them First		X	
Blue and Gold Society Members	X		
Collaboration on Projects	X		
Commonalities	X	X	X
Confidentiality		X	X
Dependable/Keep Commitments/Fulfill Responsibilities		X	X
Developing Relationships			X
Email	X		
Focused Effort	X		
General Concern for Them		X	
Getting to Know People	X		
Giving Tours	X		
Good Attitude		X	
Good Communicator			X
Haven't Jeopardized Trust		X	X
Helping Others			X
Hosting Events	X		
Induction Ceremony	X		
Induction During Same Year	X		
Interactions Outside Blue and Gold Society	X	X	X
Interview Process/Making it through Interview Processes	X		X
Length of Time Known	X	X	
Making an Effort			X
Mutual Friends	X		
One-on-One Interactions	X		
Others Being Genuine and Sincere		X	
Others Getting to Know Them		X	
Personal Accomplishments		X	
Positive Attitude			
Random Circumstance	X		
Received Previous Help		X	
Repetitive Interactions	X	X	X
Reputation and Status		X	
Retreats	X		
Supporting Others			X
Weekly Meetings	X		
Willingness to Help		X	

As included in the table, an X denotes when a particular development process applies to a particular type of development (i.e. social network, trust in social network members and/or trust in Blue and Gold Society members). A bolded, dark shaded box means that a particular development process applied to all three types of development. A bolded, light shaded box means that a particular development process applied to two of the three types of development.

Three development processes apply to all three types of development as it pertains to Blue and Gold Society members. These three development processes are *commonalities*, *interactions outside the Blue and Gold Society* and *repetitive interactions*. Knowing, for example, that interactions outside of official Blue and Gold Society functions help Blue and Gold Society members add members to their social network, help Blue and Gold Society members trust in social network members and help social network members build trust in Blue and Gold Society members, illustrates the idea that particular development processes are able to accomplish more outcomes than others. For instance, from the perspective of a student affairs professional who wants to develop programming to help college students in student organizations create social capital, it may be effective and cost efficient for the student affairs professional to develop programming that facilitates opportunities for student organizations to *interact with students, faculty, staff and others outside of the student organization's official functions*. For instance, rather than simply developing programming around student organization members *giving tours* as a means to acquire social capital, which only proved to be a development process for social network development, more effective programming might include activities that pair student organization members with students, faculty, staff and others with similar interests, goals and aspirations (*commonalities*).

The uniqueness of this research study's approach as it relates to measuring trust development processes is another insight or discussion point worth addressing. In Section 2.1.9, the primary measurements of trust pertaining to social capital, namely the European Values Survey, World Values Survey and General Social Survey, were reviewed. While social capital related trust measurements such as these three tools do in fact exist, the tools do not typically attempt to measure the processes through which trust is developed among an individual's social network. These measurement tools only seek to measure the level of trust that exists among social network members. Knowing that trust acts as a fundamental ingredient or lubricant of social relations and social capital (Gambetta, 1988), meaning that trust indicates and increases an individual's willingness to be open to another individual to both provide resources to the individual and receive resources from the individual (Nahapiet & Ghoshal, 1998), the study of social capital theory could be expanded to incorporate the processes through which trust is developed in order to more holistically understand and articulate social capital theory for the purposes of application and implementation in various walks of life, such as in higher education among college students. While knowing that trust exists among social network members is important to effectively access social capital, having a knowledge of how trust is developed among social network members could prove to be equally important as well to an individual who desires to increase his or her ability to develop trusting relationships for the purposes of accessing social capital resources. This knowledge of how trust is developed as it relates to social capital acquisition might also be able to inform programming development in areas such as higher education among college students, which is of course the focus of this research study.

5.0 CONCLUSION

Chapter 4 provided a thorough qualitative analysis and report of the findings for this research study as it relates to the study's research questions, which were originally introduced in Section 1.4. First, the purpose of this concluding chapter is to succinctly present the key findings of the research study to demonstrate that the research questions have been answered. Second, this concluding chapter will validate that the research study's original purpose has been accomplished and that the problem statement has been addressed. Third, the role of this concluding chapter is to present the theoretical contribution that this research makes to social capital theory and the study of higher education in the creation of social capital. Fourth, the purpose of this concluding chapter is to present practical suggestions that various stakeholders and audiences in higher education may wish to consider. Fifth, this concluding chapter will articulate five recommendations for future research as it relates to social capital theory and its implications in higher education.

5.1 SUMMARY OF KEY FINDINGS

The data analysis and findings of this research study are vast and informative, and equate to a very thorough and thoughtful reporting in Chapter 4. The type of qualitative research conducted, as well as the rich data obtained through various data collection methods, lends itself to an

example heavy, narrative report and discussion of the research study's findings. In order to balance the breadth of the findings contained in Chapter 4 with a more succinct account of the results of this research study, the following key findings sections concisely highlight and summarize the key findings of the research study as it relates to each research question pertaining specifically to Blue and Gold Society members, which was the sample for this research study. Each of the forthcoming key findings sections will restate each research question to demonstrate that the particular research question was in fact answered. Each subsection will also provide a handy table that displays the findings of the research study in their most simple form and provide direct references to the findings in Chapter 4 to which the reader can turn for more articulated, detailed qualitative findings and examples. In short, the research study found that:

- Blue and Gold Society student organization members are able to develop relationships with 30 different individuals as a result of their membership in the Blue and Gold Society
- Of those relationships, Blue and Gold Society members' relationships with 10 of the individuals can be considered strong, close, bonding type relationships, while Blue and Gold Society members relationships with 28 of the individuals can also be considered weaker, bridging type relationships (depending on the perspective and experience of each individual Blue and Gold Society member)
- Relationships among Blue and Gold Society members and their social network members develop through 21 distinct processes
- 11 instrumental forms of social capital are embedded in Blue and Gold Society members' social network relationships, while six expressive forms of social capital are embedded in Blue and Gold Society members' social network relationships

- The existence of trust in relationships plays a positive role in Blue and Gold Society members ability to acquire and utilizing 18 forms of social capital resources
- Blue and Gold Society members tend to have a high to moderate level of trust in their social network members, while social network members tend to have a high to moderate level of trust in Blue and Gold Society members
- Blue and Gold Society members and social network members utilize 16 distinct process to develop trust in their relationships with each other

5.1.1 Key findings concerning social networks: research questions 1A-1C

Research question 1A asked: What individuals make up an undergraduate student organization member's social network? The left-hand column (column 1) in Table 5.1 lists the 30 individuals who make up Blue and Gold Society members' social networks as a result of their membership in the Blue and Gold Society (see Section 4.2.1 for complete findings). Research question 1B asked: Which individuals provide access to an undergraduate student organization member's bonding social capital? The middle column (column 2) lists the 10 individuals whose relationships with Blue and Gold Society members can be considered strong, bonding type relationships that produce bonding social capital (see Section 4.2.2 for complete findings). Research question 1C asked: Which individuals provide access to an undergraduate student organization member's bridging social capital? The right-hand column (column 3) lists the 28 individuals whose relationships with Blue and Gold Society members can be considered weak, bridging type relationships that produce bridging social capital (see Section 4.2.2 for complete findings).

Table 5.1: Individuals who make up Blue and Gold Society members' social networks and strength of relationships

Column 1	Column 2	Column 3
Research Question 1A – What individuals make up an undergraduate student organization member's social network (see Section 4.2.1 for complete findings)?	Research Question 1B – Which individuals provide access to an undergraduate student organization member's bonding social capital (see Section 4.2.2 for complete findings)?	Research Question 1C – Which individuals provide access to an undergraduate student organization member's bridging social capital (see Section 4.2.2 for complete findings)?
<i>Blue and Gold Society</i>		
Associate Director of Alumni Membership	Associate Director of Alumni Membership	Associate Director of Alumni Membership
Blue and Gold Society Members - General	Blue and Gold Society Members - General	Blue and Gold Society Members - General
Blue and Gold Society Members - Specific	Blue and Gold Society Members - Specific	Blue and Gold Society Members - Specific
Blue and Gold Society Member's Parents	<i>Relationship strength not noted</i>	Blue and Gold Society Member's Parents
Manager of Student Alumni Programs	Manager of Student Alumni Programs	Manager of Student Alumni Programs
<i>Faculty and Staff</i>		
Alumni Relations Staff	Alumni Relations Staff	Alumni Relations Staff
Athletic Department Staff	<i>Relationship strength not noted</i>	Athletic Department Staff
Athletic Director	<i>Relationship strength not noted</i>	Athletic Director
Chancellor	<i>Relationship strength not noted</i>	Chancellor
Deans	<i>Relationship strength not noted</i>	Deans
Director of Student Life	<i>Relationship strength not noted</i>	Director of Student Life
Executive Level Staff	<i>Relationship strength not noted</i>	Executive Level Staff
Faculty	<i>Relationship strength not noted</i>	Faculty
Staff - General	<i>Relationship strength not noted</i>	Staff - General
Vice Provost and Dean of Students	Vice Provost and Dean of Students	Vice Provost and Dean of Students
<i>Students</i>		
Greek Life Students	Greek Life Students	Greek Life Students
Residence Hall Assistants	<i>Relationship strength not noted</i>	Residence Hall Assistants
Student Athletes	<i>Relationship strength not noted</i>	Student Athletes
Student Government Board Members	Student Government Board Members	Student Government Board Members
Student Organization Members	Student Organization Members	Student Organization Members
Students - General	<i>Relationship strength not noted</i>	Students - General
Students Outside Job	<i>Relationship strength not noted</i>	Students Outside Job
Students Outside Major	<i>Relationship strength not noted</i>	Students Outside Major
<i>Other</i>		
Alumni	Alumni	Alumni
Alumni Association President	<i>Relationship strength not noted</i>	Alumni Association President
Board of Trustees	<i>Relationship strength not noted</i>	Board of Trustees
Donors	<i>Relationship strength not noted</i>	Donors
Government Officials	<i>Relationship strength not noted</i>	Government Officials
Local Business Owners	<i>Relationship strength not noted</i>	<i>Relationship strength not noted</i>
Potential Employers	<i>Relationship strength not noted</i>	<i>Relationship strength not noted</i>

As it pertains to the bonding versus bridging relationships in the middle and right-hand columns, respectively, the individuals listed are not necessarily mutually exclusive to one column and not the other, meaning that depending on the situation and perspective, findings demonstrate that a social network member could fall into more than one category or column for a particular Blue and Gold Society member. In the event that relationship strength was not able to be determined through any of the data collection methods, it is noted in the table accordingly.

5.1.2 Key findings concerning social networks: research question 1D

Research question 1D asked: Through what processes does an undergraduate student organization member's social network develop? Table 5.2 lists the 21 processes through which Blue and Gold Society members develop relationships with social network members (see Section 4.2.3 for complete findings). The row along the top of the table lists the processes through which relationships are developed. The column along the left lists the social network categories and individuals with whom relationships were developed. An X within the table notes that a specific development process applies to a specific social network member. In the instance that a social network process was not identified for a specific social network member, then it is so noted in the table accordingly.

Table 5.2: Blue and Gold Society members' social network development processes

Research Question 1D – Through what processes does an undergraduate student organization member’s social network develop (see Section 4.2.3 for complete findings)?		Social Network Development Processes																				
		Being a Member of the Blue and Gold Society	Being Offered Help	Blue and Gold Society Members	Collaboration on Projects	Commonalities	Email	Focused Effort	Getting to Know People	Giving Tours	Hosting Events	Induction Ceremony	Induction During Same Year	Interactions Outside Blue and Gold Society	Interview Process	Length of Time Known	Mutual Friends	One-on-One Interactions	Random Circumstance	Repetitive Interactions	Retreats	Weekly Meetings
Blue and Gold Society	Associate Director of Alumni Membership							X	X		X	X			X			X	X		X	
	Blue & Gold Soc. Members (general/specific)				X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	
	Manager of Student Alumni Programs		X				X	X	X		X	X		X		X		X	X		X	
	Blue & Gold Soc. Member’s Parents	None noted																				
Faculty and Staff	Alumni Relations Staff				X			X	X		X	X		X	X	X			X	X		X
	Athletic Department Staff										X								X			
	Athletic Director								X										X			
	Chancellor	X						X	X		X	X		X					X	X		
	Deans							X	X		X								X			
	Director of Student Life	X										X		X						X		
	Executive Level Staff							X	X		X	X							X			
	Faculty	X			X			X	X		X			X						X		
	Staff – General	X			X			X			X			X						X		
	Vice Provost/Dean of Students							X			X									X	X	
Students	Greek Life Students	X			X	X					X			X			X			X		
	Residence Hall Assistants			X																		
	Students in General	X		X	X	X		X	X		X			X					X	X		
	Student Athletes							X														
	Student Government Board Members			X							X											X
	Student Organization Members			X		X					X									X		
	Students Outside Job	None noted																				
	Students Outside Major	None noted																				
Other Individuals	Alumni	X			X	X		X	X	X	X	X		X			X	X	X	X		
	Alumni Association President				X			X	X													
	Board of Trustees					X		X	X		X	X		X						X		
	Donors	X									X									X		
	Government Officials	X									X	X										
	Local Business Leaders																					X
	Potential Employers																					X

5.1.3 Key findings concerning forms of social capital: research questions 2A and 2B

Question 2A asked: What instrumental forms of social capital are embedded in the social network of an undergraduate student organization member? Table 5.3 lists 11 instrumental forms of social capital embedded in the social networks of Blue and Gold Society members. The row along the top of Table 5.3 lists the 11 instrumental forms of social capital identified during the course of the research study. Six forms were deductively identified and originally recognized during the literature review (see Section 4.3.1 for complete findings). The other five forms were inductively identified and not originally recognized during the literature review (see Section 4.3.2 for complete findings). The column along the left, arranged by category, lists Blue and Gold Society members' social network members. An X within the table notes that a specific instrumental form of social capital is embedded in Blue and Gold Society members' relationship with a particular individual. In the event that no particular forms of instrumental social capital were embedded in Blue and Gold Society members' relationships with a specific individual, it is noted in the table accordingly. In the instance that no forms of instrumental forms of social capital were embedded in a particular relationships, then it is noted in the table accordingly.

