

LIFE SKILLS FOR 4-H LEADERSHIP ROLES

By

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PREFACE

This study is concerned with the life skills necessary to perform 4-H leadership roles. The research focused on development and analysis of a prioritized list of life skills necessary to perform 4-H leadership roles.

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CHAPTER I

INTRODUCTION

Throughout history, leadership development has been a major concern of education, business, military, and social service agencies. A great many studies have examined the importance of leadership development.

A number of different approaches were prominent in leadership research. The first concentrated effort to find factors that result in leadership was the trait approach (Wood, 1976, p. 132). This was the theory that leaders are born, not made. Little research supported this theory. Research by Gouldner (1950, p. 34) concluded that "there is no reliable evidence concerning the existence of universal leadership traits." Halpin (1966, p. 81) reported that "we will greatly increase our understanding of leadership phenomena if we abandon the notion of leadership as a trait, and concentrate instead on the analysis of behavior of leaders."

A second leadership approach centered around leadership styles. Based on an experiment by Lewin, Lippit, and White, three leadership styles were examined: autocratic, democratic, and laissez faire (Johnson and Johnson, 1975, p. 21).

Hersey and Blanchard (1972, p. 69) focused on the situational approach to leadership. The emphasis was on the behavior of leaders and their group members in various situations. Therefore, it was

believed that most people can increase their effectiveness in leadership roles through education, training, and development. The many varied leadership theories and approaches emphasized the need for continued study in the area of leadership development.

Leadership was a long time concern of the 4-H program. The 4-H program was a youth development program which utilizes a variety of program methods and areas of interest to reach and to teach all youth nine to 19 years of age regardless of race, color, national origin, residence, or membership in any other organization (Cooperative Extension, 1976). The 4-H program was administered by the Cooperative Extension, which is conducted jointly by the United States Department of Agriculture, states through their land-grant university system, and county governments. The major objectives of Oklahoma 4-H were:

1. Provide the opportunity for all youth to develop their own greatest potential.
2. Provide for adult education through development and training of leaders to share the program with the youth (Cooperative Extension, 1976, p. 9).

Statistical reports (Strom, 1978) indicated there were 140,622 4-H members and 7,278 adult volunteer leaders in the Oklahoma 4-H program during the 1977-78 program year. The 4-H program was coordinated by cooperative extension personnel.

Leadership development was a priority concern of the Oklahoma 4-H Program and of Cooperative Extension. Throughout 4-H and Century III (Extension Committee on Organization and Policy, 1976), priority attention was drawn to the need for programming for teens, involving more youth and adult volunteers, and expanding the program. Each was dependent on leadership and the learning of skills which will make effective leaders.

The National 4-H Volunteer Leadership Committee (1973) listed leadership development as a major goal for all 4-H groups and further stated that members begin to learn leadership the day they join 4-H. A 1976 survey of Cooperative Extension Southern Region States identified leadership development as a priority concern for literature (Southern Region Literature Committee, 1976). Oklahoma 4-H for Century III (Cooperative Extension Service, 1976) also identified leadership development as a major thrust of the Oklahoma 4-H program.

The 4-H in Century III report (Extension Committee on Organization and Policies, 1976) recognized the need to teach youth life skills that will help them become self-directing, productive, contributing members of society. In 1973, the state 4-H leaders (Texas Agriculture Extension Service, 1974, p. 4) expressed their belief that 4-H should be a program directed toward the development of life skills (thinking, feeling, and doing) in areas such as initiating inquiries, relating to others, relating to change, using signs and technology, enhancing mental and physical health, developing communication abilities, making vocational choices, and using time, talents, and money. The National 4-H Citizenship Development Committee (1973, p. 1) used "the term 'life skills' to denote competencies that are deemed useful for living in an interdependent society. The concept 'skills' . . . denotes an amalgamation of psychomotor, affective and cognitive behaviors." In a review of existing 4-H literature, the Southern Region Leadership Subcommittee (1978) found that current 4-H leadership materials approached leadership from a functional standpoint and did not include learning experiences to teach how to perform the functions. They recommended a life skills approach as the most

effective method to develop 4-H leadership. The 1979 Leadership Consulting Group at National 4-H Conference also encouraged the use of life skills in leadership development. They submitted the following recommendation: "that life skills need to be identified and considered as a means of development of leadership. (United States Department of Agriculture, 1979, p. 3)."

The democratic process of program development in 4-H was listed by the 4-H in Century III report (Extension Committee on Organization and Policy, 1976) as one of its major strengths. It involved utilizing youth and adults to determine content, methods of delivery, and direction of 4-H program development. This kept 4-H closely tied to the needs and interests of youth, adults, and families. To expand leadership development and develop 4-H leadership curriculum, there was a need to determine the life skills necessary to perform 4-H leadership roles.

Purpose and Objectives

The overall purpose of this study was to develop a prioritized list of life skills necessary to perform 4-H leadership roles and to analyze responses of selected 4-H members, volunteer leaders, and cooperative extension staff toward this listing. The study provided information helpful in the development of 4-H leadership curriculum and training to implement the curriculum. The specific objectives of this research were:

1. To identify and prioritize a list of life skills necessary to perform 4-H leadership roles.
2. To analyze the leadership life skills identified by 4-H members, adult volunteer leaders, and cooperative

extension staff and categorize by generic category, learning domain, and task or maintenance function.

3. To determine if 4-H members, adult volunteer leaders, and cooperative extension personnel differ in their listing of life skills necessary for 4-H leadership roles.
4. To make recommendations for 4-H leadership curriculum development and implementation based on a life skills approach.

Research Question

One research question guided the planning and analysis of this study. Were there differences in the prioritized ratings of life skills by 4-H members, adult volunteer leaders, and cooperative extension personnel?

Assumptions

The following assumptions existed for the study:

1. That leadership development is an important goal of the 4-H program.
2. That 4-H leaders and members responding are familiar with the 4-H program and 4-H leadership roles.
3. The 4-H members, leaders, and extension agents responded truthfully and in the most objective way possible.

Limitations

The following limitations were acknowledged by the researcher:

1. The findings of this study are limited to 4-H members, volunteer leaders, and extension professionals within Oklahoma--one state of 50 that may have similar situations and needs for such information.
2. Due to the selection process for respondents, the results are limited to those serving in elected 4-H leadership roles.

3. This research is limited to those life skills necessary for leadership development which include only a portion of all life skills.
4. The validity of the research may be affected by the use of the DELPHI technique which violates random sampling procedures.

Definitions

Several terms had specific meaning for this study. The following definitions provided clarity:

Cooperative Extension Staff: All county extension employees with 4-H responsibility, district 4-H staff, and state 4-H staff.

4-H:

A youth development program which utilizes a variety of program methods and areas of interest to reach and teach all youth nine to nineteen years of age regardless of race, color, national origin, residence or membership in any other youth organization (Oklahoma State University Cooperative Extension Service, 1976, p. 6).

4-H Leaders: Volunteer adults "engaged in helping children and youth learn in 4-H learning groups (often called 4-H Clubs)" (National 4-H Leadership Development Committee, 1973, p. 2).

4-H Leadership Roles: All elected or appointed leadership positions within the 4-H program. Leadership roles include such positions as organizational leader, officers, etc.

4-H Members: "Youth nine to nineteen years of age who voluntarily participate in any of Extension's youth development programs, ranging from only minimal involvement to participation in all opportunities available" (Kruse, 1976, p. 26).

Leadership:

The art of influencing others in the making of decisions. It requires the performance of functions which help a group to achieve its directions. Leadership is developed, learned behavior and requires the ability to find, develop, and encourage the talent of others (National 4-H Urban Development Committee, 1976, p. 1).

Life Skills:

The term 'life skills' is used to denote competencies that are deemed useful for living in an interdependent society. The concept of 'skills' as used in this model denotes an amalgamation of psychomotor, affective, and cognitive behavior (National 4-H Citizenship Development Committee, 1973, p. 3).

CHAPTER II

REVIEW OF LITERATURE

Introduction

Leadership and leadership development were universal topics of discussion and concern. The following review of literature examined those topics which were relevant to the research problem of 4-H leadership development. In order to better examine the concepts, the research was divided into the following topics: definition of leadership, leadership theories, 4-H leadership development, life skills education, life skills education in 4-H, and the DELPHI technique.

Definition of Leadership

A great deal was written regarding definitions of leadership. According to Haiman (1951, p. 4), "leadership refers to that process whereby an individual directs, guides, influences or controls the thoughts, feelings or behavior of other human beings." Terry (1960) and Koontz and O'Donnell (1959) defined leadership as influencing people in the achievement of a common goal or group objectives.

Tannenbaum, Weschler, and Massarek (1959, p. 24) emphasized the interpersonal and situational influences in their definition of leadership, "interpersonal influence exercised in a situation directed through the communication process toward the attainment of a specialized goal or goals." Beal, Bohlen, and Radabaugh (1962) defined

leadership as learned behavior and stressed that anyone can improve himself by the proper study and application. Hersey and Blanchard (1972, p. 68) defined leadership as "the process of influencing the activities of an individual or a group and its efforts toward goal achievement in a given situation."

Leadership Theories

Many theories of leadership were developed throughout the years. There was a need for concise, experimental, and theoretical approaches to leadership. Stouffer (1949, p. 363) stated:

There are few practical problems facing social science more urgent than that of studying leadership experimentally and developing some test hypotheses to replace the copybook maxims that now fill most manuals on leadership, whether written for the Army, for industry, or for organizations like the YMCA.

In recent years, leadership theories emphasizing skills and behavior replaced trait theories. Gibb (1967) theorized that participative leadership was the best alternative. He emphasized such skills as creating an atmosphere, communication, openness, trust, and respect. The Leadership Contingency Model by Fiedler (1967) examined the most effective leadership style for a particular situation. He considered three situation variables which determined whether a situation was favorable or unfavorable to a leader: (1) leader-member relations, (2) task structure, and (3) position power.

Hersey and Blanchard (1972) focused on observed behavior in their leadership approach. They theorized that people could increase their effectiveness in leadership roles through education and training.

The Survey Research Center at the University of Michigan attempted to locate clusters of leadership characteristics that related to each other and the test of effectiveness of each relationship. The studies identified two concepts termed employee orientation and production orientation (Katz, Macooby, and Morse, 1950).

Research by Cartwright and Zander (1960) observed that group behavior fell into two categories: goal achievement or maintenance of the group. They further observed that both goal achievement and maintenance behaviors may occur simultaneously.

Leadership studies at Ohio State University (Halpin, 1969, p. 290) narrowed the description of leader behavior to two dimensions: Initiating Structure and Consideration. Initiating Structure referred to

the leader's behavior in delineating the relationship between himself and members of the work group and in endeavoring to establish well defined patterns of organization, channels of communications, and methods of procedure. Consideration referred to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leaders and the members of his staff.

To gather data on leader behavior, a Leader Behavior Description Questionnaire was developed. The Leader Behavior Description Questionnaire was composed of a series of short, descriptive statements of ways leaders may behave. The 15 items in each dimension were listed below.

Initiating Structure -

1. He makes his attitudes clear to the staff.
2. He tries out his new ideas with the staff.
- *3. He rules with an iron hand.
4. He criticizes poor work.
5. He speaks in a manner not to be questioned.

6. He assigns staff members to particular tasks.
- *7. He works without a plan.
8. He maintains definite standards of performance.
9. He emphasizes the meeting of deadlines.
10. He encourages the use of uniform procedures.
11. He makes sure that his part in the organization is understood by all members.
12. He asks that staff members follow standard rules and regulations.
13. He lets staff members know what is expected of them.
14. He sees to it that staff members are working up to capacity.
15. He sees to it that the work of staff members is coordinated.

