

The Impact of Past and Present Group Experiences on Behavior and Performance Among Greek Undergraduates

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ABSTRACT

This study explores how group-specific constructs such as Group Experience, Trust, Desire to Participate, and Behavior within organized groups relate to one another and affect productivity in an experiential setting. Addressing a gap in the existing literature, the study integrates several variables that contribute to group development and dynamics. Using involvement theory, social exchange theory, attraction-selection-attrition theory, and social learning theory, the researchers constructed a model that explains the interactions among these constructs and their influence on Behavior and Performance in philanthropic activities. Data came from a survey of 333 undergraduate Greek students at one regional public university, focusing on their experiences in student organizations. An 80-item online survey measured Trust, participation motivation, behavior changes, demographic data, and performance on a fundraising project. The study found strong positive relationships among group-specific constructs but no meaningful link between these constructs and Performance. This indicates that while internal group dynamics are connected, they do not directly predict group Performance on fundraising tasks. The findings offer a reliable method for identifying effective team-oriented candidates and support practitioners in understanding and improving group dynamics. Study limitations and future research recommendations are outlined in the conclusions (Trent, 2019).

Keywords: Group trust, team dynamics, motivation and engagement, student organizations, participation behavior, and team performance

INTRODUCTION

In a business setting, organizational leaders often strive to enhance the productivity of a person, process, or system. Their encounters with both efficient and inefficient experiences may lead them to want to learn more about aspects of group work. Typically, in a “getting it done quickly” environment, group work is often overlooked. While trying to complete every task in the fastest or most efficient manner, the overall productivity, Trust, and motivation among group members are frequently neglected and compromised. This study focused on productivity and its improvement within an organization, aiming to achieve this through a deeper understanding of group dynamics. Several constructs impacted an organization's productivity. The two

constructs of most interest to scholars and experts were group members' Performance and Behavior (Trent, 2019).

Furthermore, Trust among group members affected both Performance and Behavior, as did the Desire to Participate in group tasks (Breuer et al., 2020). These constructs suggest that leadership is a decisive, cooperative, and ethically motivated process with values centered around positive change and societal obligation. Positive change and societal obligation determine how well members work in groups or teams (Trent, 2019).

According to existing group research, several elements impacted members' Group Experience. They included participating in leadership roles (Foreman & Retallick, 2013), giving time and energy, and possessing the Desire to Participate in the group (Astin, 1999; Eby & Dobbins, 1997; Mathieu et al., 2008), and having the presence (or lack of) Trust within a group (Martin & Campbell, 1999; Huff, Cooper, & Jones 2002; Kretschmer et al., 2014; Smith, 2008). These elements can all impact group members' Behavior (Brief & Motowidlo, 1986; Martin & Campbell, 1999; Eby & Dobbins, 1997; O'Leary-Kelly & Robinson, 1998; Smith, 2008), as well as Performance (De Jong & Elfring, 2010).

Teamwork is an everyday component of life. Individuals continually work in groups or organizations without realizing they are part of a larger group or system of groups. However, questions constantly emerge as leaders delve into groups or the organization's Performance. Why do some groups work better together than others? What are the common elements of successful or efficient groups? Does the group with the best Performance display the most desirable employee Behavior? What are the characteristics of the group with the healthiest Performance? Understanding how one's Group Experience impacts the next is the first step in the process. Previously, each of the Performance constructs (i.e., Group Experience, Behavior, Trust, and Performance outcome) has received individual study, but not together within ongoing groups. Most frequently, researchers have only examined the characteristics and outcomes of groups separately in the short term. From a practical standpoint, conducting a direct study of organizational Behavior and Performance may be challenging, as group members may focus on their assigned tasks to maintain productivity. The examination process can also be cumbersome and complicated as researchers try to study multifaceted constructs (or elements) (Trent, 2019).

If individuals can improve their teamwork skills and adapt their Behavior to meet organizational needs, the Behavior and Performance within the organization will likely grow (Kilgo et al., 2019). Organizational leaders hope they have learned enough about their employees from the limited information on resumes to expect newly hired employees to perform well with colleagues in work settings. In reality, leaders often lack a clear understanding of their employees' past Group Experiences and how well they may adapt to team-oriented working environments. They can only speculate that workers will collaborate and maintain high productivity on the job (Trent, 2019).

PURPOSE AND SIGNIFICANCE OF THE STUDY

There is much research on groups, Trust, Desire to Participate (motivation), Behavior, and Performance; however, little research has examined the holistic relationships among these constructs. Mathieu et al. (2008) called for broader research on the relationships between teams, Behavior, and Performance. The researchers designed a unique case sample and methodology to provide a better understanding of how Group Experiences, Trust, Desire to Participate, Behavior, and Performance interact. The grouping of these constructs was an understudied and transitional gap, which needed further attention. This study examined how an individual's Group Experiences impact Performance, and how Trust, the Desire to Participate, and Behavior mediate the relationship between Group Experience and Performance. In this study, the researchers examined Prior Group Experiences of a set of future workers (Greek undergraduate students) to determine how their roles within the group and their Trust in other members affect their ongoing group participation. Then, the researchers examined the relationship between Current Group Experiences and Behavior, Trust, and desire (motivation) to work in group settings. The researchers relied heavily on four specific theories (involvement theory, social exchange theory, attraction-selection-attrition theory, and social learning theory) to examine the aggregated past and current experiences and various Performance-related constructs (Cropanzano et al, 2017). Ultimately, the researchers utilized philanthropy events to gauge students' perspectives on how their overall Behavior shaped Performance, Trust in others, and Desire to Participate in fundraising events. The proposed framework for the examined constructs aimed to reveal new relationships, enabling a better understanding of the impact of Group Experiences and dynamics (Trent, 2019).