Table 5.3: Instrumental forms of social capital embedded in Blue and Gold Society members' social networks

Research Question 2A - What instrumental forms of social capital are embedded in the social network of an undergraduate student organization member?		Instrumental Forms of Social Capital – Deductively Identified (see Section 4.3.1 for complete findings)						Other Instrumental Forms of Social Capital – Inductively Identified (see Section 4.3.2 for complete findings)				
		Information Flow	Human Capital Creation	Norms of Reciprocity	Occupational Mobility	Goal Achievement	Educational Attainment	Meet New People	Unique Opportunities	Mentoring	Free Tangible/ Material Items	General Help
Blue and Gold Society	Associate Director of Alumni Membership	X	X		X		X	X	X			X
	Belonging to the Blue and Gold Society	X	X					X	X		X	
	Blue and Gold Society Members (general/ specific)	X	X	X	X	X	X	X	X	X		X
	Manager of Student Alumni Programs	X	X		X		X	X		X	X	X
	Blue and Gold Society Member's Parents	None noted										
Faculty and Staff	Alumni Relations Staff	X	X	X	X		X	X	X	X	X	X
	Athletic Department Staff					X						
	Athletic Director	None noted										
	Chancellor		X			X	X	X				
	Deans				X	X						
	Director of Student Life											
	Executive Level Staff					X			X			
	Faculty					X						
	Staff – General	X	X		X	X	X	X	X	X	X	X
	Vice Provost and Dean of Students	X			X		X					
Students	Greek Life Students	X						X				X
	Residence Hall Assistants	None noted										
	Students in General		X	X		X	X					
	Student Athletes											
	Student Government Board Members	X				X						X
	Student Organization Members	X		X								
	Students Outside Job	None noted										
	Students Outside Major	None noted										
Others	Alumni	X	X	X	X	X	X	X		X	X	X
	Alumni Association President		X		X		X	X				
	Board of Trustees	X	X	X	X		X	X		X		X
	Donors	None noted										
	Government Officials	None noted										
	Local Business Leaders	None noted										
	Potential Employers	None noted										

Question 2B asked: What expressive forms of social capital are embedded in the social network of an undergraduate student organization member? Table 5.4 lists six expressive forms of social capital embedded in the social networks of Blue and Gold Society members. The row along the top of Table 5.4 lists the six expressive forms of social capital identified during the course of the research study. Two forms were deductively identified and originally recognized during the literature review (see Section 4.3.3 for complete findings). The other four forms were inductively identified and not originally recognized during the literature review (see Section 4.3.4 for complete findings). The column along the left, arranged by category, lists Blue and Gold Society members' social network members. An X within the table notes that a specific expressive form of social capital is embedded in Blue and Gold Society members' relationship with a particular individual. In the event that no particular forms of expressive social capital were embedded in Blue and Gold Society members' relationships with a specific individual, it is noted in the table accordingly.

Table 5.4: Expressive forms of social capital embedded in Blue and Gold Society members' social networks

Research Question 2B – What expressive forms of social capital are embedded in the social network of an undergraduate student organization member?		Expressive Forms of Social Capital – Deductively Identified (see Sections 4.3.3)		Other Expressive Forms of Social Capital – Inductively Identified (see Sections 4.3.4)			
		Identity Reinforcement	Sanctions	Comfort	General Support	Friendship or Family-like Feeling	Connectedness to the University
Blue and Gold Society	Associate Director of Alumni Membership		X	X	X		
	Belonging to the Blue and Gold Society	X					
	Blue and Gold Society Members (general/specific)	X	X	X	X	X	X
	Manager of Student Alumni Programs		X	X	X	X	X
	Blue and Gold Society Member's Parents	None noted					
Faculty and Staff	Alumni Relations Staff	X			X		
	Athletic Department Staff	None noted					
	Athletic Director	None noted					
	Chancellor	X					
	Deans	None noted					
	Director of Student Life	None noted					
	Executive Level Staff	None noted					
	Faculty	None noted					
	Staff – General		X		X		
	Vice Provost and Dean of Students	None noted					
Students	Greek Life Students			X	X		
	Residence Hall Assistants	None noted					
	Students in General	None noted					
	Student Athletes	None noted					
	Student Government Board Members				X		
	Student Organization Members	None noted					
	Students Outside Job	None noted					
	Students Outside Major	None noted					
	Alumni		X		X		
Others	Alumni Association President	X			X	X	
	Board of Trustees			X	X		
	Donors	None noted					
	Government Officials	None noted					
	Local Business Leaders	None noted					
	Potential Employers	None noted					

5.1.4 Key findings concerning trust: research questions 3A

Question 3A asked: What role does trust play in helping an undergraduate student organization member acquire social capital? Table 5.5 summarizes the role that trust plays in the acquisition of social capital by Blue and Gold Society members (see Section 4.4.1 for complete findings). The 18 forms of social capital are listed along the left side of the table. An X in the right-hand column notes when trust plays a role in accessing a particular form of social capital. In the event that trust was not noted as having a particular role in accessing a particular form of social capital, it is noted in the table accordingly.

Table 5.5: Role of trust in social capital accumulation by Blue and Gold Society members

Research Question 3A – What role does trust play in helping an undergraduate student organization member acquire social capital (see Section 4.4.1 for complete findings)?		Plays a Role
Instrumental Forms of Social Capital	Information Flow	X
	Human Capital Creation	<i>None noted</i>
	Norms of Reciprocity	<i>None noted</i>
	Goal Achievement	X
	Occupational Mobility	X
	Education Attainment	X
Other Instrumental Forms of Social Capital	General Help	X
	Unique Opportunities	<i>None noted</i>
	Mentoring	<i>None noted</i>
	Free Tangible/Material Items	<i>None noted</i>
	Meet New People	X
	Identity Reinforcement	<i>None noted</i>
Expressive Forms of Social Capital	Sanctions	<i>None noted</i>
	General Support	X
Other Expressive Forms of Social Capital	Friendship or Family-like Feeling	X
	Comfort	<i>None noted</i>
	Connectedness to the University	<i>None noted</i>

5.1.5 Key findings concerning trust: research questions 3B1 and 3B2

Question 3B1 asked: What level of trust do undergraduate student organization members have in their social networks? Table 5.6 summarizes the level of trust that Blue and Gold Society members have in the individuals who make up their social networks (see Section 4.4.2.1 for complete findings).

Table 5.6: Blue and Gold Society members' level of trust in social network members

Research Question 3B1 – What level of trust do undergraduate student organization members have in their social networks (see Section 4.4.2.1 for complete findings)?		High	Moderate	Low
Blue and Gold Society	Associate Director of Alumni Membership	X	X	
	Blue and Gold Society Members' Parents	<i>None noted</i>		
	Blue and Gold Society Members (general and specific)		X	
	Manager of Student Alumni Programs	X	X	
Faculty and Staff	Alumni Relations Staff	X	X	
	Athletic Department Staff	<i>None noted</i>		
	Athletic Director	<i>None noted</i>		
	Chancellor	X	X	
	Deans	X		
	Director of Student Life	<i>None noted</i>		
	Executive Level Staff	<i>None noted</i>		
	Faculty	X		
	Staff – General	X		
	Vice Provost and Dean of Students	X		
Students	Greek Life Students	X		
	Residence Hall Assistants	<i>None noted</i>		
	Students in General	X	X	
	Student Athletes	<i>None noted</i>		
	Student Government Board Members	X		
	Student Organization Members	<i>None noted</i>		
	Students Outside Job	<i>None noted</i>		
	Students Outside Major	<i>None noted</i>		
Others	Alumni	X	X	
	Alumni Association President	<i>None noted</i>		
	Board of Trustees		X	
	Donors	<i>None noted</i>		
	Government Officials	<i>None noted</i>		
	Local Business Leaders	<i>None noted</i>		
	Potential Employers	<i>None noted</i>		

The 18 identified and previously mentioned forms of social capital are listed along the left side of the table. The row along the top lists the different levels of trust. An X in the right-hand columns notes the level of trust Blue and Gold Society members have in a particular social network member. In the event that no particular level of trust was identified for a specific social network member, it is noted in the table accordingly.

Question 3B2 asked: What level of trust do social network members have in undergraduate student organization members? Table 5.7 summarizes the level of trust that social network members have in Blue and Gold Society members (see Section 4.4.2.2 for complete findings). The row along the top lists the different levels of trust. An X in the right-hand columns notes the level of trust that social network members in general have in Blue and Gold Society members in general.

Table 5.7: Social network members' level of trust in Blue and Gold Society members

Research Question 3B2 – What level of trust do social network members have in undergraduate student organization members (see Section 4.4.2.2 for complete findings)?	High	Moderate	Unsure
Social Network Members' Trust in Blue and Gold Society Members	X	X	X

5.1.6 Key findings concerning trust: research questions 3C1 and 3C2

Research question 3C1 asked: Through what processes do undergraduate student organization members develop trust in social network members? Table 5.8 lists the 16 processes through which Blue and Gold Society members develop trust in social network members (see Section 4.4.3.1 for complete findings).

Table 5.8: Blue and Gold Society members' processes for developing trust in social network members

Research Question 3C1 – Through what processes do undergraduate student organization members develop trust in social network members (see Section 4.4.3.1 for complete findings)?		Trust Development Processes															
		Being Trusted by them First	Commonalities	Confidentiality	Dependable and Keep Commitments	General Concern for them	Good Attitude	Haven't Jeopardized Trust	Interacting Outside Blue and Gold Society	Length of Time Known	Others Being Genuine and Sincere	Others Getting to Know Them	Personal Accomplishments	Received Previous Help	Repetitive Interactions	Reputation and Status	Willingness to Help
Blue and Gold Society	Associate Director of Alumni Membership	X	X	X	X	X		X		X			X	X			
	Blue and Gold Society Members (general and specific)	X	X	X	X	X		X	X	X	X	X	X	X	X	X	
	Manager of Student Alumni Programs	X	X	X	X	X		X		X	X		X	X	X	X	
	Blue and Gold Society Member's Parents	None noted															
Faculty and Staff	Alumni Relations Staff	X	X	X	X	X		X		X			X	X	X		
	Athletic Department Staff	None noted															
	Athletic Director	None noted															
	Chancellor	X				X		X						X	X		
	Deans					X											
	Director of Student Life	None noted															
	Executive Level Staff							X						X			
	Faculty														X		
	Staff – General		X	X	X	X		X		X			X	X			
Students	Vice Provost and Dean of Students					X											
	Greek Life Students						X							X		X	
	Residence Hall Assistants	None noted															
	Students in General													X		X	
	Student Athletes	None noted															
	Student Government Board Members				X								X				
	Student Organization Members				X			X					X				
	Students Outside Major	None noted															
Other Individuals	Students Outside Job	None noted															
	Alumni	X		X		X		X		X			X	X			
	Alumni Association President																
	Board of Trustees			X		X							X				
	Donors	None noted															
	Government Officials	None noted															
	Local Business Leaders	None noted															
Potential Employers	None noted																

The row along the top of the table lists the processes through which trust is developed. The column along the left lists the social network categories and individuals in whom Blue and Gold Society members trust. An X within the table notes that Blue and Gold Society members' trust in a specific individual developed as a result of a specific trust development process. In the event that no trust development processes were identified for a particular individual, it is noted in the table accordingly.

Research question 3C2 asked: Through what processes do social network members develop trust in undergraduate student organization members? Table 5.9 lists the 16 processes through which social network members develop trust in Blue and Gold Society (see Section 4.4.3.2 for complete findings). The row along the top of the table lists the processes through which trust is developed. An X within the table notes that a specific trust development process applies to social network members developing trust in Blue and Gold Society members.

Table 5.9: Social network members' processes for developing trust in Blue and Gold Society members

Research Question 3C2 – Through what processes do social network members develop trust in undergraduate student organization members (see Section 4.4.3.2 for complete findings)?	Trust Development Processes															
	Being Easy to Work with	Being Genuine and Sincere	Being in the Blue and Gold Society	Commonalities	Confidentiality	Developing Relationships	Fulfilling Responsibilities and Being Dependable	Good Communicator	Helping Others	Interacting Outside Blue and Gold Society	Making it through Interview Process	Making an Effort	Not Jeopardizing Trust	Positive Attitude	Repetitive Interactions	Supporting Others
Ways in which Blue and Gold Society Members Secure Trust of Social Network Members	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

5.2 PURPOSE STATEMENT: REVISITED

While it is understood that higher education is an effective way for an individual to invest in and accumulate human capital, it is not as clearly understood how higher education can be an effective way for an individual to invest in and accumulate other forms of capital, such as social capital. Just as a college education, or human capital, can increase productivity, so too can social relationships positively affect the productivity of individuals (Putnam, 2000). The consequence of not having an equivalent emphasis on how higher education creates social capital among students potentially implies that higher education may not be explicitly making an effort to promote opportunities for social capital investment; students and researchers may not be aware that higher education can facilitate social capital investment; and students may not understand the application of social capital in their own lives. The following points, based on an analysis of the data and the research findings, demonstrate that this research study accomplished its purpose:

- Higher education is an effective way for an individual to invest in and accumulate social capital
- As evidence, Blue and Gold Society members, members of a student organization at the University of Pittsburgh, are able to invest in and accumulate 18 forms of social capital (see Section 4.3 for complete findings), amongst a social network of 30 individuals (see Section 4.2 for complete findings), as a result of being members in the Blue and Gold Society
- This research study places sole emphasis on how higher education creates social capital among students, namely student organization members

- The findings of this research study have the capacity to inform institutions of higher education and other valuable stakeholders

5.3 PROBLEM STATEMENT: REVISITED

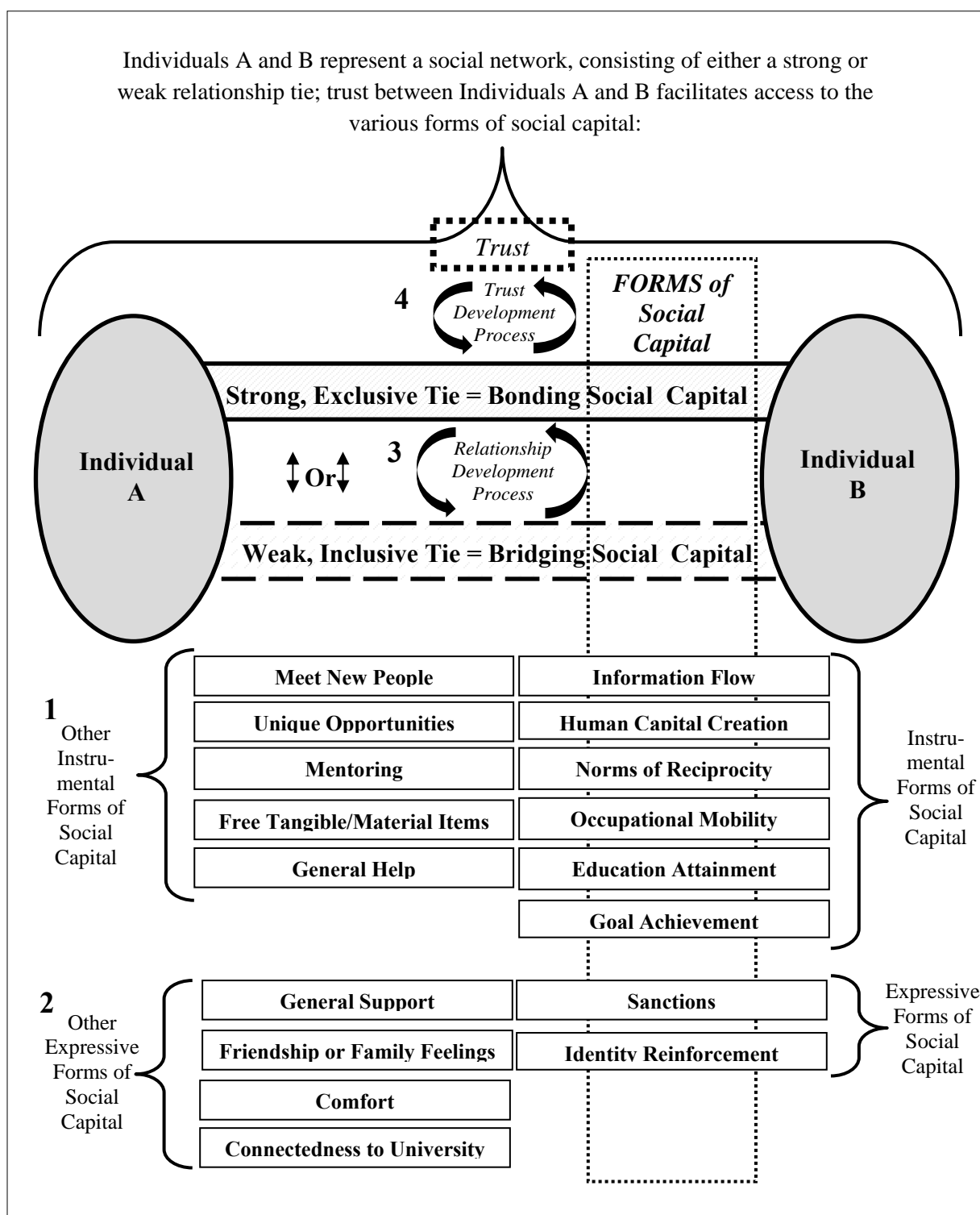
In response to the lack of emphasis on higher education as a form of investment in social capital, this study will look at one segment of higher education, namely undergraduate student participation in student organizations, to explore the potential opportunities for social capital accumulation through participating in higher education. Student organizations are typically defined as student run groups focused around a wide variety of themes with opportunities to interact with peers, faculty, staff and alumni in areas of mutual interest (Nolfi & Rubin, 2010). “Education is a series of social settings in which people meet, a valued and attractive form of social status in modern societies, and a powerful way to gain other forms of high status” (Lin & Erikson, 2008 p.7). Thus, student organizations represent a prime population and social setting in which to study social capital accumulation in the context of higher education, in the hope of informing higher education institutions, students and researchers about the opportunities that exist to accumulate social capital through higher education. The following points, based on an analysis of the data, demonstrate that this research study addressed the aforementioned problem:

