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The Impact of Leadership Training on the Development of Selected Nebraska Communities

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THE IMPACT OF LEADERSHIP TRAINING
ON THE DEVELOPMENT OF SELECTED
NEBRASKA COMMUNITIES

by

Gene M. Hanlon
and
Jacob J. Ruff

This study was funded in part by a grant
from Title V of the
Rural Development Act of 1972 to the
College of Agriculture
University of Nebraska-Lincoln

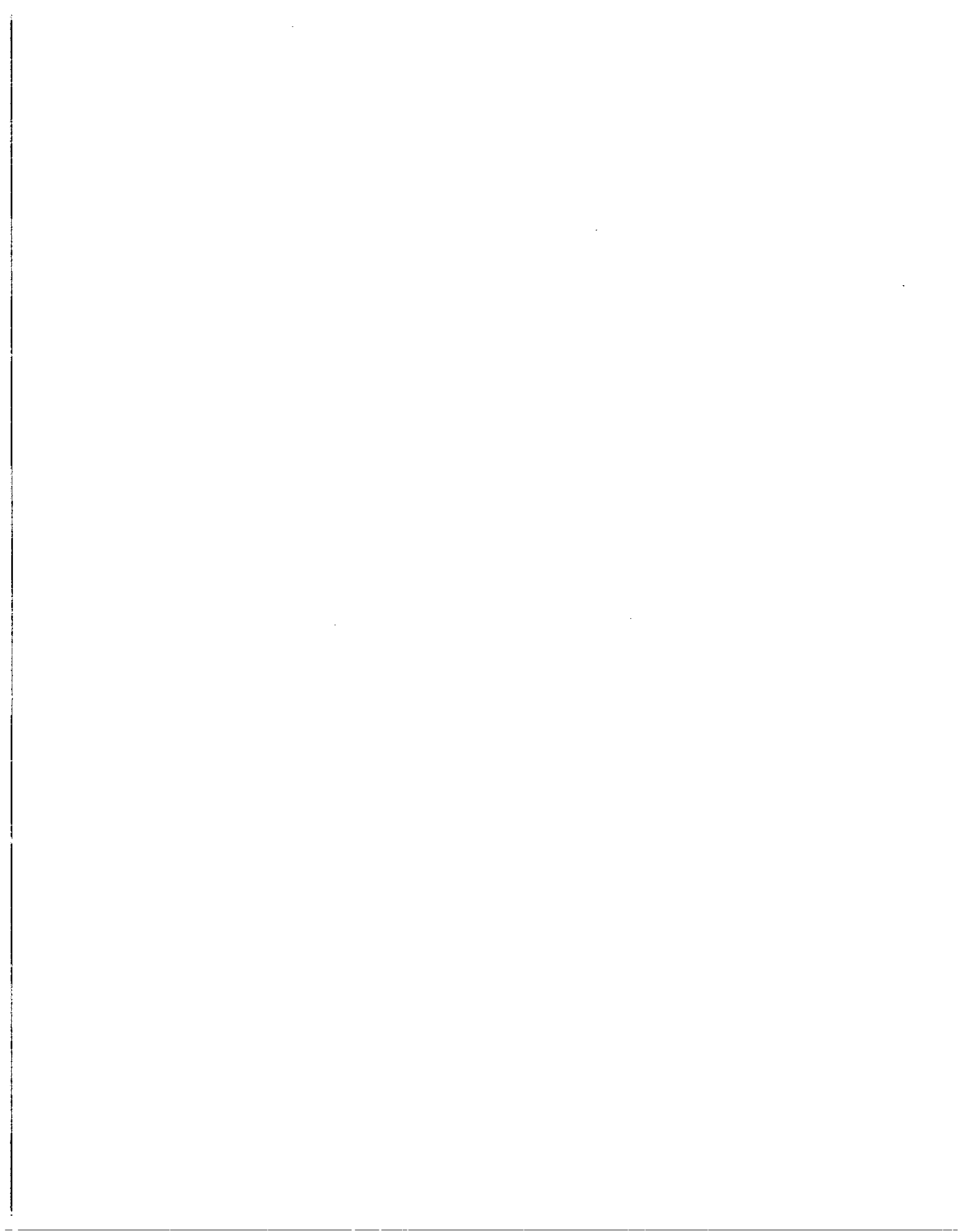


Center for Applied Urban Research
University of Nebraska at Omaha



The University of Nebraska—An Equal Opportunity/Affirmative Action Educational Institution

November 1979



Acknowledgements

This study was carried out by members of the staff of the Center for Applied Urban Research of the University of Nebraska at Omaha. Jack Ruff was the project director, and Gene Hanlon was the principal investigator. Genevieve Burch, Murray Frost, and Armin Ludwig provided helpful advice in the preparation of the final report. Marian Meier was the editor, and Kathryn Diesing and Ken Hamik were research assistants.

A special thanks goes to the persons who identified the community leaders in each of the 15 towns. The authors would also like to thank the leaders themselves for taking time out of their busy schedules to talk with the interviewers.

Any views and opinions expressed in this report are those of the authors and do not necessarily represent those of the University of Nebraska at Omaha.