REVIEW OF LITERATURE

This study examines how multiple Performance constructs interact to uncover previously unexplored relationships that influence Performance, drawing on Mathieu et al. (2008). Traditionally, practitioners have used tools in prescreening, hiring, team training, and development to build highly efficient teams (Horvath, 2015). This section analyzes how these constructs contribute to Behavioral adaptation and Performance, and applies academic theories to explain how these relationships develop.

Various Performance Related Constructs

In this study, Group Experience means getting to know leaders, accepting the culture, and feeling recognized by the group. Prior Group Experience came from sports, intramurals, clubs, or the Reserve Officer Training Corps (Foreman & Retallick, 2013). Current Group Experiences refer to joining Greek student organizations as members (Cromer, 2009). Group members formed an identity with the organization through education, engagement, and involvement (Kammeyer-Mueller & Wanberg, 2003). Shared group experiences and identity increase cohesion, motivation, and behavioral alignment (Knight et al., 2019). Members then accept roles, take on duties, communicate, and see themselves as part of the organization, working together (Cromer, 2009; De Jong & Elfring, 2010; Miller et al., 1996).

Trust is a vulnerability involving the effort, commitment, cooperation, reliability, integrity, and caring each group member invests (Huff et al., 2002; Kretschmer et al., 2014). It is one of the most critical factors in collaborative outcomes. Yet, how Trust is developed and maintained remains a challenging question (Smith, 2008; Lee, 2025). De Jong and Elfring (2010) defined two types of Trust within groups: interpersonal Trust and intrateam Trust. Interpersonal Trust depends on the confidence and positive expectations group members have in one another. Intrateam Trust stems from membership and collective experiences, in which contextual elements shape interactions (Trent, 2019).

Eby and Dobbins (1997) stated that past team experiences influence outcomes such as performance and the desire to participate in groups. The desire to participate refers to an individual's willingness and psychological need to work in a group (Eby & Dobbins, 1997). Motivation to participate often stems from the belief that collective effort exceeds individual effort (Howard et al., 2020). Additionally, there is a social desire to collaborate and complete tasks together (Trent, 2019).

Behavior encompasses the observable actions, processes, or activities of an individual that lead to a specific result (Nugent, 2013). The most popular behavioral topics in group studies are group member Behavior (Sablinski, n.d.), antisocial Behavior (O'Leary-Kelly & Robinson, 1998), and prosocial Behavior (Brief & Motowidlo, 1986). Norms establish acceptable behavior within the group, forming the basis for group members' behavior (Sablinski, n.d.). Antisocial Behavior involves harmful acts toward others, such as sexual harassment, theft, sabotage, spreading rumors, lying, absenteeism, and withholding effort (O'Leary-Kelly & Robinson, 1998). In contrast, prosocial Behavior refers to actions that uphold others' welfare and integrity (Brief & Motowidlo, 1986). In groups, antisocial Behavior often contradicts group beliefs, while prosocial Behavior aligns with them. When a group's interests are at stake, ethical guidelines distinguishing antisocial (harmful) from prosocial (beneficial) acts can become blurred and inconsistent. Group Behavior, the collective social actions within a group, can be either harmful or helpful to others (Trent, 2019).

Lastly, group Performance refers to accomplishing a task, fulfilling an obligation, or producing measurable output that meets accuracy standards or achieves a set goal within clear boundaries through effective leadership behavior (De Jong & Elfring, 2010; WebFinance, 2015). Performance often indicates a group's or organization's success. The aforementioned constructs all impact Performance. Studies show these constructs are interrelated. For example, the time and effort a group member invests in activities depend on their Group Experiences and Trust in facilitators, including communication, Performance, rapport, and expectations (Martin & Campbell, 1999). Effort invested in a task or group activity influences the learning gained (Astin, 1999). Also, time and energy spent on extracurricular activities are strongly associated with greater leadership development (Foreman & Retallick, 2013).

Individuals' motivation to invest time and energy in group activities can also shape their Desire to Participate in groups (Astin, 1999; Howard et al., 2020). Furthermore, positive prior Group Experiences shape expectations for outcomes in

upcoming groups, thereby increasing the Desire to Participate in group work (Eby & Dobbins, 1997) is shaped by how long the group has worked together and its maturity; these factors affect the group dynamic, influencing both its functioning and the effort required by its members (Mathieu et al., 2008). Furthermore, current group experiences can determine the level of trust or distrust among group members (Martin & Campbell, 1999). If trust can be built, assimilation, role recognition, and negotiation can occur, which, in turn, accelerate acceptance and membership in the group (Trent, 2019).

Then this individual will begin contributing to the group's Performance. The greater the Desire to Participate, the more effort and time one will devote to working in groups. To build on this idea, the following paragraph presents four selected theories that the researchers used to assess the inter-relationships among constructs (Trent, 2019).

Different Theories for Assessing Inter-Relationships Among Constructs

Involvement theory concerns the time and energy one invests in their work, such as studying, being on campus, joining student organizations, and interacting with others (Astin, 1999). The theory helps evaluate both the depth and the duration of someone's involvement in a group (Foreman & Retallick, 2013). These results determine one's Group Experience (Trent, 2019).

According to social exchange theory, group members exchange in mutual interdependence, creating responsibilities. Here, trust, dependability, and reciprocal commitments develop if the rules stay intact (Cropanzano & Mitchell, 2005). But when rules break down, or performance is poor, motivation to work drops. As a result, the desire to participate in group projects diminishes (Shepherd et al., 2013). Thus, this theory helps track an individual's motivation.

Attraction-selection-attrition theory explains how people join groups with similar tendencies and then adopt those tendencies (O'Leary-Kelly & Robinson, 1998). In fraternities and sororities, adopting group norms shapes the undergraduate experience. Students look for groups that fit them, and those groups select students who share their values. The researchers used this theory to examine what drew participants to their Greek organizations (Desire to Participate) (Trent, 2019).