Consideration -

1. He does personal favors for staff members.
2. He does little things to make it pleasant to be a member of the staff.
3. He is easy to understand.
4. He finds time to listen to staff members.
- *5. He finds time to himself.
6. He looks out for the personal welfare of individual staff members.
- *7. He refuses to explain his actions.
- *8. He acts without consulting the staff.
- *9. He is slow to accept new ideas.
10. He treats all staff members as his equals.
11. He is willing to make changes.
12. He is friendly and approachable.
13. He makes staff members feel at ease when talking with them.

14. He puts suggestions made by the staff into operation.
15. He gets staff approval on important matters before going ahead (Halpin, 1969, p. 291).

*Scored negatively.

Results of studies using the Leader Behavior Description Questionnaire with air crew, school superintendents, and college department heads yielded the following principle findings as summarized by Halpin (1969, p. 296).

1. Evidence indicates that Initiating Structure and Consideration are fundamental dimensions of leader behavior, and that the Leader Behavior Description Questionnaire provides a practical and useful technique for measuring the behavior of leaders on these two dimensions.
2. Effective leader behavior is associated with high performance on both dimensions.

Halpin (1969, p. 313) further summarized the results of these studies by noting it should be possible to train leaders in the leadership skills that compose the dimensions of Initiating Structure and Consideration.

Blake and Mouton (1964) adapted the Ohio State Studies into a Managerial Grid using task accomplishment and personal relationships as the two primary dimensions. Reddin (1967) added an effectiveness dimension to the task and relationship dimensions in his 3-D Management Theory.

Research by Moore and Fredrickson (1977) recognized the need for counselors to understand and develop effective leadership skills. They recommended a Life Cycle Approach (Hersey and Blanchard, 1972) as the most effective approach for counselors. This situational

approach focused on selection of the most appropriate leadership behavior according to the maturity of the group as determined by the level of functioning in meeting group goals.

Johnson and Johnson (1975) supported the functional theory of leadership. This theory emphasized leadership as a matter of abilities and skills that were learned. It further stressed the need to determine what actions were necessary for the group to achieve its goals and how group members should take part in these actions.

The theory of functional leadership included two basic ideas: (1) any member of a group may become a leader by taking actions that serve group functions, and (2) any leadership function may be fulfilled by different members performing a variety of relevant behaviors. Leadership, therefore, was specific to a particular group in a particular situation. The functional approach to leadership assumed that leadership is a learned set of skills that anyone with certain minimal requirements can acquire. From this theoretical point of view, responsible membership was the same thing as responsible leadership (Johnson and Johnson, 1975).

In functional leadership, goal achievement and group maintenance were the two basic objectives of a group. Any given behavior would affect both. Both could be served simultaneously or one could be served at the expense of the other. Johnson and Johnson (1975) listed a summary of task and maintenance functions.

Task Functions -

1. Information and Opinion Giver.
2. Information and Opinion Seeker.
3. Starter.

4. Direction Giver.
5. Summarizer.
6. Coordinator.
7. Diagnoser.
8. Energizer.
9. Reality Tester.
10. Evaluator.

Maintenance Functions -

11. Encourager of participation.
12. Harmonizer and compromiser.
13. Tension reliever.
14. Communication helper.
15. Evaluator of emotional climate.
16. Process observer.
17. Standard setter.
18. Active listener.
19. Trust builder.
20. Interpersonal problem solver.

They recognized high scores on both task and maintenance as essential for effective leadership. Lassey (1976, p. 11) also supported functional leadership and listed very similar task and maintenance functions. "Task functions must be executed to rationally select and achieve goals; maintenance functions associated with emotional satisfaction are required to develop and maintain group, community, or organizational viability." Lassey included the following task and maintenance classifications:

Task Functions -

Initiating activity: proposing solutions; suggesting new ideas; providing new definitions of the problem, new attacks on problems, or new organization of materials.

Information seeking: asking for clarification of suggestions; requesting additional information or facts.

Information giving: offering facts or generalizations; relating one's own experience to group problems as illustration.

Opinion giving: stating an opinion or belief about a suggestion (or one of several suggestions), particularly concerning its value rather than its factual basis.

Elaborating: clarifying by giving examples or developing meanings; trying to envision how a proposal might work out if it is adopted.

Coordinating: showing relationships among various ideas or suggestions; trying to pull ideas and suggestions together; trying to draw together activities of various subgroups or members.

Summarizing: pulling together related ideas or suggestions; restating suggestions after the group has discussed them.

Testing feasibility: making application of suggestions to real situations; examining practicality and workability of ideas; evaluating possible decisions.

Evaluating: submitting group decisions or accomplishments to comparison with group standards, measuring accomplishments against goals.

Diagnosing: determining sources of difficulties, appropriate steps to take next, the main blocks to progress (Lassey, 1976, pp. 11-13).

Maintenance Functions -

Encouraging: being friendly, warm, responsive to others; praising others and their ideas; agreeing with and accepting contributions of others.

Gate-keeping: trying to make it possible for another member to make a contribution to the group suggesting limited talking time for everyone so that everyone will have a chance to be heard.

Standard setting: expressing standards for the group to use in choosing its content or procedures or in evaluating its decisions; reminding the group to avoid decisions which will conflict with group standards.

Following: going along with decisions of the group; somewhat passively accepting ideas of others; serving as audience during group discussion and decision making.

Expressing group feeling: sensing and summarizing group feeling; describing group reactions to ideas or solutions.

Consensus taking: tentatively asking for group opinions in order to find out if the group is nearing consensus on a decision; sending up 'trial balloons' to test group opinions.

Harmonizing: mediating; conciliating differences in points of view; making compromise solutions.

Tension reducing: draining off negative feelings by jesting or pouring oil on troubled waters; putting a tense situation into wider context (Lassey, 1976, pp. 11-13).

Leadership research has only begun. Although skills related leadership theories were widely supported, there was no comprehensively accepted leadership theory and comprehensive experimental studies in research were sparse and inadequate.

4-H Leadership Development

Leadership development was an important aspect of the 4-H program. "Hundreds of thousands of volunteer leaders give extensive time, talents and personal resources to support 4-H" (Extension Committee on Organization and Policy, 1976, p. 3). The Extension Committee on Organization and Policy (1976) listed increasing leadership capabilities of 4-H members as a mission of the 4-H program. They identified two major goals related to leadership development.

1. . . . a highly desirable goal for the next decade of Century III would be to double the number of volunteer leaders serving 4-H.

2. . . . additional thousands of teenagers should be recruited and trained for significant leadership roles and involved in the shaping of the 4-H program at the local, county, state, and national levels (p. 6).

The National 4-H Volunteer Leadership Development Committee (1973) identified leadership development as an important goal for all 4-H groups. The committee also stressed the need for members to begin to learn leadership the day they join 4-H.

A research study conducted at North Carolina State University (Treat, Persons, Burnett, and Foster, 1975) related to use of incentives addressed the question "what do 4-H volunteers need to know if they are going to use incentives effectively while working with youth?" Many of the high-ranking competencies described general leadership skills of all adults who work with youth. They included:

1. A positive self-concept and the ability to relate to children, parents, and other volunteers.
2. A regard for the basic worth of each individual as a human being.
3. An objectivity and tolerance in coping with varying philosophies of youth, parent, and other volunteers.
4. Perception that leadership fulfills both the volunteer's and youth's needs, but not at the expense of anyone.
5. A high priority given to the personal development of each individual person.

The data were grouped into five categories:

- Assessing and evaluating member behavior.
- Communicating and interacting.
- Developing personal skills.
- Developing self concept of members.
- Planning, conducting, and evaluating educational activities.

These corresponded with the leadership skills identified in other studies (pp. 616-617).

In research by Holik and Claycomb (1964) community leaders who felt leadership depended on the ability to perform certain tasks listed the following as important:

- Organizing people in cooperative effort
- Communication
- Delegation of responsibility
- Supervision
- Stimulation of interest
- Pace setting
- Responsible
- Initiation (p. 239).

Life Skills Education

The review of literature supported the need for an emphasis on life skills in education. The National 4-H Citizenship Developmental Committee (1973) defined life skills as competencies deemed useful for living in an interdependent society. Rubin (1969) supported the concepts that education for life and the development of skills related to the real needs of life are crucial. Rubin (1969) further stated that in judging success on producing skillful people, one must look at the way they respond to life circumstances rather than attempt to measure their ability to perform specific school tasks.

Berman (1971) emphasized the need to develop process skills. She stated that children and educators must acquire process related skills in order to deal with change and the rapidly changing body of knowledge. Berman (1971) identified the following skills of a process related person: perceiving, knowing, communicating, showing concern and affection, decision-making, patterning, creating, and dealing with the ethical. Rubin (1969) also emphasized the importance of perceptual skills.

Much work has been done in Canada developing Life Skills Education for a variety of settings. According to Curtis and Warren (1974, p. 35):

The life skills groups have as their common objective the development of life-enhancing skills which enable people to cope successfully with the psychological demands of everyday life. . . . Specifically they help individuals acquire the interpersonal skills and abilities that are considered essential to successful negotiations of everyday tasks and interactions.

Himsel (1973, pp. 13-14) listed several assumptions of life skills training.

The life skills training carries certain assumptions: that life skills exist as identifiable and describable behaviors; some people have these skills and can demonstrate them; others can imitate them and through practice apply them to their situation thus changing their behaviors.

Canadian life skills courses centered around five categories: self, family, leisure, community, and job. Evaluations showed the Canadian Life Skills programs to be very successful.

In research evaluating a course for college students in life skills, Vitalo (1974, p. 38) stated:

In summary, the life skills course represents a potent integration of systematic human relations training with training in problem solving skills and career decision making. These skills equip students with the capabilities to relate more effectively with crisis and in general to solve the problems and make decisions that emerge within the context of their living more effectively. The benefits accruing to the student, the instructor and society are many. . . . Most pointedly, however, such a course represents the genuine fulfillment of our responsibility to equip students with the capabilities of live productive and fulfilling lives.

Life Skills Education in 4-H

As early as 1927 the 4-H program incorporated the concept of life

skills. In a speech at the first National 4-H Camp in Washington, D.C., Smith, Director of the Federal Extension Service, said "education is not preparation of life, but life itself, and that 4-H clubs could help interest boys and girls in real life problems" (Anderson, 1977, p. 16).

In defining the purpose of 4-H, State 4-H and Youth Leaders (1974, p. 2) stated:

The focus [of 4-H] is on human interaction designed to develop skills, abilities and understandings in youth and adults as participating and influential members of their community. The central aim is for youth to acquire a set of skills for perceiving and responding to life's significant events.

They identified four major areas of life skills: learning how to learn, relating to change, using knowledge, and developing self; with secondary skills under each such as using time wisely, viewing self positively, and establishing and pursuing personal goals.

The Iowa Mission (Cooperative Extension Service, Iowa State University, 1978, p. 5) incorporated life skills education into the 4-H program.

The Iowa 4-H curriculum will emphasize the dual object of subject matter and living skills education for youth. Living skills can help people perceive and respond to life's significant events. Living skills include:

- Developing Self
- Developing Social Responsibility
- Learning How to Learn
- Coping with Change
- Using Knowledge

In a study assessing future trends in the 4-H program, El Sawi (1977, p. 1) concluded that "the challenges to youth serving organizations and professionals are tremendous. They must address themselves

to change and assist youth in attaining life skills needed to function effectively in an ever changing social environment." The role of life skills in 4-H and youth development was emphasized in 4-H in Century III (Extension Committee on Organization Policy, 1976), a report outlining goals and directions of the 4-H program. The 4-H mission was described as helping young people become self-directing, productive, and contributing members of society. Specific objectives included to help young people learn practical skills, develop competencies, and acquire knowledge. Vaughn (1978, p. 1) summarized the role of life skills and the 4-H program:

4-H, as a part of the Cooperative Extension Services System, provides a setting in which science and education are translated and applied into a perceptual program whereby people may acquire a body of knowledge, social and technical, which in combination is sometimes known as 'life skills.' They learn how to develop their abilities, physical and intellectual, as productive individuals and functioning members of society.