- This research study placed sole emphasis on investigating the phenomena of higher education in the creation of social capital, which is not common among past or recent studies and discussions pertaining to the outcomes of higher education (see Sections 1.0 and 2.3)

- The author spent approximately 16 weeks (1,380 minutes or 23 hours) utilizing participant observation 28 times (see Table 3.4), conducting 45 interviews (see Tables 3.5-3.6), and reviewing approximately 24 cultural artifacts (see Tables 3.7-3.9) to explore the opportunities for members of the Blue and Gold Society student organization to accumulate social capital
- The research study's findings (see Chapter 4 for complete findings) are rich and highly informative for institutions of higher education and other stakeholders who wish to better understand, further consider and/or take advantage of the opportunities that exist to accumulate social capital through higher education

5.4 THEORETICAL CONTRIBUTIONS

The literature review previously provided in Section 2.1 defined and outlined the concept and primarily elements of individual social capital for the purpose of investigating higher education as a source of social capital creation for college students. Social capital theory is based on the three primary themes of social networks, resources embedded in those networks and trustworthy relationships. In short, social capital exists in and as a result of an individual's trustworthy social networks in the form of resources that provide benefits to the individual immediately or at some point in the future. The author developed a social capital conceptual model for the purposes of this research study, based on a thorough review of the social capital literature (see Figure 2.1), which was used as a guide and lens throughout the development and implementation of this research study.



Note: Conceptual model developed by the author of this study based on a review of the literature; items marked 1-4 note original contributions from this research study

Figure 5.1: Conceptualization of individual social capital – revisited

This social capital conceptual model will be utilized once again to articulate the theoretical contributions that this research study makes to social capital theory and the study of higher education in the creation of social capital (see Figure 5.1).

To briefly review, the conceptual model of individual social capital in Figure 5.1 depicts two individuals, *Individual A* and *Individual B*. *Individuals A* and *B* have a relationship with each other, referred to as a *Social Network*. The *Social Network* that exists between *Individuals A* and *B* is considered more or less useful in terms of social capital accessibility based on the *Trust* or level of mutual expectation and commitment that exists between *Individuals A* and *B*. Depending on the strength and closeness of the relationship that exists between *Individuals A* and *B*, useful resources are embedded in the social network in the form of *Bonding Social Capital* or *Bridging Social Capital*. Various forms of social capital may be embedded in the relationship between *Individuals A* and *B*, including: *Information Flow*; *Human Capital Creation*; *Norms of Reciprocity*; *Occupational Mobility*; *Goal Achievement*; *Education Attainment*; *Identity Reinforcement*; and *Sanctions*. The first six forms of social capital listed are categorized as *Instrumental Social Capital*; the last two forms of social capital listed are categorized as *Expressive Social Capital*. The theoretical contributions that this research study makes are now also included in Figure 5.1, noted by the numbers 1, 2, 3 and 4, respectively. Each theoretical contribution will now be presented.

The first theoretical contribution that this research study makes is to the element of social capital commonly referred to in the literature as instrumental social capital (see Section 2.1.4), noted in Figure 5.1 by the number 1 and entitled *Other Forms of Instrumental Social Capital*. In addition to the six forms of instrumental social capital commonly mentioned in the literature, this research study identified five additional forms of instrumental social capital: *Meet New People*;

Unique Opportunities; Mentoring; Free Material/Tangible Items; and General Help. These five additional forms were identified through inductive analysis and are more thoroughly defined in Section 4.3.2. The first implication of this contribution is that instrumental forms of social capital exist outside of the preexisting ones frequently defined in the literature. So long as an embedded resource exists in a social network between two individuals, in this case a resource that helps an individual get ahead or accomplish something that in the resource's presence would not be possible, then the resource should be embraced in theory and concept as an instrumental form of social capital. Embracing other forms of instrumental social capital allows the theory and concept of social capital to be applied to different settings and for diverse purposes. Rather than trying to peg all social network resources into predefined forms or categories of social capital according to the literature, inductive analysis should be incorporated into any research study or analysis to allow for the consideration and inclusion of many more forms of social capital when applicable and as identified, such as those other forms of instrumental social capital incorporated into this research study. Doing so will allow social capital theory to remain open to meaningful contributions by theorists and researchers, while allowing the theory and concept of social capital to be alive and active, rather than dormant and passive.

The second theoretical contribution that this research study makes is to the element of social capital commonly referred to in the literature as expressive social capital (see Section 2.1.4), noted in Figure 5.1 by the number 2 and entitled *Other Forms of Expressive Social Capital*. In addition to the two forms of expressive social capital commonly mentioned in the literature, this research study identified four additional forms of expressive social capital: *Comfort, General Support, Friendship or Family-like Feeling* and *Connectedness to the University*. These four additional forms were identified through inductive analysis and are more

thoroughly defined in Section 4.3.4. Again, the first implication of this contribution is that expressive forms of social capital exist outside of the preexisting ones frequently defined in the literature. So long as an embedded resource exists in a social network between two individuals, in this case a resource that helps an individual maintain an individual's own current resources, then the resource should be embraced in theory and concept as an expressive form of social capital. Rather than trying to peg all social network resources into predefined forms or categories of social capital according to the literature, inductive analysis should be incorporated into any research study or analysis to allow for the consideration and inclusion of many more forms of social capital when applicable and as identified, such as those other forms of expressive forms of social capital incorporated into this research study. Again, doing so will allow social capital theory to remain open to meaningful contributions by theorists and researchers, while allowing the theory and concept of social capital to be alive and active, rather than dormant and passive.

Theoretical contributions 1 and 2 should also be considered as they pertain specifically to higher education and the phenomena of higher education in the creation of social capital, which was the purpose of this research study. Utilizing the six predefined forms of instrumental social capital is beneficial to the study of higher education in the creation of social capital. In other words, it is helpful to understand through a research study such as this that information flow as a form of social capital is accessible by students who participate in a particular student organization, such as the Blue and Gold Society, as a part of their higher education experience. If the author had only paid attention to deductive analysis and predefined elements of social capital theory though, the research study would not have inductively identified that students who participate in a particular student organization are also able to meet new people and receive

mentoring as additional, unique forms of social capital. Thus, the additional forms of social capital identified through this research study can be applied to future research studies of higher education in the creation of social capital from a general standpoint, or more specifically to other types of student organizations. Also, the realization that numerous other forms of social capital do in fact exist within the realm of higher education will empower other researchers to explore even additional forms of social capital throughout various avenues of higher education as a result of a research study such as this opening the door and providing evidenced stimulus to do so.

The third and fourth theoretical contributions that this research study makes are to process, meaning the processes through which social networks are developed and the processes through which trust is developed in relationships, noted in Figure 5.1 by the number 3 and 4, respectively. Social network development process, although a theory and concept in its own right, is typically not closely entwined in the discussion of social capital theory to the extent that social networks, embedded resources and trust are (see Section 2.1). Although a research study such as this would have been sufficiently informative by simply identifying the social network members of a particular student organization, in this case members of the Blue and Gold Society, the research study is doubly informative as a result of the extra step the author took to identify the processes through which Blue and Gold Society members' social networks develop and the processes through which Blue and Gold Society members develop trusting relationships with those individuals who make up their social networks. As an example pertaining to social networks, it is insightful to understand that Blue and Gold Society members are able to develop relationships with university alumni through collaborating on projects and through repetitive interactions with them. As an example pertaining to trust, it is insightful to understand that Blue and Gold Society members develop trust in fellow Blue and Gold Society members when fellow

members are dependable and keep their commitments to Blue and Gold Society members. Likewise, as it pertains to trust, it is insightful to understand that Blue and Gold Society members are able to gain the trust of social network members through showing forth positive attitudes and being genuine and sincere. Thus, the conceptualization of individual social capital in Figure 5.1 and the theorization of social capital in general and within the realm of higher education specifically, as a result of this research study, expands to not only include *elements* of social capital but also *processes* of social capital.

In summary, this research study makes theoretical and conceptual contributions to social capital theory in general and to the phenomena of higher education in the creation of social capital specifically. New instrumental forms of social capital have been illuminated; new expressive forms of social capital have been established. Processes for social network and trust development have been incorporated. These theoretical contributions can be utilized by theorists, researchers and practitioners alike, which will be elaborated on in Sections 5.6 and 5.7. Sections 5.6 and 5.7 will, respectively, highlight a number of practical recommendations that have resulted from this research study as well as a number of suggestions for future research that have resulted from this research study.

5.5 PRACTICAL SUGGESTIONS

The results from this research study provide a number of implications for institutions that would benefit students and institutions of higher education. Higher education in the creation of social capital is a relatively new concept though, and before a broad brushstroke of programming development and implementations can occur, a paradigm shift of sorts must first occur to inform

and inspire new thinking about the concept of social capital in higher education among higher education's stakeholders. As such, the recommendations contained herein serve the purpose of practical suggestions to stakeholders as well act as a catalyst for a paradigm shift toward thinking about higher education as an investment in social capital for college students. The audience for these recommendations is as follows: Student Affairs Professional Associations, Student Affairs Professionals, the National Survey of Student Engagement, academic journals, and institutional leadership at the college and university level. These practical suggestions will be discussed now, followed by a summary of the recommendations at the end of this section in Table 5.10.

5.5.1 Student affairs professional associations

Student affairs professional associations, such as the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA), lead the charge in providing professional development opportunities and forums for student affairs professionals to learn how to more effectively meet the needs of students and help students develop to their fullest potential. The primary findings from this research study state that higher education, in particular student organization participation and other avenues of out-of-class programming, provide students with opportunities to develop their social networks and tap in to unique, beneficial resources embedded in those social networks. Thus, the first recommendation as a result of this research study is for student affairs professional associations, such as the ACPA and the NASPA, to devote the theme of a conference or a series of conferences to the topic of higher education in the creation of social capital. This recommendation also includes the charge for student affairs professional associations to devote calls for papers, session presentations and panel discussions to the topic of social capital. The conferences should focus

partly on the theory of social capital in order to provide a solid foundation to which student affairs professionals can look to inform their practice. The conferences should also focus partly on the practical implications of social capital theory within student affairs professionals' respective lines of work. The focus on the practical implications should provide student affairs professionals with insight as it relates to developing, implementing and assessing out-of-class and extracurricular activities centered around avenues for students to develop their social networks and utilize resources embedded in their social networks. Possible session, panel discussion and paper topics might include: social capital theory as it relates to college students; programming that facilitates social networking opportunities for college students; types of individuals that college students should seek to add to their social network; and, helping students make the most out of their participation in student organizations. Trends and new ideas in student affairs practices often originate and become popular as a result of student affairs professionals coming to together and collectively working to improve their professional skills for the benefit of the students they serve. Accordingly, student affairs professional associations can and should play a role in the paradigm shift leading to more focus on higher education as a means of investing in social capital.

5.5.2 Student affairs professionals

Although student affairs professional associations can serve as the catalyst for inspiring a paradigm shift in higher education as it relates to thinking about social capital accumulation as an outcome of higher education, the practical implementation to facilitate the paradigm shift lies primarily in the hands of student affair professionals themselves. Student affairs professionals, such as directors of student life, directors of residence life, directors of career development and

directors of leadership development, fulfill a wide range of responsibilities across colleges and universities. Out-of-class curriculum and/or extracurricular activities typically fall under the purview of student affairs professionals. Therefore, it is recommended that student affairs professionals carry out the following steps:

- Include social capital theory as a topic for instruction and discussion at a future division-wide retreat and/or planning meeting
- Develop a pilot program(s) to help students meet new people where beneficial resources might exist (e.g. local employers, alumni, university donors, government officials, faculty, staff, other students)
- Develop or add to questions to current out-of-class/extracurricular/student satisfaction assessments and surveys that pertain to: students' social network development; desired networking opportunities; desired non-purely academic outcomes of higher education; perceived/realized non-purely academic outcomes of higher education; comfort level in developing relationships and trust with social network members; processes through which students develop relationships with individuals in and around the campus community; forms of social capital students have access to/would like access to as a result of their participation in higher education and student affairs programming (i.e. list various forms of social capital in a format to which students can readily relate); and so forth
- Provide student affairs professionals with the budgetary means necessary to attend professional conferences related to the topics of college student development, student organization management and the outcomes of higher education

Over the years, student affairs professionals have learned of and implemented a number of out-of-class and extracurricular activities to help college students develop holistically and not simply academically, such as living learning communities, study abroad opportunities and out-of-class curriculum programs, to name a few. Striving to help students invest in social capital through higher education fits well into the purview of student affairs professionals' line of work and even into existing initiatives currently in place at most colleges and universities. A better understanding of higher education in the creation of social capital can similarly inspire new programming to be developed by student affairs professionals and implemented in their own lines of work.

5.5.3 National Survey of Student Engagement

According to a fairly recent article in USA today, national surveys of the outcomes of higher education, such as the National Survey of Student Engagement (NSSE), “have developed into something of a movement” as it relates to how colleges judge success and weakness as it pertains to helping students get the most out of their college experience (Reynolds, 2010, n.p.). The article states that over time, the NSSE, by surveying students at over 1,400 colleges and universities as it relates to their engagement in numerous forms of the higher education experience, “has helped reframe the national discussion about what matters in college” (Reynolds, 2010, n.p.). The results of the survey are published and made public on a yearly basis. To accomplish a paradigm shift in how institutions of higher education and students view higher education as an investment in social capital, the influence of a national survey that incorporates questions related to social network development and access to resources in social network relationships could likewise help reframe the national discussion about what matters in

college to include the topic of higher education in the creation of social capital. Currently the NSSE poses questions to colleges students such as:

- Mark the box that best represents the quality of your relationships with people at your institution (e.g. other students, faculty members, administrative personnel).
- About how many hours do you spend in a typical 7-day week doing each of the following (e.g. participating in co-curricular activities such as student organizations, socializing)?
- To what extent does your institution emphasize each of the following (e.g. encouraging contact among students from different economic, social, and racial or ethnic background, attending campus activities, helping you cope with your non-academic responsibilities)?
- To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas (e.g. working effectively with others)?