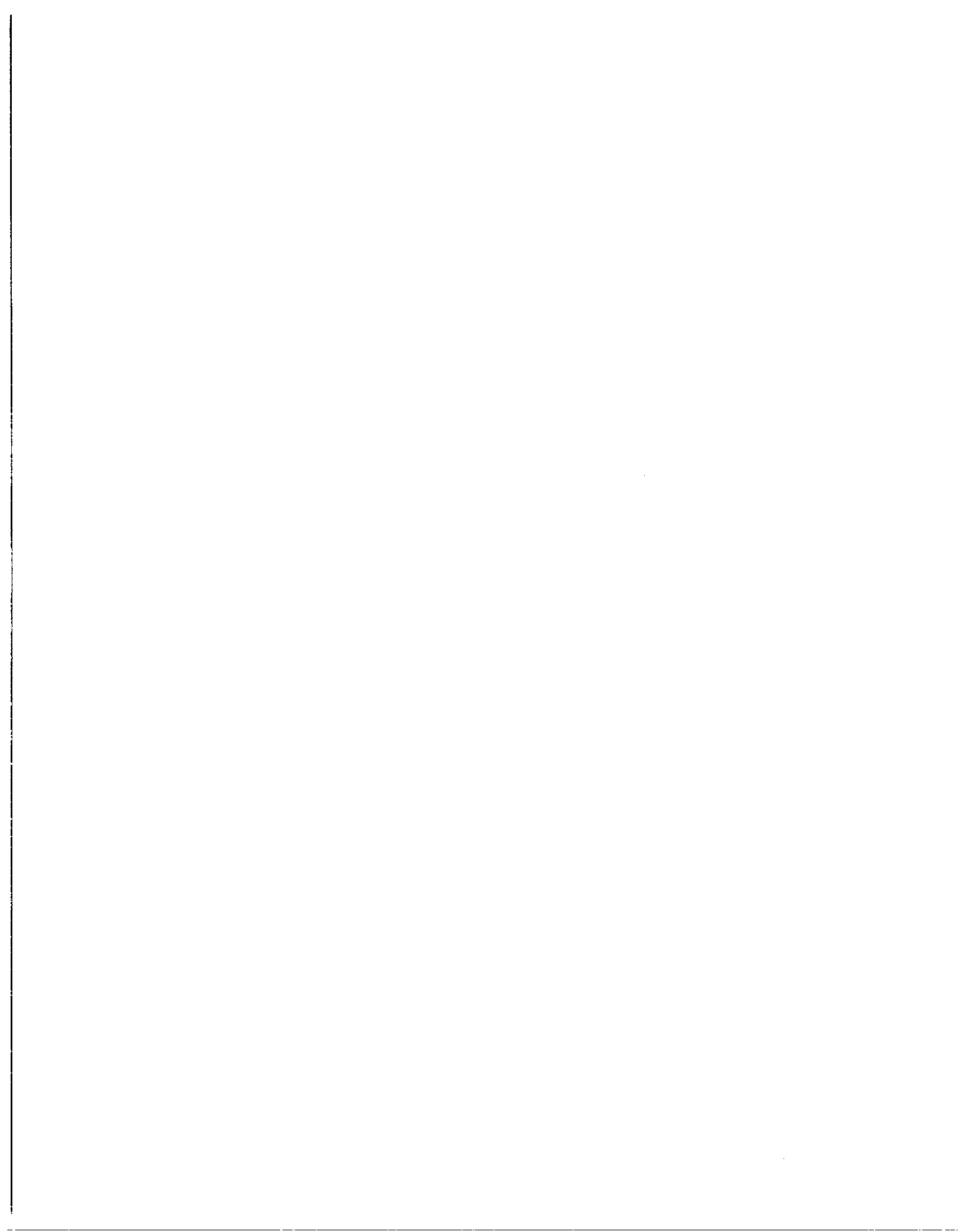


TABLE OF CONTENTS

| | Page |
|--|------|
| ACKNOWLEDGEMENT..... | i |
| LIST OF TABLES..... | iv |
| LIST OF FIGURES..... | vi |
| LIST OF MAPS..... | vi |
| INTRODUCTION..... | 1 |
| SECTION I | |
| SURVEY OF THEORY AND RESEARCH..... | 3 |
| SECTION II | |
| STUDY METHODS..... | 7 |
| Selection of Study Communities..... | 7 |
| Leader Identification..... | 7 |
| Survey of Leadership..... | 9 |
| Community Development Indicators..... | 10 |
| Individual Indicators..... | 12 |
| Demographic..... | 12 |
| Political Stability..... | 12 |
| Government Assistance..... | 12 |
| Community Facilities..... | 13 |
| Economic Development..... | 14 |
| Education..... | 16 |
| Total Composite..... | 17 |
| SECTION III | |
| LEADERSHIP CHARACTERISTICS IN NEBRASKA CITIES BETWEEN 2,500 AND 5,000 POPULATION..... | 19 |
| Introduction..... | 19 |
| Sex and Age Data..... | 19 |
| Occupations and Education..... | 21 |
| Community Orientation..... | 22 |
| Leadership Skills..... | 24 |
| Leadership Position..... | 25 |
| Involvement of Community Leaders..... | 27 |
| Measuring Influence..... | 28 |
| Attitudes of Community Leaders..... | 31 |
| Summary..... | 34 |
| SECTION IV | |
| COMMUNITY DEVELOPMENT RANKINGS..... | 37 |
| Development Indices..... | 37 |
| Leadership Homogeneity..... | 40 |
| Perceptions of Influence and Community Development..... | 40 |
| Some Correlation Analyses..... | 40 |