The DELPHI Technique

The DELPHI Technique, a method for developing and improving group consensus, was developed by Helmar and his colleagues at the Rand Corporation in the early 1950's. Gray (1970, p. 127) described the DELPHI Technique as a means of securing expert convergent opinion without bringing the experts together in face-to-face confrontation. This was usually accomplished through the use of successive questionnaires and feedback designed to produce more carefully considered group opinions. The DELPHI Technique was used to predict behavior, identify needs, and establish priorities in education, business, and science.

Dalkey (1969, V) described the rationale for the DELPHI as the age old adage, "Two heads are better than one" when the issue is one where exact knowledge is not available.

According to Dalkey (1969, V) the DELPHI had three features:

(1) Anonymous Response-opinions of the group are obtained by formal questionnaire, (2) Interaction and Controlled Feedback-interaction is effected by a systematic exercise conducted in several iterations, with carefully controlled feedback between rounds, and (3) Statistical Group Response-the group opinion is defined as an appropriate aggregate of individual opinions in the final round.

These features were designed to minimize the biasing effects of dominant individuals, irrelevant communications, and group pressure toward conformity. The DELPHI was an attempt to overcome the undue influence of certain psychological factors which occur during round-table discussion (Gray, 1970).

Several advantages of the DELPHI were stated. Bramson and Parlette (1978) listed four advantages to using the DELPHI. They included: (1) the opportunity to use experts at a low cost, (2) the opportunity to refine issues and solve problems, (3) the opportunity for time for reflections and building of concepts, and (4) minimal time required of respondents. Cone (1978, p. 12) also listed three advantages of the DELPHI process:

1. Each respondent has an opportunity to be involved in each step of the process.
2. No member being polled is ever required to defend his or her position before another who may be a threatening figure or simply a better debator.
3. The process allows for natural development of a trend on consensus.

Experiments conducted by Rand in 1968 comparing the effectiveness of

DELPHI with face-to-face discussion generally showed DELPHI to be superior (Dalkey, 1969).

Weaknesses of the DELPHI cited in the literature included the fact that consensus is only the initial step and DELPHI involves considerable tabulation, record-keeping, and mailings (Armstrong et al., 1975). Bramson and Parlette (1978, p. 246) listed the following disadvantages: high investment in staff time, long calendar time required to complete the process, the possibility of staff bias, and difficulties in resolving conflicts that arise during the process.

Summary

Research related to leadership theory emphasized the behavioral aspect of leadership and the development of skills. The review of literature also showed leadership development as an important aspect of the 4-H program.

Although specific listings of life skills varied greatly, the general description included those skills necessary for everyday living. The review of literature related to life skills indicated they were an important part of curriculum development. The literature supported the notion that 4-H leadership development could be increased through curriculum designed to teach leadership life skills.

Input from 4-H members, adult volunteer leaders, and cooperative extension staff familiar with 4-H leadership roles would be important in leadership curriculum development. Research showed DELPHI as a successful technique for eliciting this input. By emphasizing leadership development based on a life skills approach, the 4-H program will continue to meet the goal of increased leadership development of youth and adults.

CHAPTER III

RESEARCH PROCEDURES

This chapter outlined the design used in conducting the research. An explanation of procedures used to execute the study including population and sample, instrumentation, data collection, and data analysis were included.

Type of Research

The research design for this descriptive survey was a modified DELPHI. A series of three DELPHI questionnaires were used to develop and analyze a prioritized list of life skills necessary to perform 4-H leadership roles. The DELPHI questionnaires were completed by selected 4-H members, volunteer adult 4-H leaders, and Oklahoma Cooperative Extension personnel.

Population and Sample

The population for this study involved selected members of three separate groups: 4-H members in Oklahoma, volunteer adult 4-H leaders, and Oklahoma Cooperative Extension personnel. The DELPHI Technique was designed as a means of gaining expert convergent opinion without bringing the experts together (Gray, 1970). For this study, individuals serving in representative leadership roles within the three populations were considered experts on the life skills needed to perform

4-H leadership roles. Each population had a statewide organization with elected district and state officers. Therefore, the district and state 4-H officers, Adult Leaders and Parents Organization officers, and Oklahoma Association of Extension 4-H Agents officers were selected to participate. This sample included 34 4-H members who serve as district and state 4-H officers; nine cooperative extension personnel who serve as Oklahoma Association of Extension 4-H Agents officers; and 15 volunteer adult leaders who serve as officers and district directors of the Oklahoma 4-H Adult Leaders and Parents Organization. Delbecq (1975) supported the selection of such a group. He felt that in order to have effective participation, DELPHI respondents must:

- (1) feel personally involved in the problem of concern.
- (2) have pertinent information to share.
- (3) be motivated to include the DELPHI task in their schedule.
- (4) feel that the aggregation of judgments of the panel will include information they value and to which they would not otherwise have access (pp. 87-88).

Selection by their peers to assume elected 4-H leadership roles indicated the respondents were recognized as capable leaders and had pertinent information on 4-H leadership roles. The fact the respondents were currently filling leadership roles should have motivated participation in the study. The results of the survey related directly to the participants in their current leadership roles.

Instrumentation and Data Collection

A modified DELPHI Technique was used for this study. Three sequential mailings of DELPHI forms were used to obtain a prioritized

listing of life skills necessary to perform 4-H leadership roles.

Cyphert and Gant (1971, p. 273) concluded that,

Virtually all (99 percent) the respondents change in opinion occurred in DELPHI Form III which informed them of the first 'consensus' reached by the group. With hindsight, one seriously questions the need for going beyond DELPHI Form III.

Thus, the modified process utilized in this study eliminated the fourth DELPHI Form. The following three questionnaires were used to develop the prioritized list of life skills necessary for 4-H leadership roles.

Questionnaire I requested the participants to answer the question: "what life skills are necessary to perform 4-H leadership roles?" To establish reliability and validity, the questionnaire was pretested with a group of members, volunteers, and extension staff from the Southern Extension Region. Based on their recommendations and those of the thesis advisory committee, the questionnaire was then revised to improve form, readability, clarity, and ease of completion. Questionnaire I also included a personal data sheet containing the following demographic data: (1) age, (2) sex, (3) tenure, and (4) extension district. A cover letter accompanied Questionnaire I explaining the purpose and format of the survey, its relationship to county programming, and instructions for completing the first questionnaire. Questionnaire I was mailed February 28, 1979. The completed questionnaires were returned to the researcher in preaddressed, stamped envelopes. Follow-up telephone calls were made to those individuals not returning the questionnaire by the deadline. A total of 50 out of 58 questionnaires were returned on the first round. This was a 86.21 percent participation rate for the sample. Five questionnaires were returned

too late to be included in the research; therefore, the corrected percentage for the return was 77.59 percent. Questionnaire I and the cover letter were included in Appendix A.

A total of 151 life skills were collected from the 45 usable responses to Questionnaire I. This list was contained in Appendix D. The thesis advisory committee assisted the researcher in reviewing the life skills to eliminate duplication and to combine similar life skills. The committee also divided the skills according to the six generic categories as determined by the researcher and an expert in the field of leadership. The generic categories included understanding self, group process, relationship, learning, management, and decision-making. The end result of their deliberations was a list of 68 leadership life skills within six generic categories.

The life skills were then listed randomly by generic category on Questionnaire II. Questionnaire II and a cover letter were sent to those who returned Questionnaire I. The respondents were first asked to indicate by checking "yes" or "no" whether or not an individual fulfilling a 4-H leadership role should possess this life skill. If rated "yes," the respondents were asked to rate the degree of importance on a seven-point Likert scale from least important (one) to most important (seven). Questionnaire II was reviewed for clarity by extension professionals not included in the sample and appropriate revisions were made in the instructions and format.

Questionnaire II and the cover letter were included in Appendix B. Questionnaire II was mailed April 2, 1979. A preaddressed, stamped envelope was included for return of the questionnaire.

Follow-up phone calls were made to those not returning the questionnaire by the established deadline. There was a 100 percent return of the 45 questionnaires. However, two questionnaires were returned too late to be included in the analysis; therefore, the corrected return rate was 96 percent.

Upon receipt of Questionnaire II, the responses were tabulated and priority ratings were determined. The average rating for each life skill was determined for each sample population. For example, the average rating for life skill #1 by the members was determined. Averages were also figured for the Leaders and Extension Professionals. The average ratings of each life skill by the three groups were then averaged to determine the overall mean rating for each life skill. This was done to allow each of the three sample populations equal input despite the varying sample sizes. The life skills were then listed in priority rating. The top 25 percent (17) life skills were considered first priority and the second 25 percent (17) life skills were considered second priority.

The 34 life skills statements listed as first or second priority were used as the basis for Questionnaire III. Each participant was asked to confirm the consensus priority rating for each life skill or revise the rating and give the reason or reasons for making any changes. Questionnaire III was reviewed by extension professionals not included in the study to determine if the instructions and format were clear and readable and appropriate revisions were made.

Questionnaire III and a cover letter were sent to respondents on May 3, 1979. A pre-addressed stamped envelope was included for returning the questionnaire. Phone calls were made to those not returning

the questionnaire by the deadline. The return for Questionnaire III was 40 of the 43 questionnaires (93 percent). Questionnaire III and the cover letter were included in Appendix C.

Data Analysis

A number of techniques were utilized to analyze the data. Frequency count and percentages were used to report demographic data. Frequency and percentages were also used to compare samples. The first and second priority leadership life skills were categorized by generic category, learning domain, and task or maintenance functions.

CHAPTER IV

ANALYSIS OF DATA

Introduction

The overall purpose of this study was to develop and analyze a list of the life skills necessary to perform 4-H leadership roles. A prioritized list of life skills necessary to perform leadership roles was developed through the use of the DELPHI with responses from selected 4-H members, adult volunteer leaders, and cooperative extension professionals. As a result of the findings of this study, more relevant leadership material can be developed in Oklahoma.

The sample population total of 53 included 34 4-H members, 15 adult volunteer leaders, and nine cooperative extension professionals. Of the total sample, 40 completed all three questionnaires (68.97 percent). The return for each sample population was as follows. The questionnaire return rate for extension professionals was 9 out of 9 (100 percent). There was a somewhat lower return rate for adult volunteers and 4-H members. Fifteen adult volunteer leaders were sent Questionnaire I. Three adult volunteers did not return the questionnaire. One returned the questionnaire with a note declining to participate due to family obligations. Two questionnaires were returned by adult volunteers too late to be of value to the study. The corrected percentage rate for the adult volunteer leader population was 9 out of 15 (60 percent).

Questionnaire I was sent to 34 4-H members. Thirty (88.24 percent) of the questionnaires were returned. Three questionnaires were returned too late to be of value on the first round. Two questionnaires were returned too late for tabulation on the second round and three were received too late to be analyzed on the third round. The corrected return rate for 4-H members was 22 out of 34 (64.71 percent). The data from these three samples was summarized and analyzed in relation to the objectives and research question in Chapter I.

Demographic Data

In order to more fully identify the sample surveyed in the study, the following demographic data are presented in Tables I, II, and III. The percentages refer to the percent of the sample the group represents.