Social learning theory explains how group members use other group members as models for their Behavior. Social learning begins during the ongoing acclimation period, when individuals become new members, and continues as they become initiated members of the organization. The longer an individual is part of the organization, the greater the learning and the stronger the bond among members will most likely be (O'Leary-Kelly & Robinson, 1998). This theory would guide researchers in understanding how group members' Behavior changes and develops. Foreman and Retallick (2013) also indicated that the optimal number of extracurricular groups for leadership development is three to four. Having more than four group memberships is associated with reduced leadership development (Foreman & Retallick, 2013). The level of engagement in leadership activities plays a crucial role in Behavioral modeling,

learning, and participation, ultimately influencing one's formation of Trust and contribution to Performance (Kilgo et al., 2019).

RESEARCH QUESTIONS

Teamwork skills are among the most important employment competencies employers value when hiring a new candidate. For this reason, educators frequently encourage students to cultivate their ability to work in group settings and engage in community- and service-related tasks. The researchers were eager to know if the participants (student members) gained any benefits from their participation in Greek Organizations. Did their Group Experiences help them to build Trust, modify group Behavior, and drive them to work together to achieve the organization's philanthropic goal? According to the researchers' specific design, the relationships between various Performance constructs and group Performance will be tested and analyzed. The researchers formulated the following research questions to display the relationships among the examined constructs.

1. What are the relationships of participants' Current Group Experiences with their Prior Group Experiences, Trust, Desire to Participate, and Behavior?
2. Does Trust within groups influence participants' Behavior in current ongoing groups?
3. Did the Desire to Participate in a group influence Behavior in current ongoing groups?
4. What role does Trust play in influencing the relationship between Current Group Experiences and Behavior?

Based on the research questions, seven hypotheses were developed to illustrate the relationships among the examined constructs. In general, the researchers concluded that each independent construct would positively affect the dependent construct, based on a review of several studies on group Performance, Trust, Desire to Participate, and group Behavior. Table 1 summarizes the results of the hypotheses and the theoretical concepts and studies that informed their construction (Trent, 2019).

Table 1. Hypothesis and Sources of their Theoretical Foundation

No.	Hypothesis	Theory and Study
1	Prior Group Experiences Have a Positive Relationship with Current Group Experiences	Involvement Theory (Foreman & Retallick, 2013; Martin & Campbell, 1999; O'Leary-Kelly & Robinson, 1998)
2	Current Group Experiences Have a Positive Relationship with Trust	Focus on assimilation (Cropanzano & Mitchell, 2005; Martin & Campbell, 1999; Miller et al., 1996; Shepherd et al., 2013)
3	Current Group Experiences Have a Positive Relationship with the Desire to Participate	Social exchange Theory (Cropanzano & Mitchell, 2005; Eby & Dobbins, 1997; Mathieu et al., 2008; Miller et al., 1996)
4	Current Group Experiences Have a Positive Relationship with Behavior Within Organized Groups	Attraction- selection-attrition theory and focus on Behavioral changes (Astin, 1999; Brief & Motowidlo, 1986; Dobbins, 1997; Huff et al., 2002; Kaur & Randhawa, 2015; Martin & Campbell, 1999; O'Leary-Kelly & Robinson, 1998; Smith, 2008; Stamper & van Dyne, 2001).
5	Trust Has a Positive Relationship with Behavior Within Organized Groups	Involvement theory (Huff et al., 2002; Eby & Dobbins, 1997; Gruman & Saks, 2011; Foreman & Retallick, 2013; Miller et al., 1996; Smith, 2008).
6	Desire to Participate in Groups Has a Positive Relationship with Behavior Within Organized Groups	Exchange theory and focus on commitment (Cropanzano & Mitchell, 2005; Foreman & Retallick, 2013; Miller et al., 1996; Shepherd et al., 2013)
7	Trust Mediates the Relationship Between Current Group Experiences and Behavior Within Organized Groups	Focus on transformational leadership (Akhtar & Zhu, 2014; Braun et al., 2013; Grohmann et al., 2013)

METHODS

Participants

The participants in this study were a convenience sample of 333 undergraduate Greek students (267 females and 66 males), accounting for 39% of the Greek student population at a public university in the southeastern United States. Greek students ($n = 396$) were invited to participate due to their unique qualifications. Most Greek students had been members of groups (e.g., sports teams, clubs, and religious fellowships) outside their Greek organization, which the researchers used to evaluate their Prior Group Experiences. In addition, each Greek organization has structures similar to those of a business and undertakes specific philanthropic fundraising projects throughout the academic year. The group activities and the year-end fundraising projects are ways to evaluate the participants' Behavior and performance in these endeavors. Participants

must work with their organization members in groups to organize and execute events (Trent, 2019).

Participants came from 10 Greek organizations on campus (five female and five male). A total of 333 individuals' responses were analyzed after removing the incomplete and invalid responses ($n = 63$). In general, the average age, grade point average, and years of experience in their organization were very similar across both genders. Table 2 presents detailed demographic information for both male and female participants (Trent, 2019).

Table 2. Demographic Information (n = 333)

Gender	Sample Size (% of total population)	Mean Age	Mean GPA	Mean Length of Time Greek
Female	267 (80.2%)	20	3.39	22 months
Male	66 (19.8%)	21	3.33	21 months

Procedure

The researcher obtained permission to conduct this study from the university's Institutional Review Board and sent a letter and a video to each Greek organization on campus, inviting students to participate. The letter explained the survey's intent, the study's purpose, and the type of information the researcher requested. Once the organization's leaders decided to participate, the researcher emailed a SurveyMonkey link to the presidents of all participating organizations. The leaders disseminated the survey link to all members for them to complete. The request for informed consent to participate was embedded as the first two questions in the survey. Completion of the survey was voluntary; however, to encourage participation, a \$100 donation was made to the philanthropy funds of each sorority and fraternity organization with the highest participation rate. A total of \$356 was spent during data collection. The researcher used demographic information to confirm and differentiate that the collected data accurately represented each organization. The data collection process took place during April, 2018 (Trent, 2019).