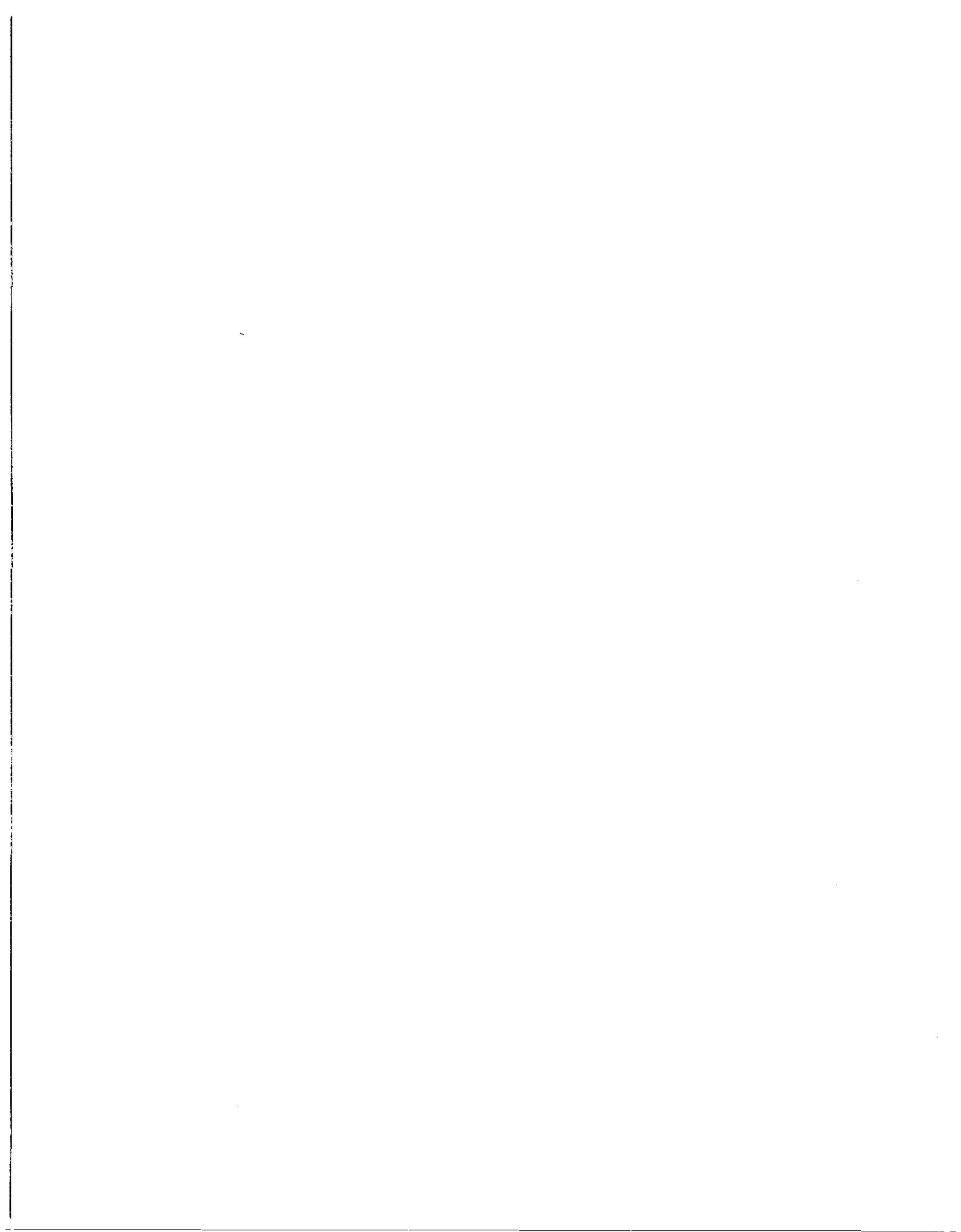


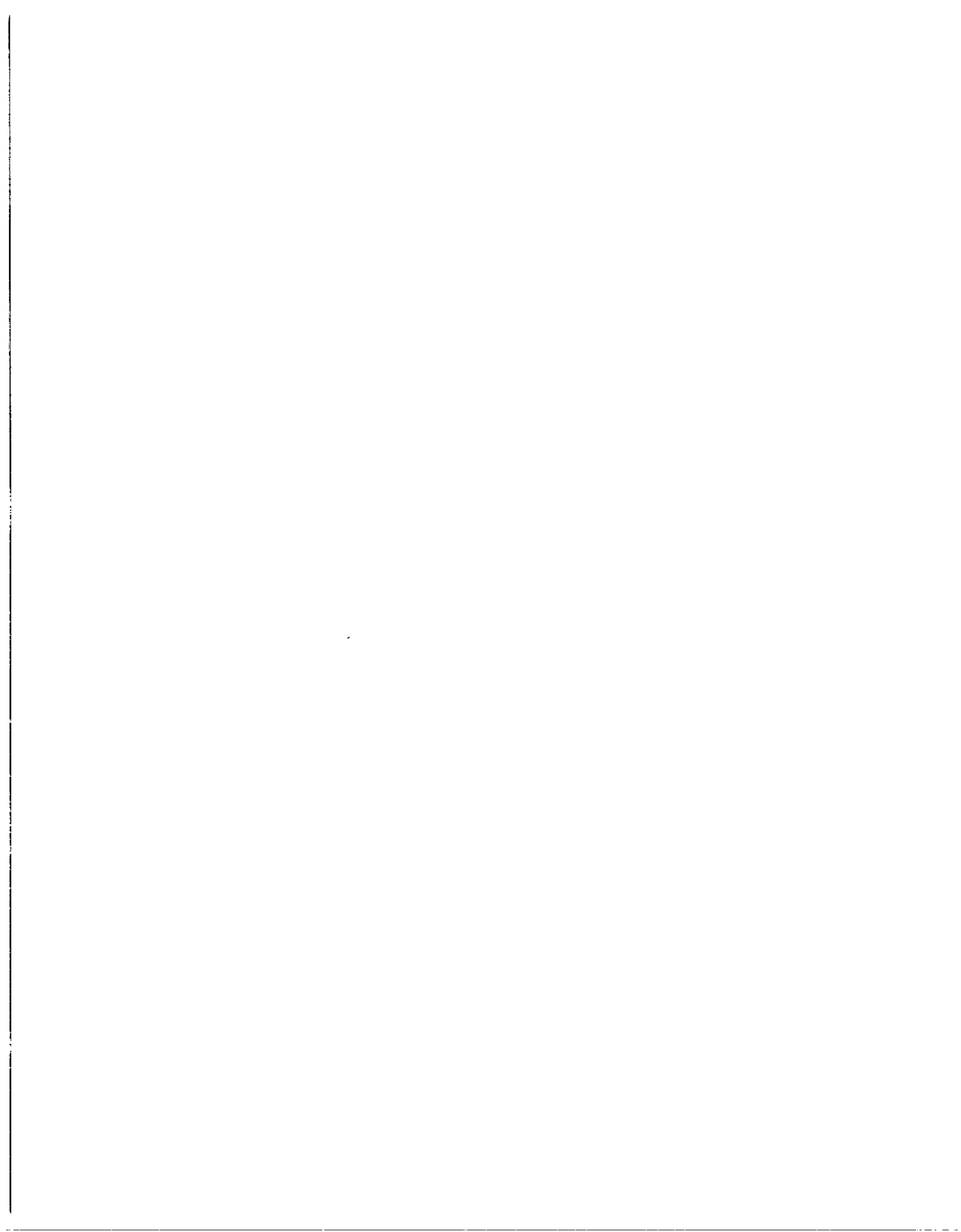
TABLE OF CONTENTS (cont.)

| | Page |
|--|------|
| SECTION V | |
| CORRELATION ANALYSIS OF LEADERSHIP CHARACTERISTICS WITH COMMUNITY DEVELOPMENT..... | 47 |
| Correlation Between Community Development and Factors Other Than Training Attendance..... | 50 |
| SECTION VI | |
| CONCLUSIONS AND RECOMMENDATIONS..... | 53 |
| NOTES..... | 55 |
| BIBLIOGRAPHY..... | 57 |
| APPENDIX I..... | 61 |
| LEADERSHIP I.D. FORM..... | 63 |
| SURVEY FORM..... | 67 |
| APPENDIX II..... | 75 |
| LIST OF RESPONDENTS..... | 77 |
| LETTERS..... | 79 |
| APPENDIX III..... | 83 |
| INDICATOR TABLES | |
| APPENDIX IV..... | 93 |
| ORIGINAL DATA | |
| APPENDIX V..... | 99 |
| CODE BOOK | |