Volunteer Adult 4-H Leader Sample

The nine officers and district directors of the Oklahoma 4-H Adult Volunteer Leaders and Parents Organization represented 4-H volunteer adult leaders of Oklahoma. Table I listed demographic data by numbers and percentages.

The Oklahoma Cooperative Extension Service was divided geographically into five extension districts. The following leaders from each of the five districts were included in the study: Southeast, three (33.33 percent); Northwest, two (22.22 percent); Southwest, two (22.22 percent); Central, one (11.11 percent); and Northeast, one (11.11 percent).

TABLE I
DESCRIPTION OF NINE 4-H VOLUNTEER ADULT
LEADERS NUMBER AND PERCENTAGE

Description - Classification	Number	Percent
<u>Extension District</u>		
Northwest	2	22.22
Southwest	2	22.22
Central	1	11.11
Northeast	1	11.11
Southeast	3	33.33
<u>Sex</u>		
Male	2	22.22
Female	7	77.78
<u>Age</u>		
15 years or younger	0	0
16-20	0	0
21-25	0	0
26-30	0	0
31-35	3	33.33
36-40	2	22.22
41-45	2	22.22
46 or older	2	22.22
<u>Number of Years as 4-H Volunteer Leader</u>		
Less than one	0	0
One year to less than three	0	0
Three years to less than five	0	0
Five years to less than ten	5	55.56
Ten years or more	4	44.44

TABLE II
 DESCRIPTION OF NINE COOPERATIVE EXTENSION PRO-
 FESSIONALS NUMBER AND PERCENTAGE

Description - Classification	Number	Percent
<u>Extension District</u>		
Northwest	2	22.22
Southwest	3	33.33
Central	2	22.22
Northeast	1	11.11
Southeast	1	11.11
<u>Sex</u>		
Male	3	33.33
Female	6	66.67
<u>Age</u>		
15 years or younger	0	0
16-20	0	0
21-25	3	33.33
26-30	4	44.44
31-35	1	11.11
36-40	1	11.11
41-45	0	0
46 or older	0	0
<u>Number of Years as Extension Professional</u>		
Less than one	0	0
One year to less than three	4	44.44
Three years to less than five	1	11.11
Five years to less than ten	4	44.44
Ten years or more	0	0

TABLE III
 DESCRIPTION OF TWENTY-TWO 4-H MEMBERS
 NUMBER AND PERCENTAGE

Description - Classification	Number	Percent
<u>Extension District</u>		
Northwest	7	31.82
Southwest	4	18.18
Central	4	18.18
Northeast	2	9.09
Southeast	5	22.73
<u>Sex</u>		
Male	4	18.18
Female	18	81.82
<u>Age</u>		
15 years or younger	2	9.09
16-20	20	90.91
21-25	0	0
26-30	0	0
31-35	0	0
36-40	0	0
41-45	0	0
46 or older	0	0
<u>Number of Years as 4-H Member</u>		
Less than one	0	0
One year to less than three	0	0
Three years to less than five	1	4.55
Five years to less than ten	16	72.73
Ten years or more	5	22.73

Of the nine participants, the majority (77.78 percent) were female. The largest single age group was 31-35 years of age, including three volunteer leaders (33.33 percent). The 36-40 years of age group, the 41-45 years of age group, and the 46 years and older age group each contained two volunteers (22.22 percent).

The tenure of the volunteer leaders was concentrated in two groups. Five volunteers (55.56 percent) had five years to less than ten years experience and four volunteers (44.44 percent) had ten years of experience or more.

Cooperative Extension Professionals

The Cooperative Extension Professionals sample included nine professionals who serve as officers of the Oklahoma Association of Extension 4-H Agents (Table II). They were divided among the five extension districts as follows: Southwest, three (33.33 percent); Northwest, two (22.22 percent); Central, two (22.22 percent); Northeast, one (11.11 percent); and Southeast, one (11.11 percent).

The professionals included six females (66.67 percent) and three males (33.33 percent). The majority of the professionals ranged in age from 21 to 30. Three professionals (33.33 percent) were in the 21-25 age range and four (44.44 percent) in the 26-30 age range. The 31-35 age range and the 36-40 age range each contained one professional (11.11 percent).

Tenure of professionals ranged from one year to less than ten. Four professionals (44.44 percent) fell within the one year to less than three year range and four within the five years to less than ten

year range. One extension professional (11.11 percent) had three years to less than five years experience.

4-H Members

Oklahoma 4-Hers were represented by 22 district and state 4-H officers (Table III). The geographic breakdown was as follows: Northwest, seven (31.82 percent); Southeast, five (22.73 percent); Central, four (18.18 percent); Southwest, four (18.18 percent); and Northeast, two (9.09 percent).

The majority of the 4-H members were female (81.82 percent). Twenty 4-H members (90.91 percent) were 16-20 years of age and two (9.09 percent) were 15 years or younger in age.

The number of years in the 4-H program ranged from 16 members (72.73 percent) who had been involved in the 4-H program from five years to less than ten years, to one member (4.55 percent) who had three years experience to less than five. Five (22.73 percent) had been members ten years or more.

The responses to Questionnaires I and II were summarized and included in Appendixes D and E. The final responses to the DELPHI on Questionnaire III were summarized and analyzed in relation to the objectives of the research.

Analysis of First Priority Leadership

Life Skills

The first objective of the research study was to identify and prioritize a list of the life skills necessary to perform 4-H leadership roles. The responses to Questionnaire III, which were the final

responses to the DELPHI, were analyzed in relation to Objective 1 using the mean score of the percentage of agreement by each of the three sample populations. This allowed each group equal input. Analysis of the responses to Questionnaire III revealed nine first priority leadership life skills on which there was 100 percent agreement. The frequency and percentage were included in Table IV. These included:

1. Cooperate and work with others.
3. Develop an attitude of responsibility and dependability.
7. Involve and motivate others.
8. Do your best.
10. Practice good citizenship.
11. Admit and deal with mistakes.
12. Recognize the worth of the individual.
13. Exhibit enthusiasm.
15. Be sensitive to and care about others.

Four life skills had a 98.48 average percent of agreement. They included:

4. Be honest and sincere with others.
6. Develop a friendly personality.
9. Work with anyone regardless of race, color, creed, or economic factor.
14. Use rational and logical thinking.

Respondents exhibited lower percentages of agreement on the first priority rating for the remaining leadership life skill statements. Respondents agreed that life skill #2, "Develop pride and confidence in self" should be first priority by 96.97 percent. Two life skills showed 96.30 percent agreement. They included #16, "Be openminded,"

TABLE IV

4-H MEMBERS, ADULT VOLUNTEERS, AND EXTENSION STAFF
 AGREEING WITH FIRST PRIORITY RATING BY
 NUMBER AND PERCENTAGES

Leadership Life Skills	4-H Members N = 22		Adult Volunteer Leaders N = 9		Extension Staff N = 9		TOTAL N = 40		Mean of the sample percent
	Number N = 22	Percent	Number N = 9	Percent	Number N = 9	Percent	Number N = 40	Percent	
1. Cooperate and work with others.	22	100	9	100	9	100	40	100	100
2. Develop pride and confidence in self.	20	90.91	9	100	9	100	38	95	96.97
3. Develop an attitude of responsibility & dependability.	22	100	9	100	9	100	40	100	100
4. Be honest and sincere with others.	21	95.45	9	100	9	100	39	97.5	98.48
5. Win or lose graciously.	19	86.32	9	100	8	88.89	36	90	91.74
6. Develop a friendly personality.	21	95.45	9	100	9	100	39	97.5	98.48
7. Involve and motivate others.	22	100	9	100	9	100	40	100	100
8. Do your best.	22	100	9	100	9	100	40	100	100
9. Work with anyone regardless of race, color, creed or economic factor.	21	95.45	9	100	9	100	39	97.5	98.48
10. Practice good citizenship.	22	100	9	100	9	100	40	100	100
11. Admit and deal with mistakes.	22	100	9	100	9	100	40	100	100
12. Recognize the worth of the individual.	22	100	9	100	9	100	40	100	100
13. Exhibit enthusiasm.	22	100	9	100	9	100	40	100	100
14. Use rational and logical thinking.	21	95.45	9	100	9	100	39	97.5	98.48
15. Be sensitive to and care about others.	22	100	9	100	9	100	40	100	100
16. Be openminded.	22	100	8	88.89	9	100	39	97.5	96.30
17. Encourage others.	22	100	9	100	8	88.89	39	97.5	96.30

and #17, "Encourage others." The percentage of agreement with the first priority rating for life skill #5, "Win or lose graciously" was 91.74 percent. A complete listing of the number of respondents disagreeing and the reasons for disagreement were included in Appendix F.

The second objective was to analyze the life skills identified by 4-H members, adult volunteer leaders, and cooperative extension personnel and categorize according to generic category, learning domain, and task or maintenance function. This was done to gain additional information helpful in developing and evaluating 4-H leadership development curriculum.

Classification by Generic Category

After consensus was reached on the first priority life skills they were categorized by generic categories. The six generic categories included understanding self, relationship, decision-making, learning, group process, and management.

In examining the final first priority life skills, there was a high emphasis on skills related to understanding self. Eight (47.65 percent) of 17 first priority life skills related to understanding self (Table V). Relationship skills included five of the first priority leadership skills (29.41 percent). Two (11.76 percent) of the first priority leadership life skills involved learning skills. There was one (5.88 percent) first priority leadership life skill in each of the group process and management categories. None of the first priority leadership life skills as rated by 4-H members, volunteers, and leaders fell within the decision-making category.

TABLE V
 CATEGORIZATION OF FIRST PRIORITY LEADERSHIP
 LIFE SKILLS BY GENERIC CATEGORY

Leadership Life Skill	Generic Category
1. Cooperate and work with others.	Group Process
2. Develop pride and confidence in self	Understanding Self
3. Develop an attitude of responsibility and dependability	Understanding Self
4. Be honest and sincere with others.	Relationship
5. Win or lose graciously.	Understanding Self
6. Develop a friendly personality.	Understanding Self
7. Involve and motivate others.	Management
8. Do your best.	Understanding Self
9. Work with anyone regardless of race, color, creed, or economic factor.	Relationship
10. Practice good citizenship.	Understanding Self
11. Admit and deal with mistakes.	Understanding Self
12. Recognize the worth of the individual.	Relationship
13. Exhibit enthusiasm.	Understanding Self
14. Use rational and logical thinking.	Learning
15. Be sensitive to and care about others.	Relationship
16. Be openminded.	Learning
17. Encourage others.	Relationship

Classification by Learning Domain

After consensus was reached on the first priority leadership skills, the thesis advisory committee divided them by learning domain. The three domains included cognitive, affective, and psychomotor (Bloom, 1961). There was an extremely high percentage of first priority leadership life skills that were categorized in the affective domain. Fourteen of 17 (82.35 percent) were categorized as affective. Table VI included the listing of life skills by learning domain. Life skill #14, "Using rational and logical thinking," was categorized as cognitive and life skill #8, "Do your best," as psychomotor. Life skill #9, "Work with anyone, regardless of race, color, creed, or economic factor," was categorized as a combination of the cognitive and affective domain.

Classification by Task or Maintenance

Function

The 17 final first priority life skills were categorized into task or maintenance functions (Lassey, 1972) by the thesis advisory committee. Task functions related to accomplishment of group goals and maintenance functions were functions necessary for emotional satisfaction and growth of the group. Eleven (64.71 percent) of the first priority life skills were classified as maintenance of group functions. These included life skills numbers 3, 4, 6, 7, 10, 11, 12, 13, 15, 16, and 17. The remaining six (35.29 percent) were classified as task functions. Table VII showed the categorization of each first priority life skill by task or maintenance.