Operational Definitions of Key Constructs

The researcher obtained permission to conduct this study from the university's Institutional Review Board and sent a letter and video to each Prior Group Experiences: Prior Group Experiences occur in situations where the student was a member and worked on more than one endeavor as part of that group: the group set a goal, distributed and completed tasks, and measured the attainment of the goal. Prior Group Experiences include those that occurred before or outside of Greek organizational involvement during the student's undergraduate career, where assimilation into the group took place. The groups the participants were part of outside their Greek organizations primarily consisted of courses, clubs within their majors, sports teams (including intramurals), Reserve Officer Training Corps (ROTC), and religious student organizations (Trent, 2019).

Current Group Experiences: occur in situations where the student is a member of their Greek organization and has worked on or is currently working on more than one endeavor as part of that group. The group sets a goal, distributes and completes tasks, and measures progress toward the goal. Current Group Experiences include recent or ongoing Greek Group Experiences during the student's undergraduate career that involve assimilation into the group (Trent, 2019).

Group Performance: In the context of this study, group Performance was determined by the percentage of the goal achieved, based on each Greek organization's fundraising goals, activities, and final annual fundraising report. The researcher assigned a designation of "did not meet goal," "achieved goal," or "exceeded goal" to each group based on the percentage of the goal achieved (Trent, 2019).

Instrumentation

Pilot Study and Instrument Validation. Before collecting actual data, the researchers conducted a pilot study to validate the instrument's reliability and validity. It involved 31 non-Greek students completing an online survey that the researcher planned for the study (except for the Current Group Experience questions) via SurveyMonkey. All were at least 18 years old and had either been currently or previously involved in a group at their university. The researchers found that the Cronbach's α for each measured construct was all greater than 0.800 (Trent, 2019).

Study. A total of 80-item survey was created based on four major theories to gather information related to constructs such as Prior Group Experience (20 items), Current Group Experience (20 items), Trust (eight items), Desire to Participate in groups (four items), Behavior within organized groups (19 items), and achievement toward the philanthropic goals (group Performance) (2 items). The rest of the survey included two items related to acknowledging the consent agreement and five items regarding demographic information. The survey took approximately 15 minutes to complete.

The researcher relied on Cromer's (2009) Organizational Assimilation Questionnaire ($\alpha = 0.88$) and the Work and Well-Being Survey (Bakker et al., 2006) to assess participants' self-reported perceptions of current and Prior Group Experiences. Further, the researchers used Lacewell's (2015) Trust in Teams Questionnaire ($\alpha = 0.80$) and the Work and Well-Being Survey (Bakker et al., 2006) to measure the participants' self-reported perceptions of Trust. The participants' Desire to Participate in groups was measured by four questions adopted from Lacewell's (2015) Group Satisfaction and Motivation Questionnaire ($\alpha = 0.88$) and Work and Well-Being Survey (Bakker et al., 2006). Measurement for group Behavior was developed based on Ralston's (2006) Professional and Scientific Questionnaire ($\alpha = 0.95$), Hideg's (2012) Behavior Change Questionnaire ($\alpha = 0.84$), Jones's (2003) Self Control Items Questionnaire ($\alpha = 0.88$), and Work and Well-Being Survey (Bakker et al., 2006). Each item measuring a specific construct used a 6-point Likert scale, ranging from 0 (Never) to 6 (Happened every day). Demographic questions helped identify information concerning the name of the Greek organization, gender, age, grade point average, and the amount of time participants have been members. In the context of this study, group

performance was determined by the percentage of goals achieved based on each Greek organization's fundraising goals, activities, and final annual fundraising report, as well as a designation score indicating whether the goal was missed, achieved, or exceeded. Table 3 provides a summary of the survey questionnaire's primary constructs, examples of questions, and the theoretical basis of the items (Trent, 2019).

**Table 3. Summary of Survey Questionnaire
(Rating the statement from 0 – Never to 6 – Always)**

Construct and Number of Items	Examples of Questions	Theoretical Basis
Prior Group Experiences (20 items)	I felt comfortable talking to my group members. I had a good idea about how this organization operated. I think my group leader recognized my value to the organization. I figured out efficient ways to perform my duties.	Organizational Assimilation Questionnaire (Cromer, 2009) and the Work and Well-Being Survey (Bakker et al., 2006)
Current Group Experiences (20 items)	I felt like I knew my group leader well. My group leader sometimes discussed problems with me. I think I'm an expert at what I did within this organization. I often showed others how to perform their duties.	Organizational Assimilation Questionnaire (Cromer, 2009) and the Work and Well-Being Survey (Bakker et al., 2006)
Trust	How often do you feel most of your group members have spoken out for what they believe in? How often do you feel most of your group members have been sincerely concerned about the problems of others in the group? How often do you feel like you have complete confidence in each other's abilities? How often do you feel your group members have worked in a climate of cooperation?	Trust in Teams Questionnaire (Lacewell, 2015) and the Work and Well-Being Survey (Bakker et al., 2006)
Desire to Participate	PD1 How often do you feel satisfied with your group's Performance? PD2 How often do you feel satisfied with the progress you made on tasks? PD3 How often do you feel satisfied with your group's Performance based upon the effort you put into the group task? PD4 Based on your Group Experiences, how often do you feel motivated to work in future groups?	Group Satisfaction and Motivation Questionnaire (Lacewell, 2015) and Work and Well-Being Survey (Bakker, et al., 2006).
Behavior in organized groups (19 items)	How often are your group members hard working? How often do your group members complete their assignment tasks? How often do your group members take responsibility for their mistakes? How often do your group members complete tasks correctly?	Professional and Scientific Questionnaire (Ralston, 2006), Behavior Change Questionnaire (Hideg, 2012) and Self Control Items Questionnaire (Jones, 2003), and Work and Well-Being Survey (Bakker et al., 2006).
Demographic information	What is your gender? What is our age?	N/A