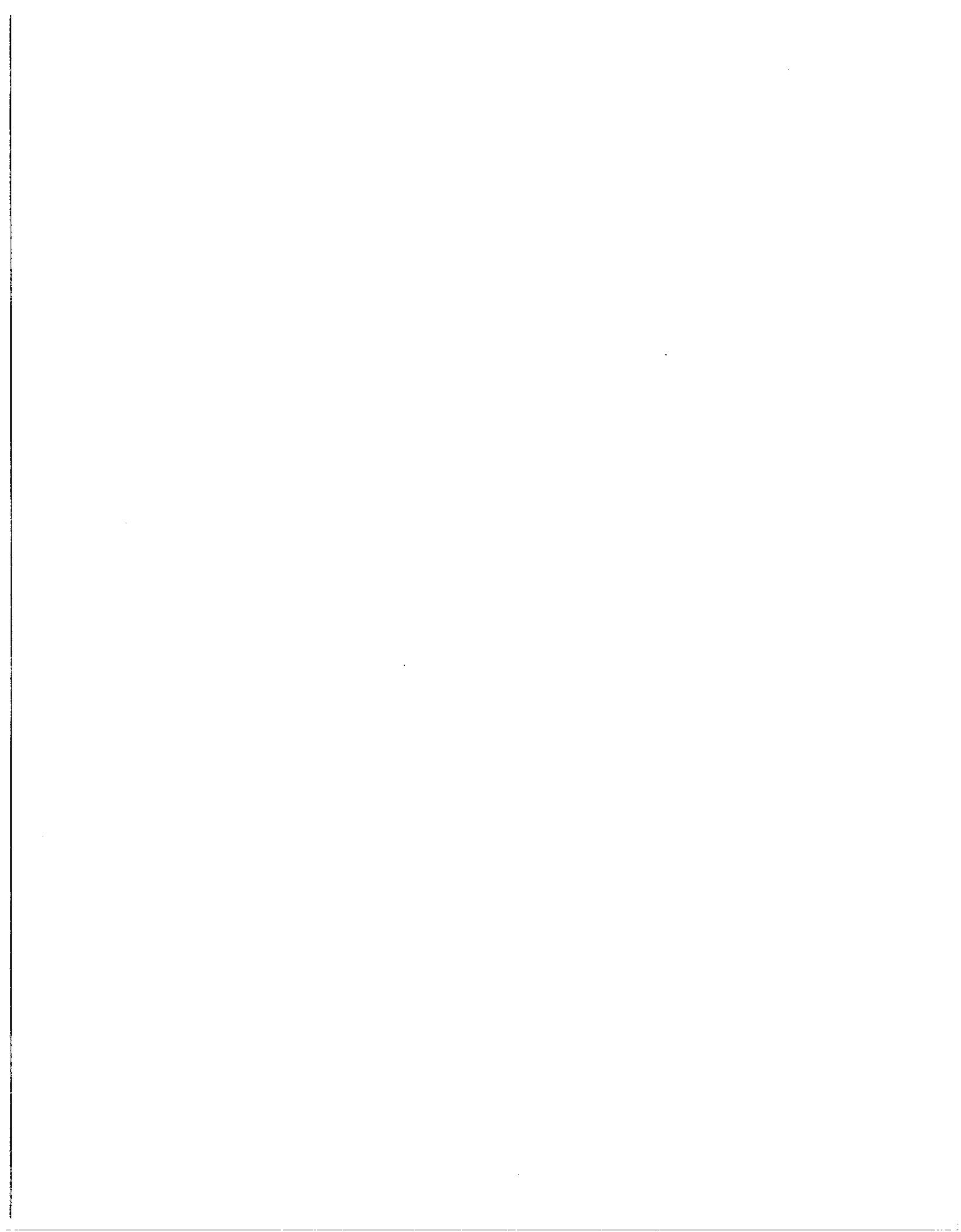
LIST OF TABLES

| TABLE | | PAGE |
|-------|---|------|
| 1 | INFORMANT IDENTIFICATION BY COMMUNITY..... | 9 |
| 2 | NUMBER OF LEADERS INTERVIEWED BY STUDY COMMUNITY..... | 10 |
| 3 | COMMUNITY LEADERSHIP BY SEX..... | 19 |
| 4 | AGE DISTRIBUTION OF COMMUNITY LEADERS INTERVIEWED..... | 20 |
| 5 | OCCUPATION OF COMMUNITY LEADERS INTERVIEWED..... | 21 |
| 6 | EDUCATIONAL LEVEL OF COMMUNITY LEADERS INTERVIEWED..... | 21 |
| 7 | COMPARISON OF OCCUPATION AND EDUCATIONAL ATTAINMENT..... | 22 |
| 8 | GROUPINGS OF INTERVIEWEES ACCORDING TO THE AMOUNT OF LIFE LIVED IN THE COMMUNITY..... | 23 |
| 9 | FAMILY TIES OF COMMUNITY LEADERS SURVEYED..... | 23 |
| 10 | COMPARISON OF MAJOR LEADERSHIP SKILL RESPONSES WITH OCCUPATION CATEGORIES OF COMMUNITY LEADERS..... | 24 |
| 11 | LEADERSHIP ROLE OF COMMUNITY LEADERS SURVEYED..... | 26 |
| 12 | COMPARISON OF LEADERSHIP ROLE BY OCCUPATION..... | 26 |
| 13 | COMPARISON OF LEADERSHIP ROLE BY LENGTH OF STAY IN COMMUNITY..... | 27 |
| 14 | NUMBER AND PERCENT OF COMMUNITY LEADERS INVOLVED IN COMMUNITY DEVELOPMENT BY MAJOR CATEGORY..... | 28 |
| 15 | COMPARISON OF COMMUNITY LEADERS' OCCUPATIONS WITH INVOLVEMENT IN COMMUNITY DEVELOPMENT ACTIVITIES..... | 29 |
| 16 | COMPARISON OF THOSE COMMUNITY LEADERS PERCEIVING A GREAT AMOUNT OF INFLUENCE IN COMMUNITY DEVELOPMENT ACTIVITIES WITH OCCUPATION..... | 29 |
| 17 | COMPARISON OF LEADERSHIP POSITION WITH INFLUENCE IN COMMUNITY DEVELOPMENT ACTIVITIES..... | 30 |
| 18 | COMPARISON OF COMMUNITY LEADERS' EDUCATION WITH THEIR ATTITUDES TOWARDS THE EFFECTIVENESS OF LEADERSHIP IN CITY GOVERNMENT AND CHAMBERS OF COMMERCE..... | 31 |
| 19 | COMPARISON OF COMMUNITY LEADERS' LENGTH OF STAY IN THE COMMUNITIES WITH THEIR ATTITUDES TOWARDS THE EFFECTIVENESS OF LEADERSHIP IN CITY GOVERNMENT AND THE CHAMBERS OF COMMERCE..... | 32 |



LIST OF TABLES (cont.)

| TABLE | | PAGE |
|-------|--|------|
| 20 | COMPARISON OF LEADERS' FAMILY TIES TO THE COMMUNITIES AND THEIR ATTITUDES TOWARDS THE EFFECTIVENESS OF LEADERSHIP IN CITY GOVERNMENT AND THE CHAMBERS OF COMMERCE..... | 33 |
| 21 | COMMUNITY LEADERS' ATTITUDES TOWARD LEADERSHIP TRAINING.... | 33 |
| 22 | COMMUNITIES LEADERS' ATTITUDES TOWARDS OUTSIDE TECHNICAL ASSISTANCE..... | 34 |
| 23 | LIST OF DEVELOPMENT AREAS WHICH COMMUNITY LEADERS IDENTIFIED AS NEEDING TECHNICAL ASSISTANCE..... | 35 |
| 24 | INDIVIDUAL GROWTH INDICATOR RANKINGS FOR THE 15 STUDY COMMUNITIES..... | 38 |
| 25 | COMPARISON OF EDUCATION LEVELS OF COMMUNITY LEADERS IN THE TOP THREE AND BOTTOM THREE COMMUNITIES ON THE DEVELOPMENT SCALE..... | 39 |
| 26 | COMPARISON OF LEADERS LENGTH OF STAY IN THE COMMUNITY BY COMMUNITIES RANKING IN THE TOP THREE AND BOTTOM THREE OF THE COMMUNITY DEVELOPMENT SCALE..... | 40 |
| 27 | COMPARISON OF COMMUNITY LEADERS' OCCUPATION IN COMMUNITIES RANKED THE TOP THREE AND BOTTOM THREE ACCORDING TO THE COMMUNITY DEVELOPMENT SCALE..... | 40 |
| 28 | COMPARISON OF COMMUNITY LEADERS' PERCEPTIONS OF GREAT INFLUENCE BY SELECTED COMMUNITY DEVELOPMENT ACTIVITIES IN THE TOP AND BOTTOM THREE TOWNS ON THE DEVELOPMENT SCALE.... | 41 |
| 29 | COMPARISON OF COMMUNITY LEADERS' PERCEPTIONS OF THE EFFECTIVENESS OF CITY OFFICIALS AND CHAMBER LEADERS BY THOSE RANKING IN THE TOP AND BOTTOM THREE OF THE DEVELOPMENT SCALE..... | 42 |
| 30 | COMPARISON OF COMMUNITY LEADERS' TRAINING BY THOSE RANKING IN THE TOP AND BOTTOM THREE OF THE DEVELOPMENT SCALE..... | 43 |
| 31 | RANK ORDER CORRELATIONS OF KEY DEVELOPMENT FACTORS WITH THE TOTAL COMPOSITE RANKINGS FOR COMMUNITY DEVELOPMENT..... | 44 |
| 32 | RANK ORDER CORRELATIONS BETWEEN COMMUNITY DEVELOPMENT RANKINGS AND MAJOR INDICATOR GROUPS..... | 46 |
| 33 | CORRELATION OF COMMUNITY DEVELOPMENT RANKINGS AND VARIOUS COMMUNITY LEADERSHIP CHARACTERISTICS..... | 49 |



LIST OF TABLES (cont.)