TABLE VI
 CATEGORIZATION OF FIRST PRIORITY LIFE
 SKILLS BY LEARNING DOMAIN

Leadership Life Skill	Learning Domain
1. Cooperate and work with others.	Affective
2. Develop pride and confidence in self.	Affective
3. Develop an attitude of responsibility and dependability.	Affective
4. Be honest and sincere with others.	Affective
5. Win or lose graciously.	Affective
6. Develop a friendly personality.	Affective
7. Involve and motivate others.	Affective
8. Do your best.	Psychomotor
9. Work with anyone regardless of race, color, creed, or economic factor.	Cognitive & Affective
10. Practice good citizenship.	Affective
11. Admit and deal with mistakes.	Affective
12. Recognize the worth of the individual.	Affective
13. Exhibit enthusiasm.	Affective
14. Use rational and logical thinking.	Cognitive
15. Be sensitive to and care about others.	Affective
16. Be openminded.	Affective
17. Encourage others.	Affective

TABLE VII
 CATEGORIZATION OF FIRST PRIORITY LEADERSHIP
 LIFE SKILLS BY TASK OR MAINTENANCE
 FUNCTION

Leadership Life Skill	Leadership Function
1. Cooperate and work with others.	Maintenance
2. Develop pride and confidence in self.	Task
3. Develop an attitude of responsibility and dependability.	Task
4. Be honest and sincere with others.	Maintenance
5. Win or lose graciously.	Task
6. Develop a friendly personality.	Maintenance
7. Involve and motivate others.	Maintenance
8. Do your best.	Task
9. Work with anyone regardless of race, color, creed, or economic factor.	Task
10. Practice good citizenship.	Maintenance
11. Admit and deal with mistakes.	Maintenance
12. Recognize the worth of the individual.	Maintenance
13. Exhibit enthusiasm.	Maintenance
14. Use rational and logical thinking.	Task
15. Be sensitive to and care about others.	Maintenance
16. Be openminded.	Maintenance
17. Encourage others.	Maintenance

Analysis of Second Priority Leadership Life Skills

In analyzing the second priority life skills, 100 percent of the respondents agreed on the second priority rating for three life skills (Table VIII). These included:

26. Consider needs of all involved.
27. Be flexible.
28. Accept and understand others.

There was 98.48 percent agreement on the second priority rating for five additional life skills. Those five life skills included:

22. Be tactful.
23. Meet and get along with others.
31. See things objectively.
32. Relate to other people.
34. Be an effective role model.

Three leadership life skills received 96.97 percent agreement by respondents on second priority ratings. They were:

18. Create an air of comfortableness and acceptance in groups.
24. Learn from others.
25. Exhibit patience.

Life skills #21, "Take initiative," and #29, "Manage time effectively" followed with 96.30 percent agreement on the second priority rating. Respondents agreed by 95.44 percent that life skill #30, "Follow as well as lead," was second priority.

Nearly 95 percent (94.78 percent) agreed with the rating for life skill #20, "Respect others and their property"; 92.59 percent

TABLE VIII

4-H MEMBERS, VOLUNTEER LEADERS, AND EXTENSION PROFESSIONALS AGREEING ON SECOND PRIORITY RATING BY NUMBER AND PERCENTAGE

Leadership Life Skill	4-H Members N = 22		Volunteer Leaders N = 9		Extension Staff N = 9		Total N = 40		Mean for percent of these sample populations
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
18. Create an air of comfortableness and acceptance of groups.	20	90.91	9	100	9	100	38	95	96.97
19. Consider input of all members of group.	20	100	7	77.78	9	100	36	90	92.59
20. Respect others their property.	21	95.45	8	88.89	9	100	38	95	94.78
21. Take initiative.	22	100	8	88.89	9	100	39	97.5	96.30
22. Be tactful.	21	95.45	9	100	9	100	39	97.5	98.48
23. Meet and get along with others.	21	95.45	9	100	9	100	39	97.5	98.48
24. Learn from others.	20	90.91	9	100	9	100	38	95	96.97
25. Exhibit patience.	20	90.91	9	100	9	100	38	95	96.97
26. Consider needs of all involved.	22	100	9	100	9	100	40	100	100
27. Be flexible.	22	100	9	100	9	100	40	100	100
28. Accept and understand others.	22	100	9	100	9	100	40	100	100
29. Manage time effectively.	22	100	8	88.89	9	100	39	97.5	96.30
30. Follow as well as lead.	19	86.32	9	100	9	100	37	92.5	95.44
31. See things objectively.	21	95.45	9	100	9	100	39	97.5	96.48
32. Relate to other people.	21	95.45	9	100	9	100	39	97.5	98.48
33. Be open to progressive change.	21	95.45	7	77.78	9	100	37	92.5	91.08
34. Be an effective role model.	21	95.45	9	100	9	100	39	97.5	98.48

agreed with the rating for #19, "Consider input of all members"; and 91.08 percent agreed with the rating for #33, "Be open to progressive change." Respondents exhibited 91 percent or greater agreement with the consensus priority rating on all second priority leadership life skills.

Classification by Generic Category

Second priority leadership life skills fell within five of the generic life skills categories. Table IX included the listing by generic categories. Seven (41.18 percent) second priority life skills were relationship skills. Four (23.53 percent) second priority leadership life skills related to Group Process, and three (17.65 percent) were from the Management category. Two (11.76 percent) Understanding Self skills received second priority rating and one (5.88 percent) Learning life skill was rated as second priority. No decision-making skills were included in the second priority ratings for leadership life skills.

Categorization by Learning Domain

The thesis advisory committee categorized the second priority leadership life skills as identified by consensus into learning domains. Table X contained the breakdown. Nine (52.94 percent) of the second priority life skills were categorized as from the affective domain. They included life skills numbers 18, 20, 23, 25, 27, 28, 32, 33, and 34. Eight (47.06 percent) were from the cognitive domain. These life skills were numbers 19, 21, 22, 24, 26, 29, 30, and 31.

TABLE IX
 CATEGORIZATION OF SECOND PRIORITY LEADERSHIP
 LIFE SKILLS BY GENERIC CATEGORY

Leadership Life Skill	Generic Category
18. Create an air of comfortableness and acceptance in groups.	Group Process
19. Consider input of all members of the group.	Group Process
20. Respect others and their property.	Relationship
21. Take initiative.	Management
22. Be tactful.	Relationship
23. Meet and get along with others.	Relationship
24. Learn from others.	Learning
25. Exhibit patience.	Relationship
26. Consider needs of all involved.	Group Process
27. Be flexible.	Understanding Self
28. Accept and understand others.	Relationship
29. Manage time effectively.	Management
30. Follow as well as lead.	Group Process
31. See things objectively.	Understanding Self
32. Relate to other people.	Relationship
33. Be open to progressive change.	Management
34. Be an effective role model.	Relationship

TABLE X
 CATEGORIZATION OF SECOND PRIORITY OF LIFE
 SKILLS BY LEARNING DOMAIN

Leadership Life Skill	Learning Domain
18. Create an air of comfortableness and acceptance in groups	Affective
19. Consider input of all members of the group.	Cognitive
20. Respect others and their property.	Affective
21. Take initiative.	Cognitive
22. Be tactful.	Cognitive
23. Meet and get along with others.	Affective
24. Learn from others.	Cognitive
25. Exhibit patience.	Affective
26. Consider needs of all involved.	Cognitive
27. Be flexible.	Affective
28. Accept and understand others.	Affective
29. Manage time effectively.	Cognitive
30. Follow as well as lead.	Cognitive
31. See things objectively.	Cognitive
32. Relate to other people.	Affective
33. Be open to progressive change.	Affective
34. Be an effective role model.	Affective

Categorization by Task and Maintenance of Function

The majority of the second priority leadership life skills were classified as maintenance of group functions by the thesis advisory committee. Eleven (64.71 percent) second priority life skills were classified as maintenance functions (Table XI). They included life skills 18, 19, 20, 22, 23, 25, 26, 27, 28, 32, and 34. Six (35.29 percent) were categorized as task functions by the advisory committee. They included life skills 21, 24, 29, 30, 31, and 33.

Analysis of Research Question

One research question was posed in conducting the research related to leadership life skills, "Were there differences in the prioritized rating of leadership life skills by 4-H members, volunteer adult leaders, and extension professionals?"

Frequency and percentage were used to analyze the ratings by 4-H members, volunteer adult leaders, and staff for each leadership life skill. Tables IV and VIII contained the data. All three sample populations agreed on ratings for nine of the 17 first priority leadership life skills. These included life skills 1, 3, 7, 8, 10, 11, 12, 13, and 15. On four additional life skill numbers 4, 6, 9, and 14, the percentage of 4-H member agreement with first priority ratings was 95.45 percent, as compared to 100 percent by volunteers and extension staff. This was a difference of less than five percent. The 4-H member rate of agreement on the first priority rating for leadership life skill #2, "Develop pride and confidence in self," was 90.91

TABLE XI
 CATEGORIZATION OF SECOND PRIORITY LEADERSHIP
 LIFE SKILLS BY TASK OR
 MAINTENANCE FUNCTION

Leadership Life Skill	Leadership Function
18. Create an air of comfortableness and acceptance in groups.	Maintenance
19. Consider input of all members of the group.	Maintenance
20. Respect others and their property.	Maintenance
21. Take initiative.	Task
22. Be tactful.	Maintenance
23. Meet and get along with others.	Maintenance
24. Learn from others.	Task
25. Exhibit patience.	Maintenance
26. Consider needs of all involved.	Maintenance
27. Be flexible.	Maintenance
28. Accept and understand others.	Maintenance
29. Manage time effectively.	Task
30. Follow as well as lead.	Task
31. See things objectively.	Task
32. Relate to other people.	Maintenance
33. Be open to progressive change.	Task
34. Be an effective role model.	Maintenance

percent as opposed to 100 percent by volunteers and extension staff. Two life skills, #16, "Be openminded," and #17, "Encourage others" received 100 percent agreement on first priority by two groups and 88.89 percent agreement by extension professionals.

Adult volunteer leaders appeared most satisfied with the first priority ratings with only one leadership skill, #16, "Be openminded" not receiving 100 percent agreement on the first priority rating. Extension professionals showed 100 percent agreement on the ratings for 15 of 17 leadership life skills. Life skills #5, "Win or lose graciously" and #17, "Encourage others" did not receive 100 percent agreement. The 4-H members showed the least agreement on first priority ratings with 11 of 17 leadership life skills receiving 100 percent agreement. Although there were differences, it appeared 4-H members, volunteers, and leaders generally agreed on the first priority leadership life skills.

In analyzing the second priority leadership life skills, there were three life skill statements that received similar ratings (100 percent) by 4-H members, adult volunteer leaders, and extension staff (Table VIII). They were #18, "Create an air of comfortableness and acceptance in groups," #24, "Learn from others," and #25 "Exhibit patience." Two respondent groups agreed on the second priority rating for 12 of the second priority life skills. Of those 12 life skills, volunteer leaders and extension agents agreed on ratings for nine, while members differed on the percentage of agreement. The 4-H members agreed 95.45 percent with the second priority rating for five of those skills; 90.91 percent with the ratings for three skills, and 86.32 percent with the rating for one skill.

Volunteer leaders differed in the percentage of agreement from the other two sample populations on three life skills. Volunteers agreed 88.89 percent on two life skills, #21 and #29, and 77.78 percent on life skill #33, while members and extension staff agreed 100 percent with the priority rating.

The three sample populations showed different percentages of agreement on two second priority leadership life skills, life skills #33 and #20. On those skills agreement ranged from 88.89 percent to 100 percent and from 77.79 percent to 100 percent.