Such survey questions already hint at the role that higher education can play in social capital investment and indirectly attempt to measure the phenomena of higher education in the creation of social capital among college students. These survey questions inquire about opportunities to meet other people and utilize resources embedded in those relationships, which are two primary elements of social capital theory. Accordingly, it is recommended that national higher education survey administrators, such as the NSSE, incorporate the theory of social capital into existing survey questions, analysis and reporting in a manner such that institutions of higher education, students, parents of students and others with ties to higher education can readily understand the results and implications of the relationships that can be developed through higher education and

the outcomes of developing those relationships. Sample revised or newly developed survey questions might include:

- To what extent have the relationships you have developed as a student at your current college or university contributed to you receiving the following (e.g. emotional support, career guidance and networking, goal achievement)?
- To what extent does your institution provide opportunities for you to meet the following (e.g. alumni, university donors, local government officials, executive level staff, other students)?

Movements and paradigm shifts in the outcomes of higher education according to college students often originate and become popular as a result of national surveys and initiatives such as the NSSE. As such, the NSSE and other national surveys can influence how institutions of higher education and students view higher education as a means of investing in social capital.

5.5.4 Academic journals

Currently, social capital related journals exist in the form of the following, to name a few: *The American Journal of Sociology*, *The British Journal of Sociology*, *Sociological Inquiry*, *Social Networks*, *Theory and Society* and *Current Sociology*. Likewise, journals for student affairs professionals and other journals devoted to the outcomes of higher education are plentiful as well: *The Review of Higher Education*, *Journal of College Student Development*, *College Student Affairs Journal*, *Research in Higher Education*, and *The Journal of Higher Education*. To date, and to the knowledge of the author, a volume of such a journal has not been specifically or solely devoted to higher education in the creation of social capital. Thus, it is recommended that a social theory and/or higher education centered academic journal announce a call for papers

centered around social capital theory and its implications and practical recommendations for higher education, student affairs professionals, higher education assessments, and students, all with an emphasis on original, empirical research on the topic of social capital and higher education. Suggested topics include:

- Applications of social capital theory in higher education
- Social capital theory as a form of student development theory
- The relationship between social capital development and higher education
- Non-academic related outcomes of higher education
- Social network development outcomes of participating in student organizations and other out-of-class/extracurricular activities
- The benefits students experience through relationships with college/university alumni, faculty, staff, donors and other constituents

Any paradigm shifts and implementations of new initiatives to improve the outcomes in higher education and divisions of student affairs, and any assessments developed to measure new and/or different aspects of a college students' overall experience in and as a result of participating in higher education, are best served when the foundation for the shift, implementation or initiative is directly linked to theory and empirical research. The recommendation for academic journals to issue a call for original, empirical research on the topic of higher education in the creation of social capital as this section suggests would provide such a foundation for institutions, professionals and other assessments and initiatives.

5.5.5 Institutional leadership

As a whole, institutions of higher education, meaning all types of colleges and universities, have the ability to promote higher education as an investment in social capital. In order for this to realistically occur though, institutions of higher education must first understand and embrace the idea that students enroll in higher education for purposes other than human capital related outcomes, meaning degree, skill and knowledge attainment. Students, through participating in other aspects of the higher education such as by joining student organizations, are able to acquire various forms of social capital, such as information flow, occupational mobility, general support and encouragement, by developing relationships with other students, alumni, staff and community members. Therefore, for a paradigm shift to occur, the recommendation is that institutional leadership at the chancellor/president level and provost/vice president level embrace the following recommendations already presented herein:

- Sign up for the NSSE to be administered at the institution and look for social capital creation implications in the survey's results and in benchmarking the institution's results with peer- and aspirant-peer institutions' results
- Encourage student affairs leadership to participate in student affairs professional associations to improve their skillsets and devote attention to the social capital related outcomes of current and proposed student affairs related programming
- Become familiar with social capital theory and empirical research pertaining to the non-academic outcomes and non-human capital related outcomes of higher education at the institution

- Be a leader in higher education and at the forefront of providing opportunities for social capital development to students
- Be a leader in higher education and at the forefront of advertising the social capital benefits of attending the institution to future students, parents of future students, donors, those in government with responsibility for state funding for the institution (for public institutions) and other stakeholders

Table 5.10: Summary of practical recommendations

Audience	Action Points
Student Affairs Professional Associations (i.e. National Association of Student Personnel Administrators)	<ul style="list-style-type: none"> • Devote a conference or series of conferences to the theme of higher education in the creation of social capital • Issue a call for papers, presentations and panel discussions on the topic of social capital theory and its implications for higher education, student affairs professionals and college students
Student Affairs Professionals (i.e. deans of students, directors of student life)	<ul style="list-style-type: none"> • Include social capital theory as a topic for instruction and discussion at a future division-wide retreat and/or planning meeting • Develop a pilot program(s) to help students meet new people where beneficial resources might exist • Develop/add to current out-of-class/extracurricular/student satisfaction assessments and surveys questions as it pertains to social network development and the benefits of social relationships • Provide student affairs professionals with the budgetary means necessary to attend conferences related to the topic of college student development, student organization management and other related topics
National Survey of Student Engagement (i.e. national assessments of the outcomes of higher education)	<ul style="list-style-type: none"> • Incorporate the theory of social capital into existing survey questions, analysis and reporting in a manner such that institutions of higher education, students, parents of students and others with ties to higher education can readily understand the results and implications of the relationships that can be developed through higher education
Academic Journals (e.g. <i>College Student Affairs Journal</i> , <i>Theory and Society</i>)	<ul style="list-style-type: none"> • A social theory and/or higher education centered academic journal announce a call for papers centered around social capital theory and its implications and practical recommendations for higher education, student affairs professionals, higher education assessments and students, all with an emphasis on original, empirical research on the topic of social capital and higher education
Institutional Leadership (i.e. chancellor/ president, provost/vice president)	<ul style="list-style-type: none"> • Sign up for the NSSE to be administered at the institution and look for social capital creation implications • Encourage student affairs leadership to participate in student affairs professional associations to improve their skillsets and devote attention to the social capital related outcomes of higher education • Become familiar with social capital theory and empirical research related to higher education in the creation of social capital • Be a leader in higher education and at the forefront of providing opportunities for social capital development to students • Be a leader in higher education and at the forefront of advertising the social capital benefits of attending the institution

5.6 FUTURE RESEARCH

Literature and research studies pertaining to social capital theory and its application to higher education and college students is relatively young compared to the literature on human capital theory and the human capital related outcomes of higher education, such as degree attainment, skills development and knowledge acquisition. This research study takes a step in the direction of conducting empirical research as it relates to higher education in the creation of social capital. The following bullet points list recommendations for future research, in light of this research study's findings that participating in higher education, more specifically being a member of a student organization, helps college students develop their social networks and invest in and leverage numerous forms of social capital embedded in those relationships.

- Replicate this research study utilizing students in other types of student organizations, such as an a cappella singing club or a rowing club, to investigate the relationships that result from participating in such other student organizations, and to identify the resources embedded in those relationships – the purpose of conducting such a research study would be to confirm and expand the findings of this research study and to understand with whom non-Blue and Gold Society student organization members are able to develop relationships, ascertain the different kinds of social capital resources that exist within those relationships, and understand the processes for developing those relationships
- Replicate this research study utilizing other avenues of college student social network development within areas of higher education such as intercollegiate athletics, the classroom or on-campus employment, in order to investigate the relationships that result from participating in such opportunities and the resources embedded in those relationships – the purpose of conducting such a research study would be to understand

how social capital theory applies to areas and types of social network development other than participating in student organizations

- Develop an actual social capital student development theory to serve as a companion with other student development theories such as Astin's Theory of Involvement, Kohlberg's Theory of Moral Development, and Erikson's theory of Identity Development – the purpose of developing such a companion development theory and supporting it with empirical evidence would be to in a sense legitimize the phenomena of higher education in the creation of social capital and place social capital student development theory in the same conversation with other student development theories within schools of education, divisions of student affairs and textbooks/research journals
- Conduct a comparative research study within a single institution to compare relationship development and access to embedded social capital resources across various types of student organizations or various types of relationship development opportunities – the purpose of this type of research study would be to compare which opportunities for social network development within higher education are more productive/less productive, and which forms of social capital are embedded in one social network development opportunity as opposed to another
- Conduct a comparative research study incorporating outside institutions to compare relationship development and access to embedded social capital resources across various types of student organizations or various types of relationship development opportunities – the purpose of this type of research study would be to compare and contrast which colleges/universities provide more of or certain kinds of social network development opportunities as opposed to other colleges/universities, and what types of social capital

resources are embedded in relationship building opportunities at one college/university as opposed to another

Social capital theory can serve as an informative foundation for various forms of future research studies pertaining to the outcomes of higher education for college students, as this research study has demonstrated and suggested.

APPENDIX A

NOTE TAKING SHEET

The researcher will typically utilize this pre-designed note-taking sheet intended for studies involving ethnographic research. The note-taking sheet both reminds and allows the researcher to record date, time, location, specific research questions to keep in mind, direct observations, researcher impressions, and follow-up questions for future observations. The researcher will digitize these notes on an ongoing basis to prepare for the analysis stage of the study.

Date: Time: Location: Subjects:	Title: If found, please return to Jeff Miracle (mjeff@pitt.edu , 412-592-2963)
Particular research questions to consider:	
Researcher Thoughts and Impressions:	Direct Observations:
Future Observations or Questions to Consider:	

APPENDIX B

SEMI-STRUCTURED INTERVIEW QUESTIONS FOR BLUE AND GOLD SOCIETY MEMBERS

SEMI-STRUCTURED INTERVIEW QUESTIONS FOR BLUE AND GOLD SOCIETY MEMBERS

Concerning Social Networks

- 1A. Specifically as a result of being a member of the Blue and Gold Society, what individuals make up your social network?
- 1B. Which of these relationships would you describe as strong, family or close friend type relationships?
- 1C. Which of these relationships would you describe as weak relationships or “acquaintances”?
- 1D. Through what processes have your relationships with these individuals developed?

Concerning Forms of Social Capital

- 2A. Describe the benefits or resources that are available to you as a result of the relationships you have develop as a member of the Blue and Gold Society that help you to gain something or get ahead in life.
- 2B. Describe the support you receive as a result of the relationships you have developed as a member of the Blue and Gold Society that help you to maintain the resources that you already have.

Concerning Trust

- 3A. What role does trust play in the benefits or resources available to you as a result of the relationships you have described thus far?
- 3B1. How would you describe the level of trust you have in the individuals with whom you have developed relationships as a result of being a Blue and Gold Society member?
- 3B2. How would you describe the level of trust that individuals with whom you have developed relationships have in you?
- 3C1. Through what processes have you developed trust in the individuals in your social network (see 3B1)?
- 3C2. Through what processes have individuals in your social network developed trust in you (see 3B2)?

Other

- 4. What else would you like to share about the Blue and Gold Society not already discussed in this interview?

APPENDIX C

SEMI-STRUCTURED INTERVIEW QUESTIONS FOR INDIVIDUALS WITH WHOM BLUE AND GOLD SOCIETY MEMBERS REGULARLY COME INTO CONTACT

SEMI-STRUCTURED INTERVIEW QUESTIONS FOR INDIVIDUALS WITH WHOM
BLUE AND GOLD SOCIETY MEMBERS REGULARLY COME INTO CONTACT

Concerning Social Networks

- 1A. How would you describe your relationship with current members of the Blue and Gold Society?
- 1B/1C. Please describe the strength and/or closeness of your relationship with current members of the Blue and Gold Society.
- 1D. Through what processes have your relationships with Blue and Gold Society members developed?

Concerning Forms of Social Capital

- 2A. Describe the benefits or resources available to current Blue and Gold Society members as a result of your relationship with them that might help them gain something or get ahead in life.
- 2B. Describe the support available to current Blue and Gold Society members as a result of your relationship with them that might help them to maintain the resources they already have.

Concerning Trust

- 3A. What role does trust play in the benefits or resources available to Blue and Gold Society members as a result of your relationship with them?
- 3B1. How would you describe the level of trust that Blue and Gold Society members have in you?
- 3B2. How would you describe the level of trust you have in current members of the Blue and Gold Society?
- 3C1. Through what processes have Blue and Gold Society members developed trust in you?
- 3C2. Through what processes have you developed trust in Blue and Gold Society members?

Other

- 4. What else would you like to share about the Blue and Gold Society not already discussed in this interview?

APPENDIX D

GATEKEEPER RECRUITMENT SCRIPT

Gatekeeper Recruitment Script for The Blue and Gold Society

Higher education is often credited with being an effective means for an individual to invest in and acquire skills and knowledge—often referred to as human capital. Participating in higher education may also provide an individual with the opportunity to build valuable relationships with individuals that result in access to resources such as information, the mutual exchange of favors, emotional support and career networking—often referred to as social capital.

In response to the lack of emphasis on higher education as a form of social capital investment, this study will look at one segment of higher education, namely undergraduate participation in student organizations, to explore the potential opportunities for social capital accumulation in higher education.

Qualitative research methodology will be used to collect, analyze and interpret comprehensive narrative and visual data.

The population for the study is undergraduate students at the University of Pittsburgh who participate in student organizations. The sample for the study is The Blue and Gold Society.

Ethnography, more specifically participant observation, semi-structured interviews and other field methods, will be utilized to collect the data. Computer assisted qualitative data analysis software will be utilized to efficiently manage, organize and analyze data.

Anticipated results will address the following questions:

- What individuals make up an undergraduate student organization member's social network?
- What forms of social capital are embedded in the social networks of undergraduate student organization members?
- What role does trust play in an undergraduate student organization member's social networks?

There are no foreseeable risks associated with this project, nor are there any direct benefits to you. Your participation is voluntary, and you may withdraw from this project at any time. The observations will be recorded in the form of notes. The interviews will be audio recorded. In order to safeguard the confidentiality of your participation and responses, no reference to your name will be included in the notes, recording or transcription of the data.

Would you be willing to grant me permission to conduct such a study with The Blue and Gold Society?

Here is my contact information if you have any questions:

Jeff Miracle
412-624-2470
mjeff@pitt.edu

APPENDIX E

INFORMANT RECRUITMENT SCRIPT

Informant Recruitment Script for the Blue and Gold Society

Higher education is often credited with being an effective means for an individual to invest in and acquire skills and knowledge—often referred to as human capital. Participating in higher education may also provide an individual with the opportunity to build valuable relationships with individuals that result in access to resources such as information, the mutual exchange of favors, emotional support and career networking—often referred to as social capital.

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- What role does trust play in an undergraduate student organization member's social networks?

There are no foreseeable risks associated with this project, nor are there any direct benefits to you. Your participation is voluntary, and you may withdraw from this project at any time. The observations will be recorded in the form of notes. The interviews will be audio recorded. In order to safeguard the confidentiality of your participation and responses, no reference to your name will be included in the notes, recording or transcription of the data.

Would you be willing to be a participant in my study and help initiate a meeting for me with the rest of The Blue and Gold Society?

Here is my contact information if you have any questions:

Jeff Miracle
412-624-2470
mjjeff@pitt.edu

APPENDIX F

PARTICIPANT RECRUITMENT SCRIPT

Participant Recruitment Script for The Blue and Gold Society

Higher education is often credited with being an effective means for an individual to invest in and acquire skills and knowledge—often referred to as human capital. Participating in higher education may also provide an individual with the opportunity to build valuable relationships with individuals that result in access to resources such as information, the mutual exchange of favors, emotional support and career networking—often referred to as social capital.