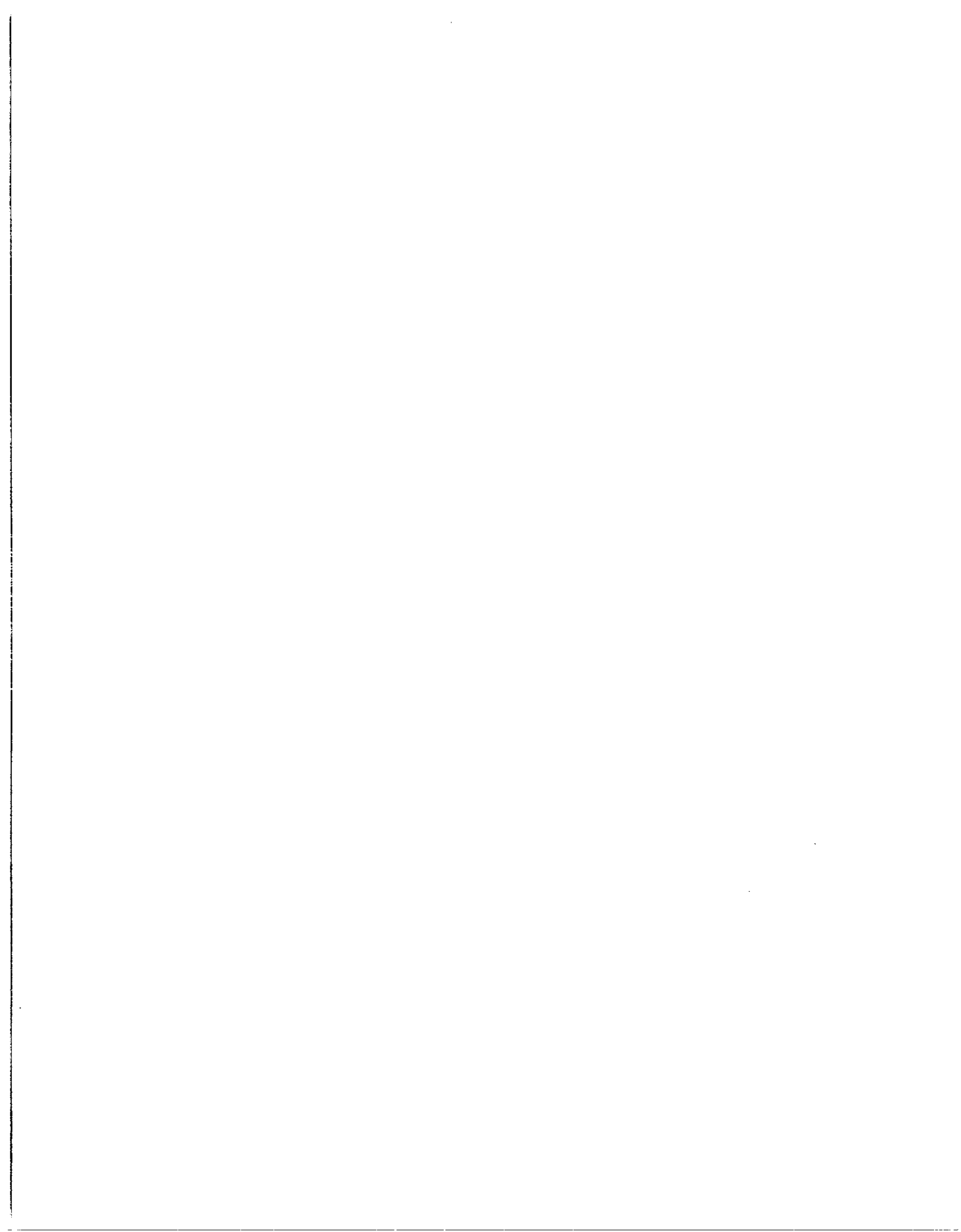
| TABLE | | PAGE |
|-------|---|------|
| 34 | SUMMARY OF ASSOCIATIONS BETWEEN COMMUNITY DEVELOPMENT RANKINGS AND FACTORS AFFECTING DEVELOPMENT..... | 54 |

LIST OF FIGURES

| FIGURE | | PAGE |
|--------|--|------|
| 1 | AGE DISTRIBUTION OF COMMUNITY LEADERS..... | 20 |

LIST OF MAPS

| MAP | | PAGE |
|-----|-------------------------------|------|
| 1 | LOCATION OF STUDY CITIES..... | 8 |



INTRODUCTION

Securing of appropriate resources is a vital activity for communities if they are to exist and grow in contemporary society. The increase in the size, scope, and complexity of municipal services has sometimes outpaced municipalities' capacities to manage those services.¹ The ability of local leaders to manage a community's resources efficiently and effectively has been one of the central issues underlying community development trends throughout the past decade. New demands on local decision makers require innovative strategies to improve managerial skills among the cities' core leadership.

In communities across the nation, elected officials are telling their constituents that soaring costs confront local leaders with few alternatives: either increase funds to support the services or cut back the existing level of services. Another option pursued by some is to make more intelligent use of existing resources.²

A critical step towards improving government services at minimum costs is to acquire qualified leaders and professional personnel in order to strengthen local management. In 1974 the National League of Cities held six conferences aimed at clarifying the management needs of local officials and determining how these needs could be met within the framework of the changing intergovernmental environment. Training of local government officials was identified by the participants of these conferences as a vital service to assist them in meeting municipal needs. Local officials felt that training had provided cost/benefit potential for meeting the needs of local residents. Properly conducted training, whether directed to a specific subject or to management improvement in general, had a lasting and continuous impact upon the need for which the training was undertaken.³

Conference participants concluded that state and national organizations must review their current service programs and provide increased training to improve managerial capacity and skills at the local level. "Local officials must recognize that training is an integral part of that managerial process

and not an activity to be undertaken as an afterthought if there is sufficient money in the city budget."⁵

Participants also concluded that adequate training of local leaders would open new avenues in seeking technical assistance from state and federal agencies as well as improve the information flow and communication, not only between local leaders but also local, state, and federal governments. Management capability must keep pace with management responsibility if municipal governments are to remain viable and effective. Cooperative programs designed to improve the managerial capacities and productivity of local decision makers should help ensure that these people will remain responsive to the needs of the citizens.

The primary purpose of this study is to determine whether a community whose leaders obtain community leadership training has more development than do communities whose leaders do not attend training functions. For example, does a municipality with a professionally trained full-time city administrator or clerk obtain more government funds than does a city without such full-time employees? Does a chamber of commerce with a chamber manager who has obtained training in such programs as the National Chamber Institute or the Industrial Development Training Program do a better job of encouraging new or expanded industries than do those communities without a full-time or trained staff?

In many ways this study is an evaluation of the ability of cities to recruit and mobilize resources necessary for increased development. In other words, an effort has been made to relate resource recruitment to leadership training. For this study, therefore, development is treated as a dependent variable.

This study is divided into six main sections. The first briefly reviews the concept of leadership and discusses recent research related to leadership in the community. The second section discusses the study methods used in this report. The third discusses leadership characteristics. The fourth discusses the community development rankings of the study communities. The fifth presents a correlation analysis relating community development to leadership characteristics, and, finally, the sixth section presents the conclusions and recommendations.

SECTION I

SURVEY OF THEORY AND RESEARCH

Extensive research has been done in recent years concerning community leadership. Due to broad theoretical interpretation studies differ widely in their definitions of leadership. For example, some view leadership as the ability to persuade and to make decisions. Others view it as influence generated by skillful management of social relations. Still others view leadership as a means to goal attainment.⁵

Whatever the viewpoint, most researchers would agree that well conceived community growth must be provided by a core of respected and knowledgeable individuals. Indeed, the degree of energy and skill demonstrated by community leaders is a critical factor in determining the future of the community. A study of growth in rural communities indicated that the character and involvement of the political leadership were deciding factors in determining the growth patterns of towns.⁶ In their small community case study, Vidich and Bensman found that the abilities of individuals to coordinate and organize community development activities came through their involvement in a number of key organizations in the community.⁷ Other studies of community leadership indicated that those leaders who utilized local resources most effectively to solve community problems were also the most educated and had high status careers associated with managerial skills, technical knowledge, and experience.⁸

Ralph Stogdill, who has surveyed recent research on leadership, says a community leader is:

...characterized by a strong drive for responsibility and task completion, vigor and persistence in pursuit of goals, venturesomeness and originality in problem solving, drive to exercise initiative in social situations, self-confidence and sense of personal identity, willingness to accept consequences of decision and action, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, ability to influence other persons'

behavior, and capacity to structure social interaction systems to the purpose at hand.⁹

Although this description is not all inclusive, it does capture the essence of attitudes and behaviors that separate a leader from others.