Extension professionals showed the most agreement with the second priority ratings with 100 percent agreement on all 17 life skill ratings. Volunteer leaders agreed 100 percent with the second priority ratings on 12 of the 17 life skill statements. Members showed the greatest amount of disagreement with the second priority ratings. They agreed 100 percent with the ratings on six of the second priority life skill statements.

Although differences existed in the number and percent agreeing with the second priority leadership life skills, they did not appear to be great. All groups showed over 75 percent agreement on all the second priority leadership life skills.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of the study was to develop a prioritized list of life skills necessary to perform 4-H leadership roles based on the input of Oklahoma 4-H members, volunteer adult leaders, and cooperative extension staff and to analyze the responses of the three respondent groups. The specific objectives included: to identify and prioritize a list of life skills necessary to perform 4-H leadership roles; to analyze the leadership life skills identified by 4-H members, volunteer leaders, and cooperative extension staff and categorize by generic category, learning domain, and task or maintenance function; to determine if 4-H members, volunteer adult leaders, and cooperative extension personnel differ in their listing of life skills necessary for 4-H leadership roles; and to make recommendations for 4-H leadership curriculum development and implementation based on a life skills approach.

The research method was descriptive survey. The research instrument was a modified DELPHI. The respondents included 22 4-H members, nine adult volunteer leaders, and nine extension professionals, all selected based on elected leadership positions within their respective state organizations. Analysis of the data was primarily by number and

percentage. Relationships were analyzed among the sample populations. First and second priority leadership life skills were also categorized by generic category, learning domain, and task or maintenance function.

Summary of Major Findings

In this study, respondents identified 68 life skills necessary for success in 4-H leadership roles. The group then determined 17 first priority and 17 second priority life skills. The mean percentage of the total group based on the percentages of agreement for the priority rating of each of the three sample populations was above 90 percent for all the first and second priority life skills. This indicated a very high percentage of agreement or consensus on the priority ratings.

Eight (47.65 percent) of the first priority leadership life skills were understanding self skills and five (29.41 percent) were relationship skills, indicating a high emphasis on interpersonal skills. The remaining three skills were group process, management, and learning. The second priority skills had a high concentration of relationship skills (41.18 percent) with lesser concentrations of group process (23.53 percent) and management skills (17.65 percent). Understanding self and learning skills were represented. No decision-making skills appeared in either the first or second priority lists.

When the final first priority life skills were categorized by task or maintenance of group functions, the majority were maintenance function related. Eleven (64.71 percent) of the first priority life skills were maintenance and six (35.29 percent) were task related.

Eleven (64.71 percent) of the second priority life skills were categorized as maintenance of group and six (35.29 percent) were task related.

The final listing of life leadership skills was categorized by learning domain; there was a high percentage of first priority skills that were located in the affective domain. Fourteen (82.35 percent) of the first priority leadership life skills were in the affective domain. The life skills that were agreed upon as second priority were more evenly divided with eight (47.06 percent) in the cognitive domain and nine in the affective domain. Very few leadership life skills were categorized as psychomotor.

Differences on the responses were analyzed by population. Although there were differences, the high percentages of agreement tended to negate the importance of these differences.

Conclusions

In analyzing the major findings in relation to the objectives of the research study, several conclusions were drawn. The high percentage of agreement (above 90 percent) with the consensus ratings for the first and second priority leadership life skills indicated there was agreement on the life skills important for 4-H leadership roles.

When the final listing of first and second priority leadership life skills were categorized by generic category, learning domain and task or maintenance functions, several trends appeared. There was a high emphasis on understanding self and relationship skills. This could be partially explained by the personal development nature of the 4-H program. It could also have been a result of recent program

emphasis on understanding self and relationships at district and state leadership conferences and through the 4-H Career and Life Planning Program.

There was a lack of decision-making skills identified. This lack of decision-making skills listed as first and second priority could have resulted from a lack of respondents seeing themselves as involved in decision-making. A lack of emphasis on decision-making skills in 4-H programs or the fact that respondents simply felt they were not as important as other leadership life skills may be the reason.

The majority of first priority leadership life skills were categorized in the affective learning domain. This was attributed to the nature of leadership and the emphasis on skills related to attitudes.

The majority of the first priority leadership life skills were categorized as maintenance of group functions. This appeared to reflect more emphasis on group growth and possibly less emphasis on task completion and accomplishment within the 4-H program. The second priority leadership life skills reflected a more even balance between task and maintenance functions.

There were few differences in the priority ratings between 4-H members, adult volunteer leaders, and extension staff. This indicated agreement among the clientele and extension professionals on important leadership life skills and should aid in the adoption of leadership materials based on a life skills approach.

Recommendations

Program Development

The following recommendations should be considered as potential methods for improving Oklahoma 4-H leadership development. The recommendations are directed to the Oklahoma Cooperative Extension Administration, district and state 4-H staff, county extension professionals, and other interested professionals, volunteers, and 4-H members. The recommendations are based on the list of 17 first and 17 second priority leadership life skills developed through the use of three sequential DELPHI forms. These identified life skills and the related literature are the basis for the recommendations that follow:

1. That leadership development based on a life skills approach is a valid method for approaching leadership curriculum. Further, the curriculum should emphasize the leadership skills identified as first and second priority.
2. Extension philosophy encourages involvement of the clientele in program planning. The DELPHI Technique is a good tool for doing this and should be considered for use in other curriculum and program development.
3. That 4-H leadership curriculum should be evaluated to determine if it encourages maximum leadership development in both task and maintenance functions.
4. That 4-H leadership curriculum should reflect learning experiences appropriate for the learning domain of leadership life skills.

Further Study

The results of the study suggest the need for further research related to 4-H leadership development. The following recommendations are offered:

1. That research be conducted using a questionnaire to determine if a random sample of the population agrees with the first priority leadership life skills.
2. Research be conducted to determine if the 4-H program is teaching those leadership skills identified as first priority.
3. Further research be done regarding 4-H leadership development and completion of task and maintenance functions.
4. This study be replicated utilizing community leaders to determine if life skills needed for 4-H leadership roles are representative of life skills needed for leadership roles in general.
5. Research is needed related to decision-making skills and their relationship to 4-H leadership development.
6. This study deals exclusively with those in elected leadership roles. Research is needed regarding nonformal leadership roles in 4-H, including such roles as workshop instructor, project leader, and activity leader.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE I AND CORRESPONDENCE

QUESTIONNAIRE I

(To be returned in stamped, pre-addressed envelope.)

Purpose of the Study

This study is designed to identify life skills necessary to perform leadership roles in 4-H such as holding an office or serving on a committee. This information will be used in developing literature and leadership training for 4-H members and volunteers.

Definitions

Life Skills: abilities that are useful for living. They include thinking, doing, and feeling skills.

Leadership Roles: positions such as organizational leader, project leader, officer, activity leader, committee member, and committee chairperson.

Directions

Please list at least 10 life skills you think are necessary to perform 4-H leadership roles. No particular order is necessary. List in the space provided below.

EXAMPLES of Life Skills Necessary for 4-H Leadership Roles

1. The ability to listen effectively.
2. The ability to conduct a meeting using parliamentary procedure.

Please List Life Skills Necessary for Performing 4-H Leadership Roles:

1.

(Continue on back, if necessary)

Code (1) (2) (3)

Position (4)

Name (Optional)

ALL ABOUT YOU

DIRECTIONS: Personal information is needed about you. Select the number (1-8) that best answers the question and write it in the space to the left of the question number.

6. How many years have you served as a 4-H volunteer leader?
1. Less than 1 year
 2. 1 year to less than 3 years
 3. 3 years to less than 5 years
 4. 5 years to less than 10 years
 5. 10 years or more
7. What is your present age?
- | | |
|------------------------|----------------------|
| 1. 15 years or younger | 5. 31-35 |
| 2. 16-20 | 6. 36-40 |
| 3. 21-25 | 7. 41-45 |
| 4. 26-30 | 8. 46 years or older |
8. What is your sex?
1. male
 2. female
9. In which extension district do you live?
1. Northwest
 2. Southwest
 3. Central
 4. Northeast
 5. Southeast

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
4-H AND YOUTH DEVELOPMENT PROGRAMS



DIVISION OF AGRICULTURE
STILLWATER, OKLAHOMA 74074

February 28, 1979

We are currently in the process of developing 4-H leadership materials. In order for these materials to be valid and useful, we need the input of 4-H members, adult volunteers, and professional staff who are actively involved in 4-H leadership roles. As one method of obtaining this information, Retta Miller is conducting a study to determine the life skills necessary to perform 4-H leadership roles. Retta has our approval and support for this study. As a district or state 4-H officer, we would like for you to share your expertise in the area of leadership.

We hope you will agree to participate in this study by reading the enclosed letter and responding to the enclosed questionnaire.

Thank you for your cooperation.

Sincerely,

William F. Taggart
Associate Director

WFT-RM/dkm

Enclosures

Note: Sent to District and State 4-H Officers, Oklahoma 4-H Adult Volunteer Leaders, Organization Board of Directors, and OAE4-HA Officers and Directors.

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
4-H AND YOUTH DEVELOPMENT PROGRAMS



DIVISION OF AGRICULTURE
STILLWATER, OKLAHOMA 74074

February 28, 1979

Thank you for agreeing to participate in the study regarding life skills necessary to perform 4-H leadership roles. Your participation will involve responding to three questionnaires. The first is enclosed in this letter and the other two will be mailed at different times. It will take approximately one hour of your time to respond to each questionnaire as follows:

Questionnaire I

Asks you to list life skills you think are necessary to perform 4-H leadership roles.

Questionnaire II

A list of life skills necessary to perform 4-H leadership roles will be compiled from all responses to Questionnaire I and mailed back to you. We will then ask you to rank the importance of each leadership life skill by using a priority rating scale.

Questionnaire III

The rank of each leadership life skill will be compiled from the responses to Questionnaire II. You will then be asked to agree with the order listed or revise your opinion of order and list the reason for making any changes.

From the information obtained on Questionnaire III a summary of 4-H leadership life skills in order of priority will be finalized. This information will be used in developing literature and leadership training.

Individual response will not be identified and all results will remain confidential.

Please complete the attached information sheet and Questionnaire I and return in the enclosed envelope by March 16, 1979.

Thank you for your cooperation.

Sincerely,

Ruth Miller
Ruth Miller
Staff Assistant

EM/dem

Enclosure

Note: Sent to District and State 4-H Officers, Oklahoma 4-H Adult Volunteer Leaders Organization Board of Directors, and OAE4-HA Officers and Directors.

APPENDIX B

QUESTIONNAIRE II AND CORRESPONDENCE

QUESTIONNAIRE II

Below is the list of life skills for 4-H leadership roles which resulted from your response to Questionnaire I.

DIRECTIONS: In order to determine the most important leadership roles, please do two things. First, decide whether or not youth and adults performing 4-H leadership roles should possess this life skill by checking (x) yes or no. Then rank each statement on a seven point scale ranging from 1, least important, to 7, most important. Circle the level of importance. Several items may receive the same rating.