	What is your cumulative grade point average? (Your overall grade point average, not just one semester.) How long have you been a member? (six months, 1.5 years.) What made you want to join your Greek organization?	
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Data Analysis

The researchers analyzed the collected data with the Statistical Package for the Social Sciences (SPSS) Graduate Pack 24.0 for Windows. Descriptive analyses displayed the mean score for each item within the constructs and the final group Performance, which was calculated as the percentage of goals achieved for each Greek organization's fundraising efforts. Exploratory factor analysis (EFA) was performed to identify the sub-factors or sub-constructs within various constructs. The correlations and regression analyses presented information to determine how group Behavior (Behav) was predicted by individual prior and Current Group Experiences (PGE & CGE), Trust, and Desire to Participate (DTP) in groups. Finally, the researchers used confirmatory factor analysis (CFA) to examine the interrelationships among prior and Current Group Experiences, Trust, Desire to Participate in groups, and Behavior with SEM in SPSS Analysis of Moment Structures (AMOS) Graduate Pack 25 (Trent, 2019).

RESULTS

Measurement Model Assessment

Exploratory Factor Analysis (EFA). The researchers conducted a series of EFAs, testing each construct using Promax rotation and principal axis factoring (with an eigenvalue threshold of 1) as the extraction method. All models had acceptable Kaiser-Meyer-Olkin Measure of Sampling Adequacy ($KMO \geq 0.50$) with significant Bartlett's Test of Sphericity values ($p < 0.05$) (Trent, 2019).

Prior Group Experiences: $KMO = 0.923$; Bartlett's Test: $\chi^2 = 6,258.867$, $df = 90$, $p < 0.05$; commonalities ranged from 0.563 to 0.891; cumulative variance = 75.099%; Cronbach's alphas ranged from 0.852 to 0.938; eigenvalues ranged from 0.734 to 7.976. Four sub-factors emerged: Familiarity with Group Leaders (3 items), Organizational Acculturation (3 items), Participation Acknowledgment (4 items), and Recognition (4 items) (Trent, 2019).

Current Group Experiences: $KMO = 0.928$; Bartlett's Test: $\chi^2 = 3,694.966$, $df = 91$, $p < 0.05$; commonalities ranged from 0.589 to 0.885; cumulative variance = 77.469%; Cronbach's alphas ranged from 0.888 to 0.946; eigenvalues ranged from 0.641 to 8.519. The same four sub-factors emerged as in Prior Group Experiences (Trent, 2019).

Trust: $KMO = 0.952$; Bartlett's Test: $\chi^2 = 2,375.151$, $df = 28$, $p < 0.05$; commonalities ranged from 0.606 to 0.842; cumulative variance = 75.545%; Cronbach's alpha = 0.960; eigenvalue = 6.282. One factor emerged with all eight items loading appropriately (Trent, 2019).

Desire to Participate in Groups: KMO = 0.861; Bartlett's Test: $\chi^2 = 936.523$, $df = 6$, $p < 0.05$; commonalities ranged from 0.706 to 0.835; cumulative variance = 77.548%; Cronbach's alpha = 0.931; eigenvalue = 3.325. One factor emerged with all four items loading appropriately (Trent, 2019).

Behavior Within Organized Groups: KMO = 0.924; Bartlett's Test: $\chi^2 = 3,474.298$, $df = 91$, $p < 0.05$; commonalities ranged from 0.526 to 0.840; cumulative variance = 69.212%; Cronbach's alphas ranged from 0.891 to 0.962; eigenvalues ranged from 2.987 to 7.440. Two factors emerged: Group Member Behavior (8 items) and Participant/Antisocial Behavior (6 items).

All primary factor loadings were acceptable (between 0.30 and 1.0), demonstrating convergent validity. Cross-loadings were minimal, with primary loadings at least 0.2 higher than secondary loadings, demonstrating discriminant validity. Face validity was present as questions loaded on factors that made conceptual sense (Trent, 2019).

Confirmatory Factor Analysis (CFA). The CFA performed in AMOS on the Group Experiences and individual Behavior model revealed a good to moderate fit. The model was significant ($\chi^2 = 3278.688$, $df = 1357$, $p < 0.05$). CFI = 0.887, RMSEA = 0.065, composite reliability (CR) = 0.961, and average variance extracted (AVE) = 0.734. Maximum shared variance (MSV) = 1.000, indicating multicollinearity, which is unavoidable when mediators are present. Average shared variance (ASV) = 0. (Trent, 2019).

The researchers conducted a series of EFA tests in each construct using Promax rotation and principal axis factoring (with an eigenvalue set at 1) as the extraction method. All three models that identified subfactors within a construct had an acceptable Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO = 0.923, which is ≥ 0.50) with a significant Bartlett's Test of Sphericity value ($p < 0.05$). The total variance explained by the EFA (75.099%) also exceeded 60%. The results showed that Prior Group Experiences were best predicted by four sub-factors, including Familiarity with Group Leaders (three items), Organizational Acculturation (three items), Participation Acknowledgment (four items), and Recognition (four items). The subfactors contributing to the Current Group Experiences were the same as those contributing to the Prior Group Experiences, as the same question items were used to test the constructs. The predictive model was solid, as evidenced by the KMO value (0.928) and the total variance (77.469%), both of which far exceeded the acceptable standards. Two types of Behavioral factors emerged to depict Behavior within organized groups, namely Group Member Behavior (eight items) and Antisocial Behavior (six items). The KMO value and the total variance were 0.924 and 69.212%, respectively (Trent, 2019).