Research suggests that the traits and abilities that are required of a leader tend to vary from one situation to another.¹⁰ The leadership role is a socially dynamic process. The leadership role and the related influence of an individual vary from one situation to the next. Power and influence within a particular community are distributed between a number of different individuals or organized groups with domination shifting according to the issue.¹¹ This framework of community power has been termed the "Pluralist Leadership Structure" where influence is spread throughout the community. Participation in community affairs by individuals or organized groups is relatively high with new coalitions forming as issues change.¹²

If we accept the pluralist view that leadership varies from issue to issue and that power is shared among a number of individuals or groups, then a major problem arises in identifying leaders within a community.¹³ Furthermore, researchers need to be concerned that those identified as leaders are, in fact, influential in the local decision making process. Traditionally, researchers have argued that four main assumptions can be made regarding the identification of leadership. These assumptions are: 1) that leaders are active in the decision making process, 2) that formal authority (institutional heads) are leaders, 3) that leaders are by necessity socially active as organizational members, and 4) that the leadership process is so complex that it can only be identified by the individual's reputation for leadership.¹⁴

Arising from these assumptions are four approaches to the identification of community leadership: 1) by participation in decision making; 2) by social and civic activities and memberships; 3) by community status, business, government, or high status professions; or 4) by reputation for leadership. In a study of leadership in Syracuse, New York, Freeman compared these four different approaches to identifying leaders. The results indicated that the reputation and position approaches substantially identified the same leaders. A majority of those identified as leaders using these approaches were heads of major community organizations. Freeman termed

these individuals the community's institutional leaders. Using participation in decision making as the approach generally identified individuals who were members of major community organizations and were also the underlings of institutional leaders. Those individuals who devoted a great deal of time and energy to a particular issue, on the other hand, were generally identified as leaders through the approach of social activity.¹⁵ Although these approaches generally identified three distinct groups of individuals within a community, sometimes an institutional leader was also a social activist. Indeed, an individual could be identified as a leader through each of the four approaches. For example, in small communities, the research indicated that a high level of agreement existed among the different procedures for defining leaders. However, in large communities where specialized professionals and special interest groups existed, the correlations among the procedures were lower.¹⁶

Freeman's research also suggested that the institutional leaders were generally not very active as participants in decision making. Thus the reputation for leadership was derived primarily from their positions and status in an organization rather than actual participation. The amount of influence these reputational leaders had over local decisions was difficult to assess because the people who did participate in the decision making process were generally their subordinates.¹⁷

Kaufman suggested that one way to measure influence is not to determine whom leaders control but rather what do they do and accomplish.¹⁸ This "action approach" to studying leadership involves analyzing factors that facilitate accomplishments, such as scope and extent of participation and use of group and technical skills.¹⁹ The central research questions under such an approach are: 1) what do leaders do? and 2) how effectively do they do it? In American communities, private leaders tend to maintain strong and extensive contact with a variety of groups. These "influentials" are essential in the community development process.²⁰ Another essential ingredient for developmental leadership is participants who are active in a number of organizations. These individuals then provide community-wide coordination of activities and information. Generalized leaders are common in nonmetropolitan communities while special interest organizations or paid professional personnel are common in larger urban areas.²¹ According to Kaufman these generalized leaders are important not only within the community

but also in their relationships with the larger society because in order for the modern community "to exist and grow, it must secure appreciable resources from the outside."²² To secure these outside resources, local governments must become increasingly adept at utilizing the maze of government programs which exist.²³

Some researchers believe that external changes can have a profound impact on the way of life in rural areas.²⁴ More important, however, is the fact that many leaders in small communities consider themselves ill-prepared to assist their communities in adapting to the changes that are likely to occur.²⁵ One researcher has concluded that:

...the very people who must guide the process are rural (not urban or suburban) in background, training, and value orientation, and therefore their leadership must be exerted under unfamiliar and/or unfavored conditions, with each being called upon to do things he does not know how to do--or is to some extent reluctant to do, even though he has accepted the responsibility of office or position.²⁶

One way state and federal officials as well as researchers have attempted to alleviate this problem is through the training of leaders in small communities. Traditionally, leadership training has been limited to the group dynamics and sensitivity training methods used in industry, the armed services, and educational administration. Only recently have programs been developed to train leaders at a municipal level.²⁷ Very few studies, however, have been done to determine the effect of leadership training in municipalities. In his survey of leadership studies Ralph Stogdill reported that:

Several researchers have investigated factors that influence the outcomes of training, for all the individuals do not react alike to the process. Personality of the trainee, composition of the training group, behavior of the trainer, and the congeniality of the environment to which the person returns have been found to influence behavior during and after instruction.²⁸

Clearly, the training of leaders and the impact that training has are individual processes. The rest of this report examines individual leaders, aggregates them on a community basis, and correlates the aggregate community leadership attributes with community development indicators.

SECTION II

STUDY METHODS

Selection of Study Communities

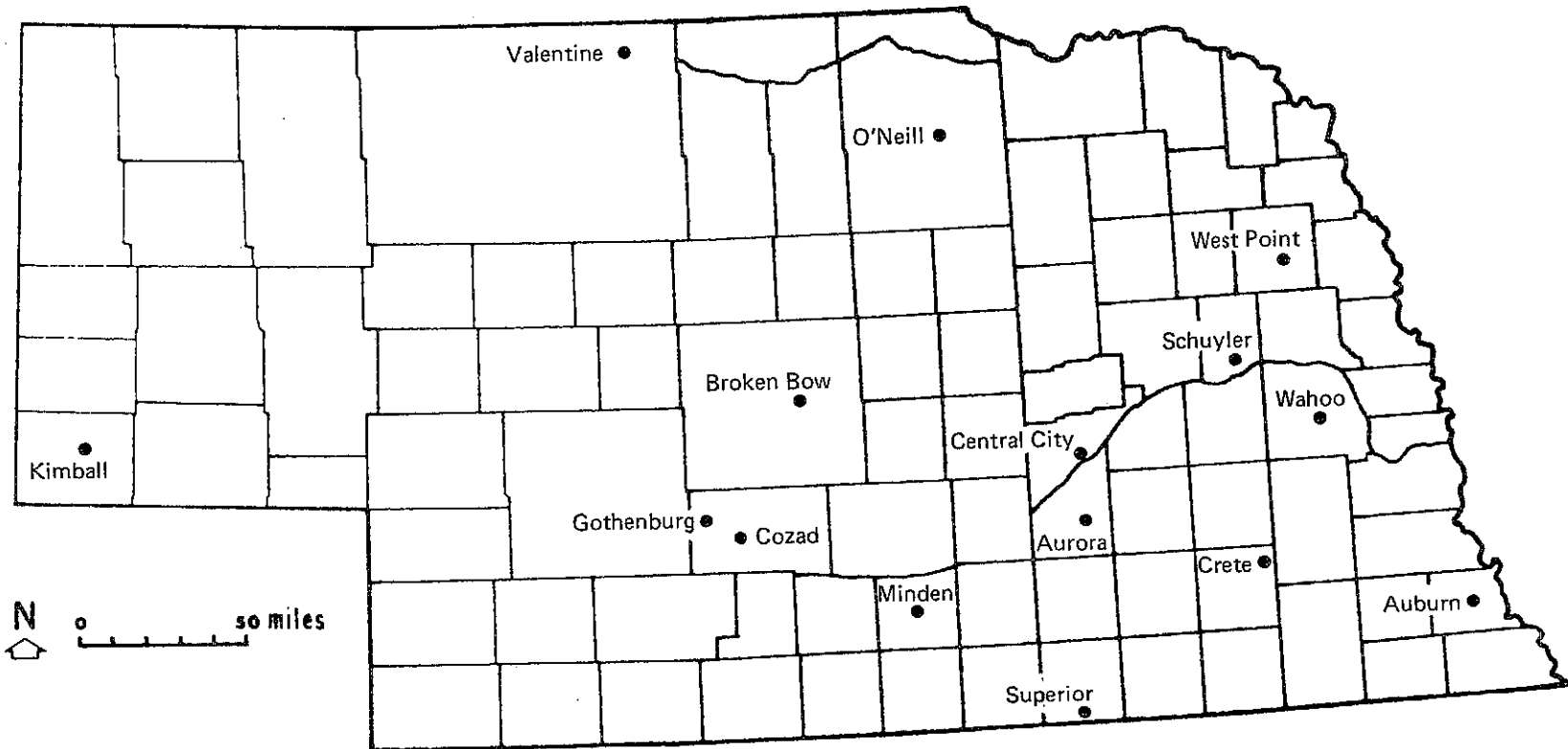
The first task the researchers needed to perform was the selection of study communities. Two criteria were used: size and proximity to an SMSA (Standard Metropolitan Statistical Area).²⁹ First of all, the communities had to have a 1975 population between 2,500 and 5,000 persons. This ensured a level of size comparability among the study communities. Secondly, no community was to be within an SMSA. The researchers believed that local community development decisions in communities within SMSA's were, to a great extent, determined by their larger urban neighbors. All 15 communities that fit these criteria in Nebraska were selected for study. (See Map 1.)