In response to the lack of emphasis on higher education as a form of social capital investment, this study will look at one segment of higher education, namely undergraduate participation in student organizations, to explore the potential opportunities for social capital accumulation in higher education.

Qualitative research methodology will be used to collect, analyze and interpret comprehensive narrative and visual data.

The population for the study is undergraduate students at the University of Pittsburgh who participate in student organizations. The sample for the study is The Blue and Gold Society.

Ethnography, more specifically participant observation, semi-structured interviews and other field methods, will be utilized to collect the data. Computer assisted qualitative data analysis software will be utilized to efficiently manage, organize and analyze data.

Anticipated results will address the following questions:

- What individuals make up an undergraduate student organization member's social network?
- What forms of social capital are embedded in the social networks of undergraduate student organization members?
- What role does trust play in an undergraduate student organization member's social networks?

There are no foreseeable risks associated with this project, nor are there any direct benefits to you. Your participation is voluntary, and you may withdraw from this project at any time. The observations will be recorded in the form of notes. The interviews will be audio recorded. In order to safeguard the confidentiality of your participation and responses, no reference to your name will be included in the notes, recording or transcription of the data.

Would you be willing to be a participant in my study?

Here is my contact information if you have any questions:

Jeff Miracle
412-624-2470
mjeff@pitt.edu

APPENDIX G

OTHER PARTICIPANT RECRUITMENT SCRIPT

Recruitment Script for Faculty, Staff, Students, Alumni and/or Other Individuals Affiliated with the University of Pittsburgh with whom the Blue and Gold Society Members Come into Contact

Higher education is often credited with being an effective means for an individual to invest in and acquire skills and knowledge—often referred to as human capital. Participating in higher education may also provide an individual with the opportunity to build valuable relationships with individuals that result in access to resources such as information, the mutual exchange of favors, emotional support and career networking—often referred to as social capital.

In response to the lack of emphasis on higher education as a form of social capital investment, this research study will look at one segment of higher education, namely undergraduate participation in student organizations, to explore the potential opportunities for social capital accumulation in higher education.

Qualitative research methodology will be used to collect, analyze and interpret comprehensive narrative and visual data.

The population for the research study is undergraduate students at the University of Pittsburgh who participate in student organizations, and those faculty, staff, students, alumni and other individuals affiliated with the University of Pittsburgh with whom they come into contact. The sample for the research study is the Blue and Gold Society and up to 10 faculty, staff, students, alumni and/or other individuals affiliated with the University of Pittsburgh with whom the Blue and Gold Society members come into contact.

Ethnography, more specifically participant observation, semi-structured interviews and other field methods, will be utilized to collect the data. Computer assisted qualitative data analysis software will be utilized to efficiently manage, organize and analyze data.

Anticipated results will address the following questions:

- What individuals make up an undergraduate student organization member's social network?
- What forms of social capital are embedded in the social networks of undergraduate student organization members?
- What role does trust play in an undergraduate student organization member's social networks?

There are no foreseeable risks associated with this project, nor are there any direct benefits to you. Your participation is voluntary, and you may withdraw from this project at any time. The observations will be recorded in the form of field notes. The interviews will be audio recorded. In order to safeguard the confidentiality of your participation and responses, no reference to your name will be included in the notes, recording or transcription of the data.

Would you be willing to be a participant in my research study?

Here is my contact information if you have any questions:

Jeff Miracle
412-624-2470
mjjeff@pitt.edu

APPENDIX H

INITIAL NODE TREE

This node tree is based on the concepts of individual social capital identified in the literature and will serve as a starting point for a deductive analysis of the data. These nodes represent an initial way of thinking about the data. Once coding and analysis has begun though, the researcher may collapse or choose not to populate these specific nodes and/or create new ones. New nodes created that are not tied directly to theories and elements in the literature will be developed through an inductive analysis of the data.

- Networks
 - Types of individuals that make up a network
 - Inward looking/strong ties (bonding)
 - Outward looking/weak ties (bridging)
 - Process for developing networks
- Trust
 - Trust in others
 - Trust others have in oneself
 - Role of trust in social capital
 - Process for developing trust
- Forms of social capital
 - Instrumental
 - Information flow
 - Human capital creation
 - Norms of reciprocity
 - Occupational mobility
 - Goal achievement
 - Education attainment
 - Expressive
 - Identity reinforcement
 - Sanctions

APPENDIX I

FINAL CODEBOOK/NODE STRUCTURE

Themes

Name	Description
Forms of Social Capital	Types/categories of resources/benefits embedded in social network
Other Instrumental Forms of Social Capital	Resources (not in literature) to help a person gain something or get something done
Meet New People	Opportunities to meet new people.
Through Others	Alumni, donors, trustees, government officials, and others.
Through Alumni	Meet new people through University of Pittsburgh alumni.
Through Alumni Association President	Meet new people through Alumni Association President.
Through Faculty and Staff	Faculty and staff at the University of Pittsburgh.
Through Staff	Meet new people through University of Pittsburgh staff.
Through Alumni Relations Staff	Meet new people through Office of Alumni Relations staff.
Through Chancellor	Meet new people Chancellor of the University of Pittsburgh.
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society
Through Manager of Student Alumni Programs	Meet new people through Manager of Student Alumni Programs.
Through Blue and Gold Society Members	Meet new people through Blue and Gold Society Members.
Through Belonging to Blue and Gold Society	Meet new people through belonging to the Blue and Gold Society.
Through Associate Director of Alumni Membership	Meet new people through Associate Director of Alumni Membership.
Through Students	Students at the University of Pittsburgh.
Through Greek Life Students	Meet new people through students in fraternities and sororities at the University of Pittsburgh.
Unique Opportunities	Unusual benefits that do not fit into a specific category.
Through Faculty and Staff	Faculty and Staff at the University of Pittsburgh.
Through Staff	Unique opportunities accessible through University of Pittsburgh staff.
Through Executive Level Staff	Unique opportunities accessible through executive level staff at the University of Pittsburgh.
Through Alumni Relations Staff	Unique opportunities accessible through Office of Alumni Relations staff.
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society
Through Belonging to the Blue and Gold Society	Unique opportunities accessible through belonging to the Blue and Gold Society.
Through Blue and Gold Society Members	Unique opportunities accessible through Blue and Gold Society members.
Through Associate Director of Alumni Membership	Unique opportunities accessible through Associate Director of Alumni Membership.
Mentoring	Receiving coaching or counsel from someone.
Through Others	Alumni, donors, trustees, government officials, and others.
Through Board of Trustees	Mentoring accessible through University of Pittsburgh Board of Trustees.
Through Alumni	Mentoring accessible through University of Pittsburgh alumni.
Through Faculty and Staff	Faculty and Staff at the University of Pittsburgh.
Through Staff	Mentoring accessible through University of Pittsburgh staff.
Through Alumni Relations Staff	Mentoring accessible through Office of Alumni Relations staff.
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society
Through Manager of Student Alumni Programs	Mentoring accessible through Manager of Student Alumni Programs.

Themes

Name	Description
Through Blue and Gold Society	Mentoring accessible through Blue and Gold Society members.
Free Food	Receiving food for free.
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
Through Belonging to Blue and G	Free food accessible through belonging to the Blue and Gold Society.
Through Manager of Student Alu	Free food accessible through Manager of Student Alumni Programs.
Through Others	Alumni, donors, trustees, government officials, and others.
Through Alumni	Free food accessible through University of Pittsburgh alumni.
Through Faculty and Staff	Faculty and staff at the University of Pittsburgh.
Through Staff	Free food accessible through University of Pittsburgh staff.
Free Tickets to Athletic Events	Receiving tickets to athletic events for free.
Through Faculty and Staff	Faculty and Staff at the University of Pittsburgh.
Through Alumni Relations Staff	Free tickets to athletic events accessible through Office of Alumni Re
General Help	General help to assist an individual in gaining something or getting a
Through Faculty and Staff	Faculty and staff at the University of Pittsburgh.
Through Staff	General help accessible through University of Pittsburgh staff.
Alumni Relations Staff	General help accessible through Office of Alumni Relations staff.
Through Others	Alumni, donors, trustees, government officials, and others.
Through Alumni	General help accessible through University of Pittsburgh alumni.
Through Board of Trustees	General help accessible through University of Pittsburgh Board of Tr
Through Students	Students at the University of Pittsburgh.
Through Student Government Bo	General help accessible through Student Government Board membe
Through Greek Life Students	General help accessible through students in fraternities and sororitie
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold S
Through Associate Director of Al	General help accessible through Associate Director of Alumni Memb
Through Blue and Gold Society	General help accessible through Blue and Gold Society members.
Through Manager of Student Alu	General help accessible through Manager of Student Alumni Prograr
Other Expressive Forms of Social Capital	Resources (not in literature) whose desired outcome is to help a pe
Comfort	Consolation extended in times of trial.
Through Others	Alumni, donors, trustees, government officials, and others.
Through Board of Trustees	Comfort accessible through University of Pittsburgh Board of Trustee
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold S
Through Associate Director of Al	Comfort accessible through Associate Director of Alumni Membershi
Through Blue and Gold Society	Comfort accessible through Blue and Gold Society members.
Through Manager of Student Alu	Comfort accessible through Manager of Student Alumni Programs.

Themes

Name	Description
Through Students	Students at the University of Pittsburgh.
Through Greek Life Students	Comfort accessible through students in fraternities and sororities at t
General Support	Support to help endure or persevere.
Through Others	Alumni, donors, trustees, government officials, and others.
Through Alumni	Support accessible through University of Pittsburgh alumni.
Through Alumni Association Pres	Support accessible through President of the Pittsburgh Alumni Assoc
Through Board of Trustees	Support accessible through University of Pittsburgh Board of Trustee
Through Faculty and Staff	Faculty and Staff at the University of Pittsburgh.
Through Alumni Relations Staff	Support accessible through Office of Alumni Relations staff.
Through Staff	Support accessible through University of Pittsburgh staff.
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold S
Through Manager of Student Alu	Support accessible through Manager of Student Alumni Programs.
Through Blue and Gold Society	Support accessible through Blue and Gold Society members.
Through Associate Director of AI	Support accessible through Associate Director of Alumni Membershi
Through Students	Students at the University of Pittsburgh.
Through Greek Life Students	Support accessible through students in fraternities and sororities at t
Through Student Government Bo	Support accessible through Student Government Board members.
Friendship or Family Like Feeling	Feeling a general sense of friendship or family with someone.
Through Others	Alumni, donors, trustees, government officials, and others.
Through Alumni Association Pres	Friendship/family feeling accessible through Pittsburgh Alumni Asso
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold S
Manager of Student Alumni Progr	Friendship/family feeling accessible through Manager of Student Alu
Through Blue and Gold Society	Friendship/family feeling accessible through Blue and Gold Society r
Connectedness to the University	Feeling a sense of connection to the broader campus community.
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold S
Through Blue and Gold Society	Connectedness to the University through Blue and Gold Society men
Through Manager of Student Alu	Connectedness to the University through Manager of Student Alumn
Instrumental Forms of Social Capital	Resources whose desired outcome is to help a person gain someth
Information Flow	Details/facts about opportunities and choices that would otherwise r
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold S
Through Assoc. Dir. of Al. Memb	Information flow accessible through relationships with Associate Dir
Through B&G Soc. Members	Information flow accessible through relationships with Blue and Gold
Through Mngr. of Student Al. Pro	Information flow accessible through relationships with Manager of St
Through Belonging to B&G Soc.	Information flow accessible through belonging to Blue and Gold Soci
Through Faculty and Staff	Faculty and staff at the University of Pittsburgh.

Themes

Name	Description
Through Vice Provost and Dean	Information flow accessible through relationships with Vice Provost & Dean
Through Alumni Relations Staff	Information flow accessible through relationships with Office of Alumni Relations
Through Staff	Information flow accessible through staff at the University of Pittsburgh
Through Students	Students at the University of Pittsburgh.
Through Greek Life Students	Information flow accessible through relationships with students in fraternities and Greek life
Through Other Student Organizations	Information flow accessible through relationships with other student organizations
Through Student Government Board	Information flow accessible through relationships with Student Government Board
Through Others	Alumni, donors, trustees, government officials, and others.
Through Alumni	Information flow accessible through relationships with alumni of the University of Pittsburgh
Through Board of Trustees	Information flow accessible through relationships with members of Board of Trustees
Human Capital Creation	Provides a conduit for the acquisition of talents, knowledge, and skills
Through Faculty and Staff	Faculty and staff at the University of Pittsburgh.
Through Staff	Human capital accessible through relationships with staff at the University of Pittsburgh
Through Chancellor	Human capital accessible through relationships with Chancellor of the University of Pittsburgh
Through Alumni Relations Staff	Human capital accessible through relationships with Office of Alumni Relations
Through Others	Alumni, donors, trustees, government officials, and others.
Through Alumni	Human capital accessible through relationships with alumni of the University of Pittsburgh
Through Board of Trustees	Human capital accessible through relationships with University of Pittsburgh Board of Trustees
Through Alumni Association President	Human capital accessible through relationships with President of the University of Pittsburgh Alumni Association
Through Students	Students at the University of Pittsburgh.
Through Students	Human capital accessible through relationships with University of Pittsburgh students
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society
Through Blue and Gold Society	Human capital accessible through relationships with Blue and Gold Society members
Through Manager of Student Alumni	Human capital accessible through relationships with Manager of Student Alumni
Through Belonging to Blue and Gold Society	Human capital accessible through belonging to Blue and Gold Society
Through Associate Director of Alumni	Human capital accessible through relationship with Associate Director of Alumni
Norms of Reciprocity	Mutual exchange of favors/obligations between individuals (Bourdieu)
Through Others	Alumni, donors, trustees, government officials, and others.
Through Board of Trustees	Norms of reciprocity accessible through relationships with University of Pittsburgh Board of Trustees
Through Alumni	Norms of reciprocity accessible through relationships with alumni of the University of Pittsburgh
Through Faculty and Staff	Faculty and Staff at the University of Pittsburgh.
Through Alumni Relations Staff	Norms of reciprocity accessible through relationships with Office of Alumni Relations
Through Students	Students at the University of Pittsburgh.
Through Student Government Board	Norms of reciprocity accessible through relationships with Student Government Board
Through Student Organization Members	Norms of reciprocity accessible through relationships with members of student organizations

Themes

Name	Description
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
Through Blue and Gold Society	Norms of reciprocity accessible through relationships with Blue and Gold Society members.
Occupational Mobility	Helps an individual in identifying/securing job opportunities (Burt, 2000).
Through Faculty and Staff	Faculty and staff at the University of Pittsburgh.
Through Deans	Occupational mobility accessible through relationships with Deans at the University of Pittsburgh.
Through Alumni Relations Staff	Occupational mobility accessible through relationships with Office of Alumni Relations.
Through Staff	Occupational mobility accessible through relationships with University of Pittsburgh staff.
Through Vice Provost and Dean	Occupational mobility accessible through relationships with Vice Provost and Dean.
Through Others	Alumni, donors, trustees, government officials, and others.
Through Alumni	Occupational mobility accessible through relationships with Alumni of the University of Pittsburgh.
Through Board of Trustees	Occupational mobility accessible through relationships with University of Pittsburgh Board of Trustees.
Through Alumni Association Pres	Occupational mobility accessible through relationships with President of the Alumni Association.
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
Through Manager of Student Alumni	Occupational mobility accessible through relationships with Manager of Student Alumni.
Through Blue and Gold Society	Occupational mobility accessible through relationships with Blue and Gold Society members.
Through Associate Director of Alumni	Occupational mobility accessible through relationships with Associate Director of Alumni.
Goal Achievement	Achievement of certain ends by an individual that in their absence would not have been possible.
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
Through Blue and Gold Society	Goal achievement accessible through relationships with Blue and Gold Society members.
Through Faculty and Staff	Faculty and staff at the University of Pittsburgh.
Through Staff	Goal achievement accessible through relationships with University of Pittsburgh staff.
Through Faculty	Goal achievement accessible through relationships with University of Pittsburgh faculty.
Through Executive Level Staff	Goal achievement accessible through relationships with executive level staff.
Through Deans	Goal achievement accessible through relationships with Deans at the University of Pittsburgh.
Through Chancellor	Goal achievement accessible through relationships with Chancellor of the University of Pittsburgh.
Through Athletic Department Staff	Goal achievement accessible through relationships with Athletic Department staff.
Through Students	Students at the University of Pittsburgh.
Through Student Government Board	Goal achievement accessible through relationships with Student Government Board.
Through Students	Goal achievement accessible through relationships with students.
Others	Alumni, donors, trustees, government officials, and others.
Alumni	Goal achievement accessible through relationships with alumni of the University of Pittsburgh.
Education Attainment	Persistence/success in school as a byproduct of social relationships.
Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
Through Associate Director of Alumni	Education attainment accessible through Associate Director of Alumni.
Through Blue and Gold Society	Education attainment accessible through Blue and Gold Society members.
Through Manager of Student Alumni	Education attainment accessible through Manager of Student Alumni.