The researchers performed a series of correlation analyses to examine the inter-relationships among constructs. Ten significant relationships were analyzed among five key constructs: PGE, CGE, Trust, DTP, and Behavior. In general, the direct relationships between PGE and the four other constructs were positive, with a relatively low Pearson's r value (ranging from 0.23 to 0.152). Moderate to relatively strong associations were found between CGE and three other constructs (Pearson R values

ranging from 0.445 to 0.855). More importantly, both Trust and Desire to Participate had a relatively strong positive relationship with Behavior, with Pearson R values of 0.906 and 0.525, respectively. Table 4 illustrates the correlation results among those constructs. The results showed that most of our hypotheses about the relationships among constructs were accurate. Surprisingly, this study found no relationship between Desire to Participate in a group and group Performance. There is, however, literature supporting social exchange theory that suggests that if poor Performance results, group members are less motivated to continue working on projects, and they become disengaged (Shepherd et al., 2013). No significant correlations were found between Performance and Trust or Behavior within organized groups. A significant difference was found based on gender in Desire to Participate ($t = -2.094$, $p < .05$) (Females $M = 6.00$ > Males $M = 5.72$) (Trent, 2019).

Table 4. Correlation Statistics for the Group Experiences and Individual Behavior Model

Correlation Matrix					
	Prior Group Experiences	Current Group Experiences	Trust	Desire to Participate in Groups	Behavior Within Organized Groups
Prior Group Experiences					
Current Group Experiences	0.203				
Trust	0.17	0.855			
Desire to Participate in Groups	0.192	0.826	0.906		
Behavior Within Organized Groups	0.152	0.445	0.525	0.525	

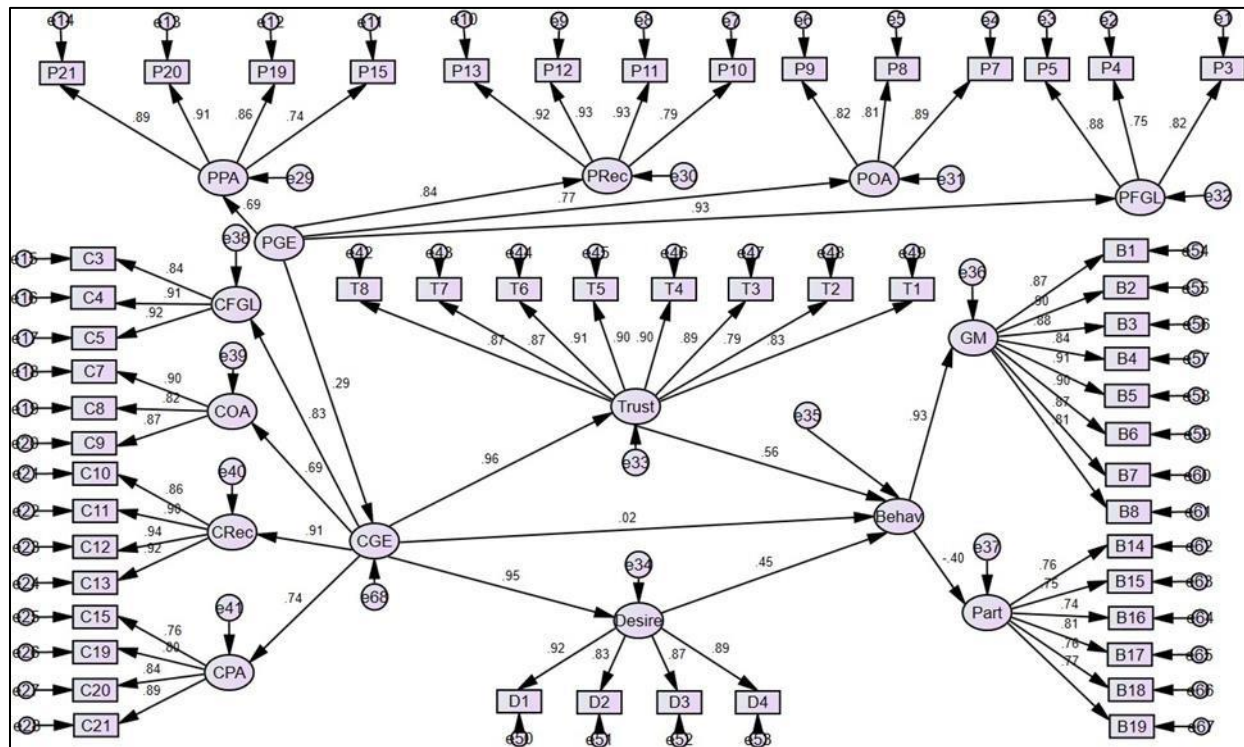
***All correlations were significant at the $p = 0.01$ level (2-tailed).*

Lastly, the researchers conducted a CFA in AMOS to test a path model that included Group Experiences and constructs such as Trust, Desire to Participate, and Behavior within organized groups. The model fit statistics (see Table 4) indicated a good to moderate fit. The model was significant ($\chi^2 = 3278.688$, $df = 1357$, $p < 0.05$), with CFI, RMSEA, CR, and AVE all at acceptable levels according to Anderson et al. (2010) and Hu & Bentler (1999). An MSV value of 1.000 indicates multicollinearity, which is unavoidable when mediators are present (Kenny, 2018). In this model, two mediating relationships were presented within the Group Experiences and Individual Behavior model. Figure 1 illustrates the SEM of the Group Experiences and their primary constructs, along with their sub-factors (Trent, 2019).