Leader Identification

The approach used to identify leaders within the study communities was based on their reputations for leadership in influencing community development policies. Forms were sent to the chief administrative offices of the city and the chamber of commerce in each of the 15 communities asking these two persons to identify the ten most influential members of their communities in regard to economic and community development.³⁰ These two individuals were selected as informants because of their roles in community development. A basic assumption in the selection of these individuals as informants was that success in their positions necessitated familiarity with the community's leadership structure. Using two informants, one from the public and one from the private sector, increased the chance of identifying people involved in one sector but not the other.

As shown in Table 1 a total of 195 leaders was identified in the 15 communities.³¹ These 195 leaders comprised the study group. For the study group as a whole an average of 13 leaders was identified per community. Of these 13 the two informants agreed on only 3.9 leaders per community. This suggested that a substantial amount of pluralism existed; that is,

LOCATION OF STUDY CITIES



the public and private leadership structures were comprised of substantially different people.

| TABLE 1 INFORMANT IDENTIFICATION BY COMMUNITY | | | | |
|---|--|---|--|---|
| | Number of Leaders Identified by City Informant | Number of Leaders Identified by Chamber Informant | Total Number of Leaders Named | Number of Leaders Informants Agreed Upon |
| Auburn | 10 | 10 | 14 | 6 |
| Aurora | 10 | 10 | 14 | 6 |
| Broken Bow | N.A. | 10 | 10 | N.A. |
| Central City | 10 | N.A. | 10 | N.A. |
| Cozad | 10 | 10 | 16 | 4 |
| Crete | 6 | 10 | 11 | 5 |
| Gothenburg | 10 | 10 | 15 | 5 |
| Kimball | 9 | 10 | 18 | 1 |
| Minden | N.A. | 10 | 10 | N.A. |
| O'Neill | 10 | 10 | 14 | 6 |
| Schuyler | N.A. | 11 | 11 | N.A. |
| Superior | 10 | 10 | 17 | 3 |
| Valentine | 3 | 5 | 8 | 0 |
| Wahoo | 10 | N.A. | 10 | N.A. |
| West Point | 10 | 10 | 17 | 3 |
| TOTAL | 108 | 126 | 195 | N.A. |
| Adjusted Average of Community Leaders | 9.0 | 9.7 | 13.0 | 3.9 |
| N.A. = Not Available | | | | |
| ^{a/} Adjusted community averages exclude communities where data were not available | | | | |

Survey of Leadership

Once the leaders were identified, a survey instrument was developed and tested that focused on the following research concerns: What role have training programs played in developing leadership skills? What are leaders' attitudes toward training as a tool for improving community leadership? To what extent are leaders involved in community development activities? What are community leaders' attitudes toward outside technical assistance on particular development projects? What are their assessments

of the quality of leadership in city government and chambers of commerce in regard to community development?

The researchers believed that the best approach to gathering this information was through personal interviews. Also, survey questions were open-ended to allow the leaders flexibility in expressing their attitudes.³² As a result, the length of the interviews ranged from 45 to 90 minutes.

Leadership interviews were conducted between May and August of 1979. The researchers intended to interview each of the 195 individuals identified as community leaders by the informants. Each leader identified by community informants was contacted by telephone, and an effort to arrange for interviews was made. The amount of time spent in each of the 15 towns was limited (usually one day); therefore, scheduling consideration made interviewing all leaders impossible. The size of the survey sample varied from 41.2 percent of the leaders in Superior to 80.0 percent in Central City. (See Table 2.) For the study communities as a whole, 114 leaders or 58.5 percent of the total identified were interviewed.

TABLE 2
NUMBER OF LEADERS INTERVIEWED BY STUDY COMMUNITY

| | Number of Leaders | Number Interviewed | Percent of Total Identified |
|--------------|----------------------|-----------------------|-----------------------------------|
| Auburn | 14 | 10 | 71.4 |
| Aurora | 14 | 7 | 50.0 |
| Broken Bow | 10 | 5 | 50.0 |
| Central City | 10 | 8 | 80.0 |
| Cozad | 16 | 10 | 62.5 |
| Crete | 11 | 7 | 63.6 |
| Gothenburg | 15 | 8 | 53.3 |
| Kimball | 18 | 10 | 66.7 |
| Minden | 10 | 6 | 60.0 |
| O'Neill | 14 | 6 | 42.8 |
| Schuyler | 11 | 5 | 45.5 |
| Superior | 17 | 7 | 41.2 |
| Valentine | 8 | 4 | 50.0 |
| Wahoo | 10 | 6 | 60.0 |
| West Point | 17 | 13 | 76.5 |
| TOTAL | 195 | 114 | 58.5 |

Community Development Indicators

Information acquired from leaders was grouped by community and analyzed.

Community leaders' attitudes and levels of training were then correlated to the levels of community development existing in each of the study communities. Therefore, the researchers selected a number of indicators that reflected the types of community services available to residents as well as the economic growth of the communities since 1970. Community development is quite nebulous and can mean a number of different things so assessing the amount of development a community has experienced is difficult. The authors are aware that quantitative measures have limitations. For example, though a community may have newer schools and more recreational land than does another community, this does not necessarily mean that the quality of the community's education or recreation is better. However, development of qualitative indicators is beyond the resources of this study. Therefore, the researchers relied on quantitative measures of development as a method for assessing each community's level of growth. A total of 19 indicators was used as measurements of the study communities' levels of development. The raw data for these indicators were ranked from one to 15 with the rank of one indicating the largest growth, positive change, or highest positive degree of the characteristic. Concomitantly, a rank of 15 indicated the smallest growth or lowest degree of the characteristic. In order to organize community development indicators further, each indicator was placed into one of six categories. The rankings by each category were used for a rank order correlation analysis. To provide an overall description of a community's development, a composite score was constructed. The method for constructing that composite score was to sum the ranks for each of the 19 indicators and rank the totals in ascending order with the lowest score indicating the most development.