Leadership Life Skill Statement	Should youth & adults performing 4-H leadership roles possess this life skill?		If yes, circle level of importance								
	Yes	No	Least Important		Most Important						
EXAMPLE:											
Listen effectively.	x		1	2	3	4	5	6	7		
MANAGEMENT											
4-H youth and adult leaders should be able to:											
1. Manage a variety of projects and activities at the same time.			1	2	3	4	5	6	7		
2. Be open to progressive change.			1	2	3	4	5	6	7		
3. Function under stress, strain exhaustion.			1	2	3	4	5	6	7		
4. Follow as well as lead.			1	2	3	4	5	6	7		
5. Take initiative.			1	2	3	4	5	6	7		
6. Involve and motivate others.			1	2	3	4	5	6	7		
7. Conduct a meeting utilizing parliamentary procedure.			1	2	3	4	5	6	7		
8. Recruit and use volunteers.			1	2	3	4	5	6	7		
9. Plan programs and activities.			1	2	3	4	5	6	7		
10. Execute programs and activities.			1	2	3	4	5	6	7		
11. Evaluate programs and activities.			1	2	3	4	5	6	7		
12. Manage time effectively.			1	2	3	4	5	6	7		
13. Complete projects.			1	2	3	4	5	6	7		
14. Set reasonable rules and exercise discipline.			1	2	3	4	5	6	7		
15. Recognize and help others maximize individual traits.			1	2	3	4	5	6	7		
16. Delegate responsibility.			1	2	3	4	5	6	7		
17. Work effectively with committees.			1	2	3	4	5	6	7		
LEARNING SKILLS											
18. Learn new information and ideas.			1	2	3	4	5	6	7		
19. Use rational and logical thinking.			1	2	3	4	5	6	7		
20. Be openminded.			1	2	3	4	5	6	7		
21. Identify and understand the role of leadership.			1	2	3	4	5	6	7		

Leadership Life Skill Statement	Should youth & adults performing 4-H leadership roles possess this life skill?		If yes, circle level of importance.						
	Yes	No	Least important			Most Important			
22. Use imagination and creative thinking.			1	2	3	4	5	6	7
23. Apply knowledge in subject matter areas.			1	2	3	4	5	6	7
24. Use resource materials.			1	2	3	4	5	6	7
25. Learn from others.			1	2	3	4	5	6	7
DECISION MAKING SKILLS									
4-H youth & adult leaders should be able to:									
26. Assist members in setting goals.			1	2	3	4	5	6	7
27. Assist members in selecting projects.			1	2	3	4	5	6	7
28. Assist members in selecting experiences to accomplish goals.			1	2	3	4	5	6	7
29. Determine alternatives.			1	2	3	4	5	6	7
30. Identify problems or concerns.			1	2	3	4	5	6	7
31. Consider advantages and disadvantages of alternatives.			1	2	3	4	5	6	7
32. Make on the spot decisions to help the majority of people.			1	2	3	4	5	6	7
4-H youth & adults leaders should be able to:									
GROUP PROCESS SKILLS									
33. Cooperate and work with others.			1	2	3	4	5	6	7
34. Consider needs of all involved.			1	2	3	4	5	6	7
35. Put aside own opinions and do what is best for the entire group.			1	2	3	4	5	6	7
36. Follow as well as lead.			1	2	3	4	5	6	7
37. Accept majority rule.			1	2	3	4	5	6	7
38. Compromise.			1	2	3	4	5	6	7
39. Consider input of all members of the group.			1	2	3	4	5	6	7
40. Create an air of comfortableness and acceptance in groups.			1	2	3	4	5	6	7
UNDERSTANDING SELF SKILLS									
41. Set limits on self.			1	2	3	4	5	6	7
42. Exhibit enthusiasm.			1	2	3	4	5	6	7
43. Win or lose graciously.			1	2	3	4	5	6	7
44. Develop pride and confidence in self.			1	2	3	4	5	6	7
45. Develop a friendly personality.			1	2	3	4	5	6	7
46. Develop an attitude of responsibility and dependability.			1	2	3	4	5	6	7

Leadership Life Skill Statement	Should youth & adults performing 4-H leadership roles possess this life skill?		If yes, circle level of importance.						
	Yes	No	Least Important			Most Important			
47. See things objectively.			1	2	3	4	5	6	7
48. Do your best.			1	2	3	4	5	6	7
49. Display a sense of humor.			1	2	3	4	5	6	7
50. Analyze and accept self.			1	2	3	4	5	6	7
51. Be flexible.			1	2	3	4	5	6	7
52. Admit and deal with mistakes.			1	2	3	4	5	6	7
53. Practice good citizenship.			1	2	3	4	5	6	7
RELATIONSHIP SKILLS									
54. Use good manners.			1	2	3	4	5	6	7
55. Remember names.			1	2	3	4	5	6	7
56. Respect others and their property.			1	2	3	4	5	6	7
57. Influence others positively.			1	2	3	4	5	6	7
58. Encourage others.			1	2	3	4	5	6	7
59. Relate to other people.			1	2	3	4	5	6	7
60. Work with anyone regardless of race, color, creed and economic factor.			1	2	3	4	5	6	7
61. Recognize the worth of the individual.			1	2	3	4	5	6	7
62. Meet and get along with others.			1	2	3	4	5	6	7
63. Be sensitive to and care about others.			1	2	3	4	5	6	7
64. Accept and understand others.			1	2	3	4	5	6	7
65. Exhibit patience.			1	2	3	4	5	6	7
66. Be tactful.			1	2	3	4	5	6	7
67. Be an effective role model.			1	2	3	4	5	6	7
68. Be honest and sincere with others.			1	2	3	4	5	6	7

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
4-H AND YOUTH DEVELOPMENT PROGRAMS



DIVISION OF AGRICULTURE
STILLWATER, OKLAHOMA 74074

April 2, 1979

Thank you for agreeing to participate in this study and for your responses to Questionnaire I. They were great! A total of seventy-nine leadership life skills were compiled from your responses.

In an effort to organize your responses for use in Questionnaire II, a committee reviewed the responses to eliminate overlap and organize similar life skills together.

Your task on Questionnaire III is to actually rank in order of priority each leadership life skill statement for 4-H leadership roles.

First - You are to read each statement and decide whether or not youth or adults performing 4-H leadership roles should possess that life skill by checking yes or no.

Second - If you checked "yes," then rank each life skill in order of priority using a seven-point scale ranging from 1, which is most important, to 7, which is least important.

Please complete the questionnaire and return to me by April 16 in the enclosed envelope.

Thank you for your support and cooperation.

Sincerely,

Retta Miller
Staff Assistant
4-H & Youth Development

RM/dkm

Note: Sent to District and State 4-H Officers, Oklahoma 4-H Adult Volunteer Leaders Organization Board of Directors, and OAE4-11A Officers and Directors.

APPENDIX C

QUESTIONNAIRE III AND CORRESPONDENCE

QUESTIONNAIRE III

DIRECTIONS: The most important leadership life skills as identified by a majority from Questionnaire I and II are listed below. Please indicate if you agree or disagree with the majority ratings by checking yes or no. If you disagree with the majority rating please explain why. You must have 17 first priority and 17 second priority leadership life skills statements. You may delete any statement; however, any deleted statement must be replaced with one that you feel is more important.

Leadership Life Skill Statement	Majority Priority Rating	Do you agree with this rating?		If you disagree, why?
		Yes	No	
1. Cooperate and work with others.	FIRST			
2. Develop pride and confidence in self.	FIRST			
3. Develop an attitude of responsibility and dependability.	FIRST			
4. Be honest and sincere with others.	FIRST			
5. Win or lose graciously.	FIRST			
6. Develop a friendly personality.	FIRST			
7. Involve and motivate others.	FIRST			
8. Do your best.	FIRST			
9. Work with anyone regardless of race, color, creed and economic factor.	FIRST			
10. Practice good citizenship.	FIRST			
11. Admit and deal with mistakes.	FIRST			

Leadership Life Skill Statement	Majority Priority Rating	Do you agree with this rating?		If you disagree, why?
		Yes	No	
12. Recognize the worth of the individual.	FIRST			
13. Exhibit enthusiasm.	FIRST			
14. Use rational and logical thinking.	FIRST			
15. Be sensitive to and care about others.	FIRST			
16. Be openminded.	FIRST			
17. Encourage others.	FIRST			

Other FIRST priority leadership life skills statements:

18. Create an air of comfortableness and acceptance in groups.	SECOND			
19. Consider input of all members of the group.	SECOND			
20. Respect others and their property.	SECOND			
21. Take initiative.	SECOND			
22. Be tactful.	SECOND			
23. Meet and get along with others.	SECOND			
24. Learn from others.	SECOND			

Leadership Life Skill Statement	Majority Priority Rating	Do you agree with this rating?		If you disagree, why?
		Yes	No	
25. Exhibit patience.	SECOND			
26. Consider needs of all involved.	SECOND			
27. Be flexible.	SECOND			
28. Accept and understand others.	SECOND			
29. Manage time effectively.	SECOND			
30. Follow as well as lead.	SECOND			
31. See things objectively.	SECOND			
32. Relate to other people.	SECOND			
33. Be open to progressive change.	SECOND			
34. Be an effective role model.	SECOND			

Other SECOND priority life skill leadership statements:

HAVE YOU IDENTIFIED 17 FIRST PRIORITY LEADERSHIP
LIFE SKILLS AND 17 SECOND PRIORITY LEADERSHIP
LIFE SKILLS?

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
4-H AND YOUTH DEVELOPMENT PROGRAMS



DIVISION OF AGRICULTURE
STILLWATER, OKLAHOMA 74074

May 3, 1979

Thank you for your promptness in returning Questionnaire No. II. I appreciate the time you spent rating each life skills statement.

Enclosed is Questionnaire No. III. This is the final questionnaire you will receive.

Questionnaire No. III contains all top and second priority leadership life skills statements as determined by responses on Questionnaire No. II.

Your task is to agree or disagree with the majority response. If you disagree, please give the reason why.

Please complete the questionnaire and mail by May 11. Thank you very much for your cooperation in the study.

Sincerely,

Retta Miller
Staff Assistant
4-H & Youth Development

RM/dm

Note: Sent to District and State 4-H Officers, Oklahoma 4-H Adult Volunteer Leaders Organization Board of Directors, OAE4-HA Officers and Directors.

APPENDIX D

SUMMARY OF RESPONSES TO QUESTIONNAIRE I

Management Skills

Manage a variety of projects with a lot of different things going on all the time.	Plan effectively ahead of time. Good manager of time.
Not resist change in all areas of the program and activities.	Carry through on projects when the going gets rough (4).
Function under stress, strain, and exhaustion.	Learn how to handle an explosive situation.
Include many leaders and not be the only leader.	Discipline (3) and set reasonable rules.
Take initiative when others are hesitant.	Guidance-ability to realize when someone is doing their best and when they need more guidance.
Involve others.	Delegate responsibility (2).
Motivate others in a positive manner (3).*	Evaluation.
Conduct a meeting using parliamentary procedure (5).	Organize people and program (7).
Recruit helpers or leaders.	Establish and carry out goals.
Utilize volunteers input and ideas.	Lead as well as follow.
Plan, execute, and evaluate local club programs.	Chair committees.
Organize groups through officers and committees.	Preparation.
Assist with and provide support for county activities.	Look for and recognize other leadership.
	Ability to realize individual traits of a person.
	Formulate effective programs and activities.

Relationship Skills

Knowing and using good manners (1)	Influence others in the right way.
Remember names.	
Having respect for others and their property (2).	Relate to other people, youth, and adults (4).

Relationship Skills (Cont.)

Encourage slow youth as well as eager.	Ability to be sensitive to others (3).
Ability to see positive in every child.	Accept others (1).
Understand people (2).	Tact.
Consideration of others.	Help others.
Compassion for children.	Identify with people.
Ability to get kids to function at adult ego state.	Recognize needs of others.
Ability to give affection.	Exhibit patience (1).
Build confidence in others.	Ability to care about people (1).
Ability to meet others and get along (friendliness) (2).	

Learning Skills

Ability to learn new things	Imagination and creativity.
Use rational thinking.	Understand what you are doing.
Openmindedness (3).	Knowledge in subject matter areas.
Learning is trying new and different ideas (1).	Utilize resource materials and information guides.
Think clearly (2).	Reason and use common sense.
Understand clearly (2)	Ability to comprehend many situations.
Identify and understand the role of leadership.	