Themes

	Name	Description
	Through Others	Alumni, donors, trustees, government officials, and others.
	Through Alumni	Education attainment accessible through Alumni of the University of
	Through Alumni Association Pres	Education attainment accessible through President of the Pittsburgh
	Through Board of Trustees	Education attainment accessible through University of Pittsburgh Bo
	Through Students	Students at the University of Pittsburgh.
	Through Students	Education attainment accessible through students at the University c
	Through Faculty and Staff	Faculty and Staff at the University of Pittsburgh.
	Through Alumni Relations Staff	Education attainment accessible through Office of Alumni Relations
	Through Chancellor	Education attainment accessible through Chancellor of the Universi
	Through Staff	Education attainment accessible through University of Pittsburgh sta
	Through Vice Provost and Dean	Education attainment accessible through Vice Provost and Dean of S
	Expressive Forms of Social Capital	Resources whose desired outcome is to help a person maintain cur
	Identity Reinforcement and Recognition	Manner in which an individual's identity is reinforced and/or recogni
	Through Faculty and Staff	Faculty and staff at the University of Pittsburgh.
	Through Chancellor	Identity reinforcement/recognition accessible through Chancellor of t
	Through Alumni Relations Staff	Identity reinforcement/recognition accessible through Office of Alumi
	Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold S
	Through Blue and Gold Society	Identity reinforcement/recognition accessible through Blue and Gold
	Through Belonging to the Blue a	Identity reinforcement/recognition accessible through being a memb
	Through Others	Alumni, donors, trustees, government officials, and others.
	Through Alumni Association Pres	Identity reinforcement/recognition accessible through Alumni Associ
	Sanctions	Laws/rules of conduct that govern/reaffirm limits of a network for the
	Through Faculty and Staff	Faculty and Staff at the University of Pittsburgh.
	Through Staff	Sanctions accessible through University of Pittsburgh staff.
	Through Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold S
	Through Associate Director of AI	Sanctions accessible through Associate Director of Alumni Members
	Through Blue and Gold Society	Sanctions accessible through Blue and Gold Society members.
	Through Manager of Student Alu	Sanctions accessible through Manager of Student Alumni Programs.
	Through Others	Alumni, donors, trustees, government officials, and others.
	Through Alumni	Sanctions accessible through University of Pittsburgh alumni.
	Social Network	Individuals who make up Blue and Gold Society members' social n
	Strong - Bonding Relationships	Strong, closed, inward looking, exclusive social networks (Putnam &
	Faculty and Staff	Faculty and staff at the University of Pittsburgh.
	Vice Provost and Dean of Students	Vice Provost and Dean of Students at the University of Pittsburgh.
	Alumni Relations Staff	Those who work for the Office of Alumni Relations at the University c

Themes

 Name	Description
  Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
 Blue and Gold Society Members - General	Members of the Blue and Gold Society - no reference to specific member.
 Manager of Student Alumni Program	Alumni Relations staff person; primary advisor for Blue and Gold Society.
 Associate Director of Alumni Member	Alumni Relations staff person; secondary advisor for the Blue and Gold Society.
 Blue and Gold Society Members - Specific	Members of the Blue and Gold Society - reference to specific member.
  Students	Students at the University of Pittsburgh.
 Student Organization Members	Members of Student Organizations at the University of Pittsburgh.
 Student Government Board Member	Members of the Student Government Board at the University of Pittsburgh.
 Greek Life Students	Students involved with fraternity and sorority life.
  Other	Alumni, donors, trustees, government officials, and others.
 Alumni	Graduates from the University of Pittsburgh.
  Unknown Relationship Strength or Closeness	Unknown strength of relationship - data from cultural artifacts/participants.
  Other	Alumni, donors, trustees, government officials, and others.
 Alumni Association President	Volunteer President of the Pittsburgh Alumni Association.
 Alumni	Graduates of the University of Pittsburgh.
 Government Officials	State and federal government officials.
 Donors	Donors to the University of Pittsburgh.
 Board of Trustees	Members of the Board of Trustees at the University of Pittsburgh.
 Potential Employers	Someone who might be a potential future employer.
 Local Business Owners	Local business owners around campus.
  Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
 Blue and Gold Society Members - General	Members of the Blue and Gold Society - no reference to specific member.
 Manager of Student Alumni Program	Alumni Relations staff person; primary advisor for Blue and Gold Society.
 Associate Director for Alumni Member	Alumni Relations staff person; secondary advisor for the Blue and Gold Society.
  Students	Students at the University of Pittsburgh.
 Students - General	Students at the University of Pittsburgh - no specific reference.
 Student Government Board Member	Members of the Student Government Board at the University of Pittsburgh.
 Student Organization Members	Members of Student Organizations at the University of Pittsburgh.
 Students Outside Major	Students outside of Blue and Gold Society member's major.
  Faculty and Staff	Faculty and staff at the University of Pittsburgh.
 Alumni Relations Staff	Those who work for the Office of Alumni Relations at the University of Pittsburgh.
 Director of Student Life	Director of Student Life at the University of Pittsburgh.
 Athletic Department Staff	Athletic Department staff at the University of Pittsburgh.
 Athletic Director	Athletic Director at the University of Pittsburgh.
 Deans	Deans at the University of Pittsburgh.
 Staff - General	Staff in general at the University of Pittsburgh.
 Faculty	Faculty of the University of Pittsburgh.
 Vice Provost and Dean of Students	Vice Provost and Dean of Students at the University of Pittsburgh.

Themes

Name	Description
<input type="radio"/> Executive Level Staff	Vice and Associate Vice Chancellors at the University of Pittsburgh.
<input type="radio"/> Chancellor	Chancellor of the University of Pittsburgh.
<input type="radio"/> Weak - Bridging Relationships	Weak, open, outward looking, inclusive social networks (Halpern, 2000).
<input type="radio"/> Other	Alumni, donors, trustees, government officials, and others.
<input type="radio"/> Alumni	Graduates from the University of Pittsburgh.
<input type="radio"/> Alumni Association President	Volunteer President of the Pittsburgh Alumni Association.
<input type="radio"/> Donors	Donors to the University of Pittsburgh.
<input type="radio"/> Board of Trustees	Members of the Board of Trustees at the University of Pittsburgh.
<input type="radio"/> Government Officials	State and federal government officials.
<input type="radio"/> Faculty and Staff	Faculty and staff at the University of Pittsburgh.
<input type="radio"/> Chancellor	Chancellor of the University of Pittsburgh.
<input type="radio"/> Executive Level Staff	Vice and Associate Vice Chancellors at the University of Pittsburgh.
<input type="radio"/> Vice Provost and Dean of Students	Vice Provost and Dean of Students at the University of Pittsburgh.
<input type="radio"/> Faculty	Faculty at the University of Pittsburgh.
<input type="radio"/> Deans	Deans at the University of Pittsburgh.
<input type="radio"/> Staff - General	Staff in general at the University of Pittsburgh.
<input type="radio"/> Athletic Director	Athletic Director at the University of Pittsburgh.
<input type="radio"/> Athletic Department Staff	Athletic Department Staff at the University of Pittsburgh.
<input type="radio"/> Director of Student Life	Director of Student Life at the University of Pittsburgh.
<input type="radio"/> Alumni Relations Staff	Those who work for the Office of Alumni Relations at the University of Pittsburgh.
<input type="radio"/> Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.
<input type="radio"/> Blue and Gold Society Members - General	Members of the Blue and Gold Society - no reference to specific member.
<input type="radio"/> Blue and Gold Society Members - Specific	Members of the Blue and Gold Society - reference to specific member.
<input type="radio"/> Manager of Student Alumni Program	Alumni Relations staff person; primary advisor for Blue and Gold Society.
<input type="radio"/> Associate Director of Alumni Member	Alumni Relations staff person; secondary advisor for the Blue and Gold Society.
<input type="radio"/> Blue and Gold Society Member's Parents	Parents of Blue and Gold Society members.
<input type="radio"/> Students	Students at the University of Pittsburgh.
<input type="radio"/> Students - General	Students at the University of Pittsburgh - no specific reference.
<input type="radio"/> Student Athletes	Student Athletes at the University of Pittsburgh.
<input type="radio"/> Students Outside Major	Students outside of Blue and Gold Society member's major.
<input type="radio"/> Students Organization Members	Members of Student Organizations at the University of Pittsburgh.
<input type="radio"/> Greek Life Students	Students involved with fraternity and sorority life.
<input type="radio"/> Students Outside Job	Students outside Blue and Gold Society member's job.
<input type="radio"/> Student Government Board Member	Members of the Student Government Board at the University of Pittsburgh.
<input type="radio"/> Residence Hall Assistants	Residence Hall Assistants at the University of Pittsburgh.
<input type="radio"/> Trust	Degree to which an individual believes that another person will believe in them.
<input type="radio"/> Role of Trust - Access to Social Capital	Contributes to the ease in the exchange of social capital between individuals.
<input type="radio"/> Plays a Role	Trust plays a role in accessing social capital.

Themes

Name	Description
Other Expressive Forms of Social Cap	Trust plays a role in accessing other expressive forms of social capital.
Friendship or Family Like Feeling	Feeling a general sense of friendship or family with someone.
General Support	Support to help endure or persevere.
Other Instrumental Forms of Social C	Trust plays a role in accessing other instrumental forms of social capital.
Meet New People	Opportunities to meet new people.
General Help	General help to assist an individual in gaining something or getting a
Instrumental Forms of Social Capital	Trust plays a role in accessing instrumental forms of social capital.
Information Flow	Details and facts about opportunities and choices that would otherwise
Occupational Mobility	Helps an individual in identifying/securing job opportunities (Burt, 200
Goal Achievement	Achievement of certain ends by an individual that in their absence w
Education Attainment	Persistence/success in school as a byproduct of social relationships
Blue and Gold Society Members' Level of Tr	Level of trust Blue and Gold Society members have in others.
Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold S
Level of Trust in Associate Director o	Blue and Gold Society member level of trust in Associate Director of
High	High or above average level of trust.
Moderate	Moderate or average level of trust.
Level of Trust in Blue and Gold Socie	Blue and Gold Society member level of trust in other members.
High	High or above average level of trust.
Moderate	Moderate or average level of trust.
Level of Trust in Manager of Student	Blue and Gold Society member level of trust in Manager of Student
High	High or above average level of trust.
Moderate	Moderate or average level of trust.
Faculty and Staff	Faculty and staff at the University of Pittsburgh
Level of Trust in Alumni Relations St	Blue and Gold Society member level of trust in Office of Alumni Rela
High	High or above average level of trust.
Moderate	Moderate or average level of trust.
Level of Trust in Vice Provost and De	Blue and Gold Society member level of trust in University of Pittsbu
High	High or above average level of trust.
Level of Trust in Staff	Blue and Gold Society member level of trust in University of Pittsbu
High	High or above average level of trust.
Level of Trust in Faculty	Blue and Gold Society member level of trust in University of Pittsbu
High	High or above average level of trust.
Level of Trust in Deans	Blue and Gold Society member level of trust in University of Pittsbu
High	High or above average level of trust.

Themes

Name	Description
Level of Trust in Chancellor	Blue and Gold Society member level of trust in University of Pittsburgh
High	High or above average level of trust.
Moderate	Moderate or average level of trust.
Students	Students at the University of Pittsburgh.
Level of Trust in Greek Life Students	Blue and Gold Society member level of trust in students in fraternities
High	High or above average level of trust.
Level of Trust in Student Government	Blue and Gold Society member level of trust in Student Government
High	High or above average level of trust.
Level of Trust in Students	Blue and Gold Society member level of trust in University of Pittsburgh
High	High or above average level of trust.
Moderate	Moderate or average level of trust.
Other	Alumni, donors, trustees, government officials, and others.
Level of Trust in Alumni	Blue and Gold Society member level of trust in University of Pittsburgh
High	High or above average level of trust.
Moderate	Moderate or average level of trust.
Level of Trust in Board of Trustees	Blue and Gold Society member level of trust in University of Pittsburgh
High	High or above average level of trust.
Level of Trust in Blue and Gold Society Members	Level of trust others have in Blue and Gold Society members.
High	High or above average level of trust.
Moderate	Moderate or average level of trust.
Unsure	Unsure of level of trust.
Development Processes	Ways relationships/trust develop between Blue and Gold Society members
Trust Development Process	Developed as one learns about another's disposition/ability/reputation
Process for Securing Other's Trust	The means whereby Blue and Gold Society members earn the trust of others
Fulfilling Responsibilities & Being Dependable	Through fulfilling responsibilities and being dependable.
Helping Others	Through helping others.
Making an Effort	Through making an effort to secure trust.
Interactions Outside Blue and Gold Society	Through interactions outside Blue and Gold Society.
Being Genuine and Sincere	Through being genuine and sincere.
Supporting Others	Through supporting others.
Confidentiality	Through keeping things confidential.
Not Jeopardizing Trust	Through not doing anything to jeopardize trust.
Being Easy to Work With	Through being easy to work with.
Developing Relationships	Through developing relationships.
Making it through Interview Process	Through successfully making it through the interview process.
Good Communicator	Through being a good communicator.