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Table 5. CFA Statistics – Model Fit, Composite Reliability, and Convergent Validity

χ^2	df	CFI	RMSEA	CR	AVE	MSV	ASV
3278.688	1357	0.887	0.065	0.961	0.734	1.000	0.575

**Figure 1. SEM of the Group Experiences, Behavioral constructs and their sub-factors**

Demographic Differences

The researchers analyzed demographic variables (gender, age, grade point average, and time in Greek organization) against each construct using SEM in AMOS. Gender factor loadings with constructs were: Prior Group Experiences (-0.080), Current Group Experiences (0.020), Trust (-0.030), Desire to Participate (-0.090), and Behavior Within Organized Groups (-0.110). All values were below the 0.5 threshold, indicating no significant gender effects on the model constructs (Trent, 2019).

However, descriptive statistics revealed a significant gender difference in Desire to Participate scores ($t = -2.094$, $p < .05$), with females ($M = 6.00$) scoring higher than males ($M = 5.72$). Age, grade point average, and time in organization showed no significant effects on any constructs, with all factor loadings below 0.5 (Trent, 2019).

DISCUSSION AND CONCLUSION

The findings of this study added to recognized theories in the context of Current Group Experiences and Behavior within organized groups, mediated by Trust and Desire to Participate in the group. The researchers formulated an effective survey

questionnaire to capture individuals' feelings of Trust and Desire to Participate and to infer perceived Behavioral changes from survey responses, enabling a better understanding of group dynamics beyond observations. The researchers developed a relationship model using key constructs from group studies, Trust studies, motivation studies, and Behavioral studies. The findings suggested that individuals' Prior Group Experiences generally supported their predilection for the Current Group Experience. The participants reported that their Prior Group Experiences had a relatively moderate influence on their Current Group Experiences. As Smith (2008) has stated, individuals' Trust would carry over from Prior Group Experiences and affect the level of Trustworthiness in the next group. The researchers not only confirmed the relationships between Group Experiences and Trust and Desire to Participate, but also confirmed that both constructs, as mediators, positively influenced individuals' group Behavior (Trent, 2019).

Social exchange theory suggests that when the rules of social exchange break down, or poor Performance occurs, group members are less motivated to continue working on projects (Shepherd et al., 2013). If the rules of social exchange remain, group members stay engaged, which generates motivation and commitment to the group (Gruman & Saks, 2011).

The results can directly apply to the business industry. Understanding what potential employees or team members have experienced, as well as how they have previously acted, can help determine how well they will fit within the organization or team. This insight is also valuable for understanding why individuals are interested in working for the organization or joining the team (Trent, 2019).

Through the application of involvement theory and social exchange theory, the researchers gained a greater understanding of why students joined their Greek organizations, the extent of their involvement, and how their Behavior changed through participation in these groups (Astin, 1999; Cropanzano & Mitchell, 2005). Practitioners can also use the same research methodology and concept to monitor the necessary changes within an organization or team to facilitate Trust development and motivation for adopting positive group Behaviors (Trent, 2019).

Additionally, examining students' Group Experiences may help employers assess the leadership potential, communication skills, and motivation of these future employees (Bell et al., 2016). The findings not only confirm that various group constructs can impact group members' Behavior, but also provide practical implications for employers: identifying outstanding job prospects by observing one's group traits and participation experience (Trent, 2019).

The relevance of these group constructs to employer decision-making is underscored by national data on hiring practices and candidate evaluation. According to NACE's Job Outlook 2025 survey of more than 237 employers, nearly 80% of responding employers indicated that teamwork skills are among the top attributes they seek when reviewing college students' resumes, second only to critical thinking ability (Gray, 2024). This finding aligns with the constructs examined in the current study, as

the Trust, Desire to Participate, and Behavior measured here collectively reflect the group-oriented competencies that employers consistently prioritize in candidate selection (Trent, 2019).

Additionally, NACE's 2021 Recruiting Benchmarks Survey discovered that teamwork and interpersonal communication are the most important candidate competencies reported by employers. 'Candidates' proficiency in these areas is lower than employers expect (NACE, 2022). This gap between employer expectations and perceived candidate readiness suggests that, in practice, employers examine students' group experiences. Employers may gain a more accurate picture of a candidate's team-oriented capabilities through interview questions than resumes can provide.

The value of Greek membership as a predictor of post-graduation readiness is further supported by large-scale survey data. A 2021 Gallup survey of over 10,000 college alumni (conducted on behalf of the National Panhellenic Conference and the North American Interfraternity Conference) discovered that Greek-affiliated alumni were substantially more likely than non-affiliated alumni to quickly obtain employment after graduation. More than 50 percent of Greek-affiliated alumni found work within two months, compared to 36 percent of non-affiliated alumni (Staff, 2021). Affiliated alumni also reported higher job satisfaction and a greater sense of preparedness for life after college.

These findings complement the current study's results by suggesting that the group constructs measured here: Trust, Desire to Participate, and Behavior, may serve as meaningful indicators of the workplace readiness that Greek alumni consistently demonstrate. Our study also found that female students tended to have a greater Desire to Participate in groups than their male counterparts. These gender differences may help employers see that female Greek students are strong candidates for organizations that value teamwork and group collaboration.

Although studies about group trust, team dynamics, employee motivation and engagement, and performance in workplaces may be frequently identified, our study offered unique insights on findings focusing on students of Greek organizations in an educational setting our findings and examinations on relationships among various constructs not only used to validate past research concepts, but they also reflect on how students learned and progressed through hands-on engagement experience beyond classroom learning. An interesting business implication of this study was to help employers recognize the team skills, leadership qualities, and potential motivation that future applicants developed through their group engagement and school experience. Despite no meaningful relationship between group constructs and performance being established in our study, we may assume that performance could be indirect, mediated, or context dependent. Social/psychological constructs still influence processes more than outcomes (Trent, 2019).