Decision-Making Skills

Assist members in setting goals.	Assist members in selecting experiences to accomplish goals.
The ability to make quick decisions to help the majority of people.	Weigh both sides of a situation equally.
Make effective decisions.	
Assist members in selecting projects.	

Group Process Skills

Work effectively with co-workers as a producing unit.	Follow as well as lead (1).
Work well with other adults.	Accept majority rule.
Cooperate and work with others (1).	Compromise.
Considerate of needs of all 4-Hers not only one special area.	Ability to draw participation out of loners or shy people.
Put aside own opinions and do what is best for entire group.	Create an air of relaxation in groups.
	Get group input.

Understanding Self

Develop pride in oneself as well as others.	Exhibit enthusiasm (5).
Determination to succeed.	Ability to handle winning and courage to fail (1).
Good, Friendly personality (1).	The ability to change--adjust to situations and people.
Willing to help when called on.	Responsible (3).
Dependable (1).	Dedicated.
Ability to relax.	Self-analyze--see your own faults.
Self-confidence.	Ability to respond positively to situations and people.
Ability to set limits on yourself.	
Objectiveness.	

Understanding Self (Cont.)

Be very patient (4).	Display sense of humor.
Have good judgment.	Understand and accept one's self.
Sincerity.	Live one's life without pressure from others.
Courteous.	Like yourself.
Honest.	Willing to give time and talent.
Unselfish.	Admit mistakes and not be angry.
Understanding	Do not depend on others.
Determined (1)	Don't get discouraged.
Practice good character and citizenship.	Do your best.
Flexibility	Work hard.
Ambitious.	

Other Skills

Dress for the occasion.	Allow others to express ideas and teach you.
Develop pride in 4-H (1).	Ability to make good lasting impression.
Teach good sportsmanship.	Fairness.
Willingness to spend money.	Work hard.
Willingness to drive many miles.	Work efficiently.
New Ideas.	Talen in portraying leadership.
Set a positive example.	

*Numbers indicate the number of respondents listing the leadership life skill.

APPENDIX E

**TABLE SHOWING MEAN SCORES FOR RESPONSES
TO QUESTIONNAIRE II**

TABLE XII
 MEAN SCORES OF LIFE SKILL RATINGS ON
 QUESTIONNAIRE II

Life Skill Number	Professionals Mean	Volunteer Leaders Mean	Members Mean	Mean Score of Three Means
1	5.1	5.22	3.5	4.61
2	6	6	5.6	5.87
3	5.67	4.89	4.58	5.05
4	6	5.78	5.96	5.91
5	6.22	6	6.08	6.1
6	6.78	6.1	6.52	6.47
7	5	3.44	4.6	4.35
8	5.67	5.78	5.12	5.52
9	5.89	4.78	5.76	5.48
10	5.89	4.78	5.52	5.4
11	5.67	4.78	4.48	4.98
12	5.89	6	5.88	5.92
13	5.11	5.11	5.72	5.31
14	5.11	5.22	5.04	5.12
15	5.44	5.22	4.72	5.13
16	5.67	5.22	5.32	5.40
17	5.56	5.22	5.4	5.39
18	5.67	6	5.68	5.78
19	6.44	6.122	5.96	6.21
20	6.33	5.78	6.44	6.18
21	6.22	5	5.92	5.71
22	6	5.78	5.2	5.66
23	5	5.33	5	5.11
24	5.44	5.33	4.96	5.24
25	6.11	5.89	6.12	6.04
26	5.56	5.44	4.92	5.31
27	5.33	5.56	4.32	5.07
28	5.78	5	4.68	5.15

TABLE XII (Continued)

Life Skill Number	Professionals Mean	Volunteer Leaders Mean	Lead-ers Mean	Members Mean	Mean Score of Three Means
29	5	4.67		4.24	4.64
30	5.1	5		5.16	5.09
31	5	4.33		4.48	4.60
32	5	4.89		4.24	4.71
33	6.56	6.78		6.88	6.74
34	6.22	5.44		6.24	5.97
35	6.22	5.11		5.56	5.63
36	5.78	5.56		6.2	5.85
37	5.89	5		5.48	5.46
38	6.11	4.89		5.56	5.52
39	6.22	6.33		5.88	6.14
40	6.44	6.22		5.8	6.15
41	5.11	5.56		4.16	4.94
42	6.56	5.67		6.48	6.24
43	6.56	6.67		6.52	6.58
44	6.78	6/56		6.6	6.65
45	6.78	6.1		6.68	6.52
46	6.67	6.67		6.72	6.69
47	6.56	5.67		5.4	5.88
48	6.33	6.33		6.72	6.46
49	6.22	5.33		4.92	5.49
50	6	5.67		5.76	5.81
51	6.56	5.89		5.4	5.95
52	6.44	6.22		6.28	6.31
53	6.56	6		6.44	6.32
54	5.22	6.2		5.76	5.73
55	5.33	4.22		4	4.52
56	6.11	6.44		5.84	6.13
57	5.56	3.89		5.6	5.02
58	6.56	5.89		6.04	6.16

TABLE XII (Continued)

Life Skill Number	Professionals Mean	Volunteer Leaders Mean	Lead- Members Mean	Mean Score of Three Means
59	6.56	5.22	5.84	5.87
60	6.56	6.33	6.24	6.38
61	6.56	6	6.28	6.28
62	6.33	5.67	6.16	6.05
63	6.11	6.2	6.28	6.2
64	6.11	5.89	5.84	5.95
65	5.89	5.89	6.32	6.03
66	5.78	6.44	5.92	6.05
67	6	5.89	5.64	5.84
68	6.56	6.67	6.64	6.62

APPENDIX F

**TABLE SHOWING REASONS FOR DISAGREEING WITH
LEADERSHIP LIFE SKILL PRIORITY RATINGS**

TABLE XVIII

4-H MEMBERS' REASONS FOR DISAGREEING WITH LEADERSHIP
LIFE SKILLS PRIORITY RATINGS

Life Skill Statement	Number Disagreeing	Reasons for Disagreement
<u>First Priority</u>		
2. Develop pride and self confidence	2	I think confidence is very important, but pride can get in a leader's way. I feel you will develop pride and self-confidence as a result of other leadership skills.
4. Be honest and sincere with others.	1	No, leader or not, in 4-H you should be this way all the time.
5. Win or lose graciously.	3	This is not quite as important as other skills. This should have a high priority but it is more of a personal skill that needs to be developed by each of us.
6. Develop a friendly personality.	1	Being a good leader may help overrate an unfriendly disposition.
9. Work with anyone regardless of race, color, creed, or economic factors.	1	This isn't as important as some other qualities.
14. Use rationale and logical thinking.	1	This should have a high priority but there are others I feel should be rated higher. It is sometimes hard to be logical and rational. We just have to do our best.

TABLE XVIII (Continued)

Life Skill Statement	Number Disagreeing	Reasons for Disagreement
<u>Added to First Priority</u>		
Listen to others' ideas.		
<u>Second Priority</u>		
18. Create an air of comfortable- ness and acceptance in groups	2	<p>I think this should be a first. If you don't have a comfortable air, the conditions won't be right for learning.</p> <p>It is important that a group feel comfortable with you. If the group is uncomfortable with you, you will probably be uncomfortable also. It is hard to accomplish anything this way.</p>
19. Consider input of all mem- bers of the group.	2	<p>Should be another first. Everyone's ideas are important in making a well rounded and unbiased group.</p> <p>Everyone should have a chance to have their input, no matter how small or unreasonable. We should always be willing to listen to the thoughts and feelings of others.</p>
20. Respect others and their property.	1	<p>You should always give respect to others. That's how you want to be treated.</p>

TABLE XVIII (Continued)

Life Skill Statement	Number Disagreeing	Reasons for Disagreement
<u>Second Priority (Cont.)</u>		
22. Be tactful	1	Delete--I feel it is important to be tactful, but it isn't real important in many cases when people need to be praised for encouragement. Criticism is necessary though, to a certain extent.
23. Meet and get along with others.	1	First--important.
24. Learn from others.	2	First--important. This should be first priority. A leader has to learn to be a better leader.
25. Exhibit patience.	2	Should be number one. I feel it should have a first priority rating, because if you don't have a certain amount of patience, you will never be able to lead well.
30. Follow as well as lead.	3	I think it is important to follow as well as lead, because we should always be open to learning new things from other leaders. Number one priority. #1--One cannot be a leader at all times. One must be willing to be second when others attempt to take

TABLE XVIII (Continued)

Life Skill Statement	Number Disagreeing	Reasons for Disagreement
<u>Second Priority (Cont.)</u>		
31. See things objectively.	1	over. This should be first because it's a basic part of leadership. Number one--If we can't see things objectively, we are not being very open minded. We need to always be open to others' opinions.
32. Relate to other people.	1	First, because this is important for a leader; otherwise, there is no communication.
33. Be open to progressive change.	1	Should be number one.
34. Be an effective role model.	1	It is very important, especially for younger members, to see a leader doing the proper things; therefore, they have someone to look up to and copy.
<u>Added to Second Priority</u>		
Learn to work with all age groups	Listen to others.	

TABLE XIX

VOLUNTEER ADULT LEADERS' REASONS FOR DISAGREEING WITH
PRIORITY RATING OF LEADERSHIP LIFE SKILLS

Life Skill Statement	Number Disagreeing	Reasons for Disagreement
<u>First Priority</u>		
16. Be openminded.	1	Delete--replace with be open to progressive change in all programs.
<u>Second Priority</u>		
19. Consider input of all members of group.	2	Should be first priority.
20. Respect others and their property.	1	First--you must respect others and their property if you are to be a good leader.
27. Take initiative.	1	Should be first priority.
29. Manage time effectively.	1	Should be first.
33. Be open to progressive change.	1	First priority.
<u>Added to Second Priority</u>		
1. Be progressive minded, not permissive minded.	3.	Be prepared to share leadership.
2. Know how to find contact people.	4.	Know how to obtain leadership help.

TABLE XX

EXTENSION PROFESSIONALS' REASONS FOR DISAGREEING WITH
LEADERSHIP LIFE SKILLS PRIORITY ITEMS

Life Skill Statement	Number Disagreeing	Reasons for Disagreement
<u>First Priority</u>		
5. Win or lose graciously.	1	No--true, but feel other things could be emphasized.
17. Encourage others.	1	No--be a leader in the right way.

VITA

Retta A. Miller

Candidate for the Degree of
Master of Science

Thesis: LIFE SKILLS FOR 4-H LEADERSHIP ROLES

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Enid, Oklahoma, on April 6, 1953, the daughter of Mr. and Mrs. Dale R. Miller.

Education: Graduated from Enid High School, Enid, Oklahoma, in May, 1971; received the Bachelor of Science degree in Home Economics Education from Oklahoma State University, Stillwater, Oklahoma, in May, 1975; completed requirements for the Master of Science degree in Home Economics Education from Oklahoma State University, Stillwater, Oklahoma, in July, 1979.

Professional Experience: Oklahoma State University Extension Home Economist--4-H, Washington County, Dewey, Oklahoma, July, 1975-January, 1976; Oklahoma State University Extension Home Economist--4-H, Tulsa County, Tulsa, Oklahoma, February, 1976-August, 1978; Oklahoma State University State 4-H Staff Assistant, Stillwater, Oklahoma, September, 1978-present.

Organizations: National Association of Extension 4-H Agents; Oklahoma Association of Extension 4-H Agents; American Home Economics Association; Oklahoma Home Economics Association; Phi Kappa Phi; Omicron Nu; Phi Upsilon Omicron; Higher Education Alumni Council.