Themes

Name	Description
Commonalities	Through having things in common.
Being in the Blue and Gold Society	Through being a member in the Blue and Gold Society.
Repetative Interactions	Through repetative interactions.
Positive Attitude	Through having a positive attitude.
Process for Trusting Others	The means whereby Blue and Gold Society members come to trust
Trusting Others	Trusting alumni, donors, trustees, government officials, and others.
Trusting Alumni	How they come to trust University of Pittsburgh alumni.
Haven't Jeopardized Trust	Through having not done anything to jeopardize trust.
Personal Accomplishments	Through knowing their personal accomplishments.
Length of Time Known	Through knowing someone longer.
Dependable and Keep Comm	Through seeing their dependabiity and keeping of commitments.
General Concern for Them	Through others expressing general concern for them.
Received Previous Help	Through receiving previous help.
Confidentiality	Through others keeping things confidential.
Being Trusted by Them First	Through being trusted by them first.
Commonalities	Through having things in common.
Trusting Board of Trustees	How they come to trust University of Pittsburgh Board of Trustees m
General Concern for Them	Through others expressing general concern for them.
Commonalities	Through having things in common.
Received Previous Help	Through receiving previous help.
Trusting Students	Trusting students at the University of Pittsburgh.
Trusting Students	How they come to trust University of Pittsburgh students.
Repetative Interactions	Through repetative interactions.
Received Previous Help	Through receiving previous help.
Trusting Greek Life Students	How they come to trust students in fraternities and sororities at the U
Repetative Interactions	Through repetative interactions.
Good Attitude	Through their demonstrated good attitude.
Willingness to Help	Through their willingness to help.
Trusting Student Government Bo	How they come to trust Student Government Board members.
Dependable and Keep Comm	Through seeing their dependabiity and keeping of commitments.
Received Previous Help	Through receiving previous help.
Trusting Student Organization M	How they come to trust other student organization members.
Haven't Jeopardized Trust	Through having not done anything to jeopardize trust.
Dependable and Keep Comm	Through seeing their dependabiity and keeping of commitments.
Received Previous Help	Through receiving previous help.
Trusting Faculty and Staff	Trusting faculty and staff at the University of Pittsburgh.
Trusting Vice Provost and Dean	How they come to trust Vice Provost and Dean of Students.

Themes

Name	Description
<input type="radio"/> Genuine Concern for Them	Through others expressing general concern for them.
<input type="checkbox"/> <input type="radio"/> Trusting Deans	How they come to trust University of Pittsburgh deans.
<input type="radio"/> General Concern for Them	Through others expressing general concern for them.
<input type="checkbox"/> <input type="radio"/> Trusting Alumni Relations Staff	How they come to trust Office of Alumni Relations staff.
<input type="radio"/> Dependable and Keep Comm	Through seeing their dependability and keeping of commitments.
<input type="radio"/> Haven't Jeopardized Trust	Through having not done anything to jeopardize trust.
<input type="radio"/> Received Previous Help	Through receiving previous help.
<input type="radio"/> General Concern for Them	Through others expressing general concern for them.
<input type="radio"/> Length of Time Known	Through knowing someone longer.
<input type="radio"/> Confidentiality	Through others keeping things confidential.
<input type="radio"/> Being Trusted by Them First	Through being trusted by them first.
<input type="radio"/> Repetative Interactions	Through repetative interactions.
<input type="radio"/> Commonalities	Through having things in common.
<input type="radio"/> Reputation and Status	Through knowing their reputation and status.
<input type="checkbox"/> <input type="radio"/> Trusting Executive Staff	How they come to trust University of Pittsburgh executive staff.
<input type="radio"/> Haven't Jeopardized Trust	Through having not done anything to jeopardize trust.
<input type="radio"/> Reputation and Status	Through knowing their reputation and status.
<input type="checkbox"/> <input type="radio"/> Trusting Chancellor	How they come to trust the Chancellor of the University of Pittsburgh
<input type="radio"/> Haven't Jeopardized Trust	Through having not done anything to jeopardize trust.
<input type="radio"/> Reputation and Status	Through knowing their reputation and status.
<input type="radio"/> General Concern for Them	Through others expressing general concern for them.
<input type="radio"/> Being Trusted by Them First	Through being trusted by them first.
<input type="radio"/> Repetative Interactions	Through repetative interactions.
<input type="checkbox"/> <input type="radio"/> Trusting Staff	How they come to trust University of Pittsburgh staff.
<input type="radio"/> Haven't Jeopardized Trust	Through having not done anything to jeopardize trust.
<input type="radio"/> Personal Accomplishments	Through knowing their personal accomplishments.
<input type="radio"/> Received Previous Help	Through receiving previous help.
<input type="radio"/> Length of Time Known	Through knowing someone longer.
<input type="radio"/> General Concern for Them	Through others expressing general concern for them.
<input type="radio"/> Confidentiality	Through others keeping things confidential.
<input type="radio"/> Dependable and Keep Comm	Through seeing their dependability and keeping of commitments.
<input type="radio"/> Commonalities	Through having things in common.
<input type="checkbox"/> <input type="radio"/> Trusting Faculty	How they come to trust faculty.
<input type="radio"/> Reputation and Status	Through knowing their reputation and status.
<input type="checkbox"/> <input type="radio"/> Trusting Blue and Gold Society	Trusting staff, students, and others specifically linked to the B&G So
<input type="checkbox"/> <input type="radio"/> Trusting Blue and Gold Society	How they come to trust Blue and Gold Society members.
<input type="radio"/> Commonalities	Through having things in common.

Themes

Name	Description
<input type="radio"/> Interacting Outside Blue and Gold Society activities.	Through interacting outside Blue and Gold Society activities.
<input type="radio"/> Dependable and Keep Comm	Through seeing their dependability and keeping of commitments.
<input type="radio"/> Received Previous Help	Through receiving previous help.
<input type="radio"/> Confidentiality	Through others keeping things confidential.
<input type="radio"/> Reputation and Status	Through knowing their reputation and status.
<input type="radio"/> Willingness to Help	Through their willingness to help.
<input type="radio"/> Personal Accomplishments	Through knowing their personal accomplishments.
<input type="radio"/> Length of Time Known	Through knowing someone longer.
<input type="radio"/> Haven't Jeopardized Trust	Through having not done anything to jeopardize trust.
<input type="radio"/> General Concern for Them	Through others expressing general concern for them.
<input type="radio"/> Others Being Genuine and Si	Through others being genuine and sincere.
<input type="radio"/> Others Getting to Know The	Through others getting to know them.
<input type="radio"/> Being Trusted by Them First	Through being trusted by them first.
<input type="radio"/> Repetative Interactions	Through repetitive interactions.
<input type="checkbox"/> <input type="radio"/> Trusting Manager of Student Alu	How they come to trust Manager of Student Alumni programs.
<input type="radio"/> Received Previous Help	Through receiving previous help from them.
<input type="radio"/> Willingness to Help	Through their willingness to help.
<input type="radio"/> General Concern for Them	Through others expressing general concern for them.
<input type="radio"/> Haven't Jeopardize Trust	Through having not done anything to jeopardize trust.
<input type="radio"/> Length of Time Known	Through knowing someone longer.
<input type="radio"/> Confidentiality	Through others keeping things confidential.
<input type="radio"/> Being Trusted by Them First	Through being trusted by them first.
<input type="radio"/> Repetative Interactions	Through repetitive interactions.
<input type="radio"/> Personal Accomplishments	Through knowing their personal accomplishments.
<input type="radio"/> Dependable and Keep Comm	Through seeing their dependability and keeping of commitments.
<input type="radio"/> Commonalities	Through having things in common.
<input type="radio"/> Others Being Genuine and Si	Through others being genuine and sincere.
<input type="checkbox"/> <input type="radio"/> Trusting Assoc. Dir. of Alumni Me	How they come to trust Associate Director of Alumni Membership.
<input type="radio"/> General Concern for Them	Through others expressing general concern for them.
<input type="radio"/> Haven't Jeopardized Trust	Through having not done anything to jeopardize trust.
<input type="radio"/> Received Previous Help	Through receiving previous help.
<input type="radio"/> Length of Time Known	Through knowing someone longer.
<input type="radio"/> Confidentiality	Through others keeping things confidential.
<input type="radio"/> Being Trusted by Them First	Through being trusted by them first.
<input type="radio"/> Repetative Interactions	Through repetitive interactions.
<input type="radio"/> Dependable and Keep Comm	Through seeing their dependability and keeping of commitments.
<input type="radio"/> Commonalities	Through having things in common.
<input type="checkbox"/> <input type="radio"/> Social Network Development Process	Ways relationships develop - institutionalized/informal means (Halpe
<input type="checkbox"/> <input type="radio"/> Others	Alumni, donors, trustees, government officials, and others.
<input type="checkbox"/> <input type="radio"/> Local Business Owners	Process of developing social network with local business owners.

Themes

Name	Description
<input type="radio"/> Hosting Events	Through hosting events.
<input type="radio"/> Government Officials	Process of developing social network with state and federal government.
<input type="radio"/> Giving Tours	Through giving tours.
<input type="radio"/> Being in the Blue and Gold Society	Through being a member of the Blue and Gold Society.
<input type="radio"/> Hosting Events	Through hosting events.
<input type="radio"/> Student Government Board Member	Through members of the Student Government Board.
<input type="radio"/> Donors	Process of developing social network with University of Pittsburgh donors.
<input type="radio"/> Hosting Events	Through hosting events.
<input type="radio"/> Being in the Blue and Gold Society	Through being a member of the Blue and Gold Society.
<input type="radio"/> Repetative Interactions	Through repetitive interactions.
<input type="radio"/> Alumni Association President	Process of developing social network with President of Pittsburgh Alumni Association.
<input type="radio"/> Focused Effort	Through focused effort.
<input type="radio"/> Getting to Know People	Through getting to know people.
<input type="radio"/> Collaboration on Projects	Through collaboration on projects together.
<input type="radio"/> Alumni	Process of developing social network with University of Pittsburgh alumni.
<input type="radio"/> Random Circumstance	Through a random circumstance.
<input type="radio"/> Hosting Events	Through hosting events.
<input type="radio"/> Getting to Know People	Through getting to know people.
<input type="radio"/> Focused Effort	Through focused effort.
<input type="radio"/> Introduced by Someone	Through being introduced by someone.
<input type="radio"/> Interactions Outside Blue and Gold Society	Through interactions outside Blue and Gold Society.
<input type="radio"/> Giving Tours	Through giving tours.
<input type="radio"/> Being in the Blue and Gold Society	Through being a member of the Blue and Gold Society.
<input type="radio"/> Repetative Interactions	Through repetitive interactions.
<input type="radio"/> One-on-one Interactions	Through one-on-one interactions.
<input type="radio"/> Commonalities	Through having things in common.
<input type="radio"/> Mutual Friends	Through mutual friends.
<input type="radio"/> Induction Ceremony	Through new member induction ceremony.
<input type="radio"/> Collaborating on Projects	Through collaborating on projects.
<input type="radio"/> Board of Trustees	Process of developing social network with University of Pittsburgh Board of Trustees.
<input type="radio"/> Hosting Events	Through hosting events.
<input type="radio"/> Repetative Interactions	Through repetitive interactions.
<input type="radio"/> Focused Effort	Through focused effort.
<input type="radio"/> Interactions Outside B&G Soc.	Through interactions outside Blue and Gold Society.
<input type="radio"/> Commonalities	Through having things in common.
<input type="radio"/> Getting to Know People	Through getting to know people.
<input type="radio"/> Induction Ceremony	Through new member induction ceremony.
<input type="radio"/> Collaboration on Projects	Through collaborating on projects.

Themes

Name	Description
[-] Potential Employer	Process of developing relationship with someone who might be a potential employer.
[-] Weekly Meetings	Through weekly meetings.
[-] Students	Students at the University of Pittsburgh.
[-] Greek Life Students	Process of developing social network w/students in fraternities/sororities.
[-] Repetative Interactions	Through repetative interactions.
[-] Being in the B&G Soc.	Through being a member of the Blue and Gold Society.
[-] Interactions Outside B&G Soc.	Through interactions outside Blue and Gold Society.
[-] Hosting Events	Through hosting events.
[-] Mutual Friends	Through mutual friends.
[-] Commonalities	Through having things in common.
[-] Collaboration on Projects	Through collaborating on projects.
[-] Students in General	Process of developing social network with University of Pittsburgh students.
[-] Random Circumstance	Through a random circumstance.
[-] Hosting Events	Through hosting events.
[-] Getting to Know People	Through getting to know people.
[-] Focused Effort	Through focused effort.
[-] Being in the Blue and Gold Society	Through being a member of the Blue and Gold Society.
[-] Blue and Gold Society Members	Through Blue and Gold Society members.
[-] Commonalities	Through having things in common.
[-] Repetative Interactions	Through repetative interactions.
[-] Interactions Outside Blue and Gold Society	Through interactions outside Blue and Gold Society.
[-] Collaborating on Projects	Through collaborating on projects.
[-] Student Athletes	Process of developing social network with University of Pittsburgh student athletes.
[-] Focused Effort	Through focused effort.
[-] Student Organization Members	Process of developing social network with students in other student organizations.
[-] Hosting Events	Through hosting events.
[-] Blue and Gold Society Members	Through Blue and Gold Society members.
[-] Commonalities	Through having things in common.
[-] Repetative Interactions	Through repetative interactions.
[-] Collaborating on Projects	Through collaborating on projects.
[-] Student Government Board Member	Process of developing social network with Student Government Board members.
[-] Hosting Events	Through hosting events.
[-] Blue and Gold Society Members	Through Blue and Gold Society members.
[-] Weekly Meetings	Through weekly meetings.
[-] Residence Hall Assistants	Process of developing social network with residence hall assistants.
[-] Blue and Gold Society Members	Through Blue and Gold Society members.
[-] Blue and Gold Society	Staff, students, and others specifically linked to the Blue and Gold Society.