Attraction-selection-attrition theory examines how individuals gravitate towards their groups, and social learning theory helps assess how individuals use other selected members to model their own Behavior (O'Leary-Kelly & Robinson, 1998). These

theories explained why participants of this study cited brotherhood or sisterhood and leadership opportunities as reasons for joining their Greek organization. If employers truly wish to attract the best possible employees, they may promote the common values and interests that are shared by potential employees or prospects. Then, these employers will become the “employer of choice.” Through improved hiring practices, employers can design, develop, and continuously adapt their teams by consistently evaluating Trust, Desire to Participate, Behavior, and Performance, and by making team member adjustments as necessary to facilitate efficient, productive teams that yield desired outcomes (Abrantes et al., 2018). The findings of this study also add new insights to team improvement and adaptation literature (Trent, 2019).

Unfortunately, the measure for group Performance did not render the anticipated results. The researchers found no significant relationships between group Performance and the group-specific constructs (Desire to Participate, Trust, and group Behavior). There may not have been significant relationships due to the low number of organizations that chose to participate. The researchers suspected that because the participants were not in an actual workplace setting or a competitive work environment, they did not experience any pressure or a sense of urgency to perform well on the required philanthropy fundraising tasks. Therefore, no direct relationships between Performance and the group-related constructs were observed. Suppose participants were held more accountable for their fundraising tasks or given incentives to maximize the fundraising outcome. In that case, significant relationships may be observed among group Performance, Trust, desire to work, and Behavior within organized groups. This relationship could be a good topic for future researchers to explore in work settings (Trent, 2019).

CONCLUSION

In response to Mathieu et al.’s (2008) call for broader research on teams, behavior, and performance, the researchers adapted a Group Experiences and Individual Behavior model. In this model, Group Experiences influence group Trust and the Desire to Participate, which, in turn, directly affect Behavior in organized groups. Since these constructs have not been studied together previously, the findings show that Trust and the Desire to Participate drive Behavior during Group Experiences. The researchers also developed a measurement tool for future studies with Greek students and participants from other industries. This tool may help practitioners with hiring and team development. The findings extend group research and provide guidance for postsecondary group activities and selecting students for entry-level roles (Trent, 2019).

STUDY LIMITATIONS

A significant limitation of the study was the use of a convenience sample of Greek students from a single university. This homogeneity of participants' backgrounds and ages raises questions about whether the findings can be accurately replicated in a real-world environment. Additionally, the measure for group Performance did not yield the anticipated results, possibly due to the low number of participating organizations (10 groups). The researchers suspected that because the participants were not in an actual

workplace or competitive setting, they did not experience the pressure or sense of urgency required for effective philanthropic fundraising. Thus, no direct relationships were observed between Performance and the group-related constructs. A larger sample of organizations and/or a workplace setting might yield different results for the Performance relationships (Trent, 2019).

Despite these limitations, the researchers maintained that the acceptable sample size (>300 individuals) could still inform those coordinating group activities in academic and industrial settings. Furthermore, previous studies by McNemar (1946) and Peterson (2001) suggest that the Group Experiences of these specific Greek students may parallel those of the general workforce (Trent, 2019).

A further limitation was the reliance on self-reported perceptions for all constructs, including Prior and Current Group Experiences, Trust, Desire to Participate, and Behavior. Participants' self-reported perceptions may not perfectly reflect actual group dynamics, potentially limiting the accuracy of the findings (Trent, 2019).

FUTURE RESEARCH RECOMMENDATIONS

The results of this study revealed relevant paths among several constructs commonly found in group or organizational studies. The researchers confirmed the importance of Trust and Desire to Participate within groups. Continuing to study Group Experiences, Trust, and the Desire to Participate in various group/team situations could help identify the characteristics and experiences that attract people to specific industries and departments within an industry. Future scholars could further examine additional facilitators, beyond Trust and Desire to Participate, that may improve group dynamics and optimize the Group Experience to result in the desired Behavior. It would also be worthwhile to examine the characteristics of the past group experiences themselves. For example, complex assignments such as oral presentations or lengthy research papers are likely to lead groups to divide up the work and have members complete their parts individually, which could limit intra-group interaction and potentially impact members' perceptions of the group experience (Michaelsen, 2023). In the meantime, further studies may investigate how the examined constructs impact group Performance in a real workplace environment (Trent, 2019).

Further research on each construct, along with the issues arising within teams due to diverse workforces across multiple industries, could be beneficial for team building. Additional research is necessary because the business world encompasses diverse teams, including departmental, cross-departmental, and cross-organizational teams. For example, Williams (2016) found that age diversity within a team can negatively affect perceptions of Trustworthiness, which in turn can negatively affect Performance. In the meantime, future researchers can also focus on similarities among managers, employees, and team members (commonalities) rather than their differences to support group development (Horvath, 2015). In addition, since this cohort's data collection began in 2018, it would be intriguing to observe how new groups of students respond to the survey and progress within the organization, particularly after the post-

COVID era, given that the pandemic substantially altered how students engage in group activities and extracurricular organizations.

Another avenue of research would be to observe how new groups of students respond to the survey and progress within the organization, particularly after the post-COVID era, given that the pandemic substantially altered how students engage in group activities and extracurricular organizations.

Another avenue of post hoc research is the relationship between Trust and the Desire to Participate. Okello and Gilson (2015) found that workplace Trust relationships have both positive and negative influences on the intrinsic motivation of healthcare workers in both individual and team situations. Workplace Trust also impacts healthcare workers' intentions to leave and the quality of care they provide for their patients. This study established a significant relationship between Trust and Desire to Participate. Future studies can further validate the relationship between Trust and Desire to Participate (motivation) across industries and organizational settings (Trent, 2019).

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