All data used in the analysis were generally from the period 1969 to 1978. City growth and development that occurred in the 1970's may have had its foundation in the 1960's and even the 1950's in terms of the level of existing community facilities, city infrastructure, progressive political climate, and previous leadership. However, indicator data prior to 1970 were not readily available for all cities. For these reasons, the present study was restricted to the period from 1969 to 1978 and to present community leaders.

The indicators selected did not include all of the factors that might be considered when analyzing city growth and development. Before the final

selection, other indicators were sought to augment those included here. However, they were abandoned for a variety of reasons, with a lack of comparable data being the most prominent. Where possible, data were used to show change over time. Those factors included in this study reflected the general growth and development trends in each category.

Individual Indicators

Six major indicator categories were used to identify community development. They were demographic, political stability, government assistance, community facilities, economic development, and education. The raw data and resulting ranks of the individual indicators appear in Appendix III while their descriptions follow.

A. Demographic

Population growth was defined as the percentage increase in number of persons in each city in 1976 as compared to that in 1970 as calculated by the U.S. Census Bureau. Range: 19.1 percent decrease to 7.9 percent increase.

B. Political Stability

Political stability was measured by the rate of turnover in key city government positions, both elective and administrative. For the purpose of this study, the positions used were: elective - mayor, council; administrative - clerk, city council, police chief, utilities superintendent, and city engineer. The number of turnovers per position between 1970 and 1978 was calculated for elective offices and administrative offices. These two rates were then averaged, and the resulting total turnover rate was then ranked from lowest to highest. Range: .475 to 2.3 changes per position.

C. Government Assistance

The average annual state aid received by each city between 1971 and 1978, excluding aid to schools and revenue sharing, was calculated as an indication of a city's ability to obtain outside funds for projects. Due to the fluctuations in amounts received from year to year, the average annual amount, rather than percent change over time, was seen to be a more accurate measurement of this factor. A combination of the average annual state aid plus federal grants-in-aid received would have been a preferable indicator, but comparable data for all cities were unavailable concerning federal monies. Range: \$126,838 to \$248,079

per annum.

D. Community Facilities

This composite was intended only as an indication of the level of community facilities and, indirectly, the city's commitment to improving the quality of life of its residents. The composite was a ranking of the sums of all the individual indicators for each city. The indicators that comprise this grouping follow:

1. Industrial Development (I.D.) Score

The I.D. Score was devised as a measurement of the level of local activity and commitment to attracting new industry into the community. Two factors were included in the score - acreage allotted for development and the party or group in control of such land. The first was measured in simple acres. The second was divided into three possible situations and given a rating based on the amount of actual control the city or city industrial development corporation held over the land. The situations and their ratings were: 1) land was privately owned, 2) land was privately owned but the city had a purchase option, 3) land was owned by the city or I.D. corporation. The number of acres in each of the three categories was multiplied by the appropriate rating and then added together to yield a total acreage, weighted by amount of city control, for each community. These totals were then ranked. Range: 0 acres to 466 acres/control.

2. Health Care Score

Like the I.D. Score, the Health Care Score was an indicator composed of several related factors: number of full-time personnel, medical-surgical occupancy rate, number of acute beds, and number of hospital services. Each of these was ranked separately. These four rankings were added for each of the 15 cities and the sums then ranked, resulting in a composite health care score. The city with the lowest total was ranked number one. Range: 13-52.

3. Number of Police Officers

This ranking of the change in the level of police protection was based on the percent change in the number of sworn officers per 1,000 population in 1976 as compared to that in 1971. The assumption was made that in 1971 all the communities had adequate

police protection. The year 1976 was used for this indicator because that was the most recent year for which population data were available. Range: 65 percent increase to 38.3 percent decrease.

4. Crime Rate

In calculating the change in the crime rate for cities, population change was controlled for in the same manner as in the previous indicator. The percent change between 1971 and 1976 in the number of crimes per 1,000 population was ranked from the lowest to the highest increase. Range: 23.3 percent decrease to 2,212.5 percent increase.

5. Park Acres

The number of park acres per 1,000 population was used as a measure of recreational land development. Assuming little change would occur in this category, the year 1973 was used, rather than calculating change over time. Range: 3.1 to 488.7.

6. Library Volumes

Again a static measure of development was used. In this case, the number of volumes per 1,000 population in the public library in 1978 was chosen for comparative ranking. Range: 346 to 18,519.

E. Economic Development

As with the Community Facilities Composite, the Economic Development Composite incorporated several related factors in an effort to give a general indication of the relative levels of economic growth for each of the 15 cities. Factors were included primarily for their relevance, but availability of comparable data for the cities and the years involved was also a factor. The individual indicators are as follows:

1. Per Capita Income

As defined by the U. S. Census Bureau, per capita income is the "average amount per person of total money income." The percent increase between 1969 and 1975 was taken directly from the census figures for each city. Range: 58.7 percent to 92.4 percent increase.

2. Retail Sales

The growth in retail sales from 1970 to 1978 was calculated as a percent based on the net taxable sales reported to the Nebraska Department of Revenue. Range: 97 percent to 179 percent increase.

3. Bank Assets

This indicator, as well as that for bank loans, was intended to show only a growth trend and not actual growth figures. The data used to compute the rate of growth were taken from the Polk's Bank Directory which lists only two or three banks per city and does not include other financial institutions such as savings and loan associations.

The ranking was based on the percent increase in bank deposits between 1970 and 1978. Range: 115.8 percent to 247.7 percent increase.

4. Bank Loans

This indicator, along with that for retail sales, was included as a reflection of general economic activity. As in the case of bank assets, the growth rate was calculated as a percent increase, 1970 to 1978, in bank loans for those institutions listed in Polk's Bank Directory. The growth rates were then ranked from largest to smallest. Range: 130.3 percent to 324.1 percent increase.

5. Housing Starts

Total housing starts during the period from 1970 to 1978 included both single- and multi-family units. To control for city size, housing units were expressed in terms of number per 1,000 population. These totals were then ranked from highest to lowest. Range: 7.4 to 92.4.

6. Assessed Valuation

Changes in assessed valuation are reflective of changes in property values and in the city's property tax base. The data were adjusted for variations in city size by using assessed valuation per capita. Change was measured as the percent increase between 1970 and 1978. Resulting change was ranked from highest to lowest. Range: 21.6 to 96.0 percent increase.

7. Mill Levy

Increases in the mill levy were figured as a simple percent increase from 1970 to 1978. The ranking of this indicator could be done in two ways. On the one hand, a low mill levy growth rate might be perceived as a positive factor and ranked first. However, this was not necessarily consistent with growth in the other indicators, particularly community facilities. Therefore, growth in the mill levies for the 15 study cities was ranked in the same manner as growth in the other indicators; that is, the largest increase was ranked number one and the smallest increase (actually a decrease) was ranked 15. Range: 7.1 percent decrease to 85.9 percent increase.

F. Education

An educational element must be included to complete any comparative analysis of these 15 cities; however, quantification of the quality of education is difficult. Given the unavailability of comparable data, this grouping was superficial at best. Three factors--enrollment, tax receipts, and student-teacher ratio--provided some indication of the quality of the educational systems.

1. Enrollment

Changes in enrollment