Themes

Name	Description
  Manager of Student Alumni Program	Process of developing social network with Manager of Student Alum
 Weekly Meetings	Through weekly meetings.
 Length of Time Known	Through knowing someone longer.
 Hosting Events	Through hosting events.
 Random Circumstance	Through a random circumstance.
 Getting to Know People	Through getting to know people.
 Focused Effort	Through focused effort.
 Repetative Interactions	Through repetative interactions.
 Interactions Outside Blue and Go	Through interactions outside Blue and Gold Society.
 Being Offered Help	Through receiving offers for help.
 Email	Through email correspondence.
 Induction Ceremony	Through new member induction ceremony.
  Associate Director of Alumni Member	Process of developing social network with Associate Director of Alur
 Weekly Meetings	Through weekly meetings.
 Length of Time Known	Through knowing someone longer.
 Hosting Events	Through hosting events.
 Random Circumstance	Through a random circumstance.
 Getting to Know People	Through getting to know people.
 Focused Effort	Through focused effort.
 Repetative Interactions	Through repetative interactions.
 Induction Ceremony	Through new member induction ceremony.
  Blue and Gold Society Members	Process of developing social network with Blue and Gold Society me
 Inducted During Same Year	Through being inducted the same year as other Blue and Gold Socie
 Weekly Meetings	Through weekly meetings.
 Collaboration on Projects	Through collaborating on projects.
 Length of Time Known	Through knowing someone longer.
 Hosting Events	Through hosting events.
 Random Circumstance	Through a random circumstance.
 Interactions Outside Blue and Go	Through interactions outside Blue and Gold Society.
 Getting to Know People	Through getting to know people.
 Focused Effort	Through focused effort.
 Repetative Interactions	Through repetative interactions.
 One-on-one Interactions	Through one-on-one interactions.
 Mutual Friends	Through mutual friends.
 Retreats	Through attending retreats.
 Induction Ceremony	Through new member induction ceremony.
 Commonalities	Through having things in common.
 Email	Through email correspondence.
  Faculty and Staff	Faculty and staff at the University of Pittsburgh.
  Chancellor	Process of developing social network with University of Pittsburgh C

Themes

Name	Description
<input type="radio"/> Random Circumstance	Through a random circumstance.
<input type="radio"/> Getting to Know People	Through getting to know people.
<input type="radio"/> Focused Effort	Through focused effort.
<input type="radio"/> Repetative Interactions	Through repetative interactions.
<input type="radio"/> Hosting Events	Through hosting events.
<input type="radio"/> Induction Ceremony	Through new member induction ceremony.
<input type="radio"/> Being in the Blue and Gold Socie	Through being a member of the Blue and Gold Society.
<input type="radio"/> Interactions Outside Blue and Go	Through interactions outside Blue and Gold Society.
<input type="radio"/> Faculty	Process of developing social network with University of Pittsburgh fa
<input type="radio"/> Getting to Know People	Through getting to know people.
<input type="radio"/> Focused Effort	Through focused effort.
<input type="radio"/> Interactions Outside B&G Society	Through interactions outside Blue and Gold Society.
<input type="radio"/> Hosting Events	Through hosting events.
<input type="radio"/> Repetative Interactions	Through repetative interactions.
<input type="radio"/> Being in the Blue and Gold Socie	Through being a member of the Blue and Gold Society.
<input type="radio"/> Collaboration on Projects	Collaborating on projects.
<input type="radio"/> Staff in General	Process of developing social network with University of Pittsburgh st
<input type="radio"/> Interactions Outside B&G Society	Through interactions outside Blue and Gold Society.
<input type="radio"/> Hosting Events	Through hosting events.
<input type="radio"/> Being in the Blue and Gold Socie	Through being a member of the Blue and Gold Society.
<input type="radio"/> Repetative Interactions	Through repetative interactions.
<input type="radio"/> Focused Effort	Through focused effort.
<input type="radio"/> Collaboration on Projects	Collaborating on projects together.
<input type="radio"/> Athletic Director	Process of developing social network with University of Pittsburgh A
<input type="radio"/> Repetative Interactions	Through repetative interactions.
<input type="radio"/> Focused Effort	Through focused effort.
<input type="radio"/> Director of Student Life	Process of developing social network with Director of Student Life.
<input type="radio"/> Repetative Interactions	Through repetative interactions.
<input type="radio"/> Being in the Blue and Gold Socie	Through being a member of the Blue and Gold Society.
<input type="radio"/> Interactions Outside Blue and Go	Through interactions outside Blue and Gold Society.
<input type="radio"/> Hosting Events	Through hosting events.
<input type="radio"/> Athletic Department Staff	Process of developing social network with Athletic Department staff.
<input type="radio"/> Hosting Events	Through hosting events.
<input type="radio"/> Repetative Interactions	Through repetative interactions.
<input type="radio"/> Alumni Relations Staff	Process of developing social network with Office of Alumni Relations
<input type="radio"/> Random Circumstance	Through a random circumstance.
<input type="radio"/> Length of Time Known	Through knowing someone longer.
<input type="radio"/> Hosting Events	Through hosting events.

Themes

Name	Description
<input type="radio"/> Focused Effort	Through focused effort.
<input type="radio"/> Repetative Interactions	Through repetative interactions.
<input type="radio"/> Interactions Outside Blue and Go	Through interactions outside Blue and Gold Society.
<input type="radio"/> Getting to Know People	Through getting to know people.
<input type="radio"/> Weekly Meetings	Through weekly meetings.
<input type="radio"/> Collaboration on Projects	Through collaborating on projects.
<input type="radio"/> Interview Process	Through interviewing to become a member of the Blue and Gold Soc
<input type="radio"/> Induction Ceremony	Through new member induction ceremony.
<input type="checkbox"/> Deans	Process of developing social network with University of Pittsburgh de
<input type="radio"/> Getting to Know People	Through getting to know people.
<input type="radio"/> Focused Effort	Through focused effort.
<input type="radio"/> Hosting Events	Through hosting events.
<input type="radio"/> Repetative Interactions	Through repetative interactions.
<input type="checkbox"/> Executive Level Staff	Process of developing social network with executive level Univ. of Pi
<input type="radio"/> Random Circumstance	Through a random circumstance.
<input type="radio"/> Focused Effort	Through focused effort.
<input type="radio"/> Hosting Events	Through hosting events.
<input type="radio"/> Getting to Know People	Through getting to know people.
<input type="radio"/> Induction Ceremony	Through new member induction ceremony.
<input type="checkbox"/> Vice Provost and Dean of Students	Process of developing social network with Vice Provost and Dean of
<input type="radio"/> Random Circumstance	Through a random circumstance.
<input type="radio"/> Repetative Interactions	Through repetative interactions.
<input type="radio"/> Focused Effort	Through focused effort.
<input type="radio"/> Hosting Events	Through hosting events.
<input type="checkbox"/> B&G Soc. Characteristics	Characteristics of Blue and Gold Society members.
<input type="checkbox"/> Self-Described	How Blue and Gold Society members describe themselves.
<input type="radio"/> Committed and Fulfill Assignments	Keep commitments to others; fulfill assignments associated with the
<input type="radio"/> Trustworthy	Others have confidence in and can rely on them.
<input type="radio"/> Family or Friend Like	Family- and/or friend-like with each other.
<input type="radio"/> University Representatives	Act, volunteer, and speak on behalf of the University of Pittsburgh.
<input type="radio"/> Engaged and Involved	Engaged in Blue and Gold Society, student organizations, campus a
<input type="radio"/> Support Network	Act as a support network for each other.
<input type="radio"/> Diverse	Diverse interests, talents, ethnicity, gender, participation in extracur
<input type="radio"/> Devotion to the University	Take pride in their association with the University of Pittsburgh.
<input type="radio"/> Elite and Prestigious Group	Select group of students; superior in some way to non-Blue and Gol
<input type="radio"/> Good Character	Have good habits, virtues, and morals.
<input type="radio"/> Leaders	Lead and direct others.
<input type="radio"/> Respected	Admired and respected because of their qualities, capabilities, and a
<input type="radio"/> Privileged	Have special benefits as a result of their association with the Blue a

Themes

Name	Description
<input checked="" type="radio"/> Well Known on Campus	Well known by faculty, staff, students, and alumni.
<input checked="" type="radio"/> Described by Others	How others describe Blue and Gold Society members.
<input checked="" type="radio"/> Elite and Prestigious Group	Select group of students; superior in some way to non-Blue and Gold Society members.
<input checked="" type="radio"/> Committed and Fulfill Assignments	Keep commitments to others; fulfill assignments associated with the Blue and Gold Society.
<input checked="" type="radio"/> Respected	Admired and respected because of their qualities, capabilities, and achievements.
<input checked="" type="radio"/> Trustworthy	Others have confidence in and can rely on them.
<input checked="" type="radio"/> Engaged and Involved	Engaged in Blue and Gold Society, student organizations, campus activities, and the University of Pittsburgh.
<input checked="" type="radio"/> Diverse	Diverse interests, talents, ethnicity, gender, participation in extracurricular activities.
<input checked="" type="radio"/> Support Network	Act as a support network for each other.
<input checked="" type="radio"/> Well Connected	Know by a number of influential and helpful people.
<input checked="" type="radio"/> Devotion to the University	Take pride in their association with the University of Pittsburgh.
<input checked="" type="radio"/> Family or Friend Like Group	Family- and/or friend-like with each other.
<input checked="" type="radio"/> University Representatives	Act, volunteer, and speak on behalf of the University of Pittsburgh.
<input checked="" type="radio"/> Privileged	Have special benefits as a result of their association with the Blue and Gold Society.
<input checked="" type="radio"/> Good Character	Have good habits, virtues, and morals.
<input checked="" type="radio"/> Happy	Smile often; generally happy in nature.
<input checked="" type="radio"/> Helpful	Help people with various tasks.
<input checked="" type="radio"/> Other	Other insights and data that are important or poignant, but irrelevant to the Blue and Gold Society.

APPENDIX J

PARTICIPANT CODES

Code	Individual Type	Gender	Major	Semesters as a Blue and Gold Society Member	Year in School
M1	Blue and Gold Society Member	Female	Science	4	Junior
M2	Blue and Gold Society Member	Female	Political Science	4	Senior
M3	Blue and Gold Society Member	Male	Psychology	4	Senior
M4	Blue and Gold Society Member	Female	Business	4	Junior
M5	Blue and Gold Society Member	Female	Science	4	Senior
M6	Blue and Gold Society Member	Female	Business	2	Junior
M7	Blue and Gold Society Member	Female	Political Science	6	Senior
M8	Blue and Gold Society Member	Female	Business	4	Senior
M9	Blue and Gold Society Member	Female	Business	4	Junior
M10	Blue and Gold Society Member	Male	Business	3	Senior
M11	Blue and Gold Society Member	Female	Social Work	2	Junior
M12	Blue and Gold Society Member	Female	Education	4	Junior
M13	Blue and Gold Society Member	Male	Communications	4	Junior
M14	Blue and Gold Society Member	Male	Business	2	Senior
M15	Blue and Gold Society Member	Female	Science	2	Sophomore
M16	Blue and Gold Society Member	Male	Engineering	2	Junior
M17	Blue and Gold Society Member	Male	Business	3	Junior
M18	Blue and Gold Society Member	Male	Business	2	Junior
M19	Blue and Gold Society Member	Male	Business	4	Senior
M20	Blue and Gold Society Member	Male	History	7	Senior
M21	Blue and Gold Society Member	Male	Pharmacy	4	Senior
M22	Blue and Gold Society Member	Female	Science	6	Senior
M23	Blue and Gold Society Member	Male	Engineering	2	Sophomore
M24	Blue and Gold Society Member	Male	Business	2	Junior
M25	Blue and Gold Society Member	Female	Business	4	Senior
M26	Blue and Gold Society Member	Male	Science	7	Senior
M27	Blue and Gold Society Member	Male	Engineering	2	Sophomore
M28	Blue and Gold Society Member	Female	Engineering	2	Sophomore
M29	Blue and Gold Society Member	Female	Pharmacy	2	Junior
M30	Blue and Gold Society Member	Male	Engineering	2	Sophomore
M31	Blue and Gold Society Member	Male	Business	2	Senior
M32	Blue and Gold Society Member	Female	Political Science	4	Senior
M33	Blue and Gold Society Member	Female	History	4	Senior
M34	Blue and Gold Society Member	Male	Science	3	Junior
M35	Blue and Gold Society Member	Male	Science	3	Junior
M36	Blue and Gold Society Member	Male	Engineering	2	Junior
M37	Blue and Gold Society Member	Male	Science	4	Senior
I1	University of Pittsburgh Alumnus	Male	See Table 3.1 for detailed demographic description of each of the eight non-Blue and Gold Society members		
I2	Office of Alumni Relations Staff Person	Female			
I3	University Board of Trustees Member	Male			
I4	University Greek Life Student	Female			
I5	Manager of Student Alumni Programs	Female			
I6	Grad. School of Business Staff Member	Male			
I7	University of Pittsburgh Student	Male			
I8	Student Government Board President	Male			

APPENDIX K

DEFINITION OF KEY TERMS

Bonding Social Capital: Social capital accumulated through networks that are inward looking and link individuals who are similar in fundamental respects is referred to as bonding social capital (Putnam & Feldstein, 2003).

Bridging Social Capital: Social capital accumulated through weak network ties and casual, infrequent interaction with individuals across diverse social divisions (Tischler, 2010; Putnam, 1988).

Education Attainment: A form of social capital; social resources that contribute to an individual's persistence in school, improved test scores and/or the pursuit of post-secondary education as a byproduct of social relationships.

Ethnography: A qualitative method that studies "the lived experiences, daily activities, and social context of everyday life from the perspectives of those being studied to gain an understanding of their life world" (Mertens, 2010, p.231).

Expressive Categories of Social Capital: Social capital whose aim and/or desired outcome is ultimately to help an individual maintain current resources (Lin, 2001).

Field Methods: A toolkit of various instruments and types of resources available to an ethnographer; the use of (among others) archives, personal letters, diaries, photographs, music and so forth for data collection (Wolcott, 2008).

Forms of Social Capital: The different types or categories of resources and benefits embedded in social networks; a more specific way of referring to the different manifestations of social capital (Bourdieu & Wacquant, 1992), such as information flow, human capital creation, norms of reciprocity, occupational mobility, goal achievement, education attainment, identity reinforcement and sanctions.

Goal Attainment: A form of social capital; social resources that make possible the achievement of certain ends by an individual that in their absence would not be possible.

Higher Education: For the purposes of this study, higher education refers collectively to both colleges and universities in the United States and makes no distinction between the two.

Human Capital: The skills and knowledge acquired by an individual that facilitate productive activity (Coleman, 1988).

Human Capital Creation: A form of social capital; social resources that provides a conduit for the acquisition of talents, knowledge and skills (Coleman, 1988).

Identity Reinforcement and Recognition: A form of social capital; the manner in which an individual's identity is reinforced and/or recognized by virtue of belonging to a given social network.

Individual Social Capital: Refers to how individuals access and use resources for some benefit to the individuals themselves (Lin, 2001); refers to how individuals invest in social relations and how individuals capture available resources within these social relations to produce a personal return.

Information Flow: A form of social capital; social resources in the form of details and facts about opportunities and choices that would otherwise not be available (Lin, 2001).

Instrumental Categories of Social Capital: Social capital whose aim and/or desired outcome is ultimately to help an individual gain something or get ahead (Lin, 2001).

Name Generator: A method used to map an individual's personal social networks and then describe the characteristics, structure and accessible resources of those networks (Van der Gaag, Snijders & Flap, 2008).

Norms of Reciprocity: A form of social capital; the mutual exchange of favors or obligations between two or more individuals (Bourdieu, 1986).

Occupational Mobility: A form of social capital; social resources that help an individual in identifying and securing job opportunities.

Participant Observation: The act of becoming involved in the daily life of a culture in addition to observing it (LeCompte & Schensul, 1999).

Position Generator: A method used to count and measure an individual's access to people—sans name—in hierarchical social positions where resources are likely to exist (Van der Gaag, Snijders & Flap, 2008).

Resource Generator: A method used to survey an individual's access to a list of useful and specific resources, such as economic resources, support resources, skill resources and so forth (Van der Gaag & Snijders, 2005).

Semi-Structured Interviews: Purposeful interactions in which the researcher is trying to obtain information from a participant during a research study; allows the researcher to ask interview questions as prompted by the flow of the interview (Gay, Mills & Airasian, 2006).

Resources: The valuable and usable tangible and intangible capital, properties or assets available to an individual as a result of a social network.

Sanctions: A form of social capital; formal and informal laws or rules of conduct that govern and/or reaffirm the limits of a social network for the benefit of network members.

Social Network: The relationship, in its various forms and strengths, between two or more individuals. A social network, for example, can take on the form of family, a Sunday school class, regulars who play poker, college roommates, a civic organization, an Internet chat group or an individual's professional acquaintances recorded in his or her address book (Putnam, 2000).

Social Capital: “The aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition—or in other words, to membership in a group” (Bourdieu, 1986, p. 21).

Student Organizations: student run groups focused around a wide variety of themes with opportunities to interact with peers, faculty, staff and alumni in areas of mutual interest (Nolfi & Rubin, 2010).

Trust: The expectation or commitment that arises within a social network as a result of regular, honest and cooperative behavior among its members (Fukuyama, 1996); a significant indicator of the existence of social capital in a social network (Woolcock, 1998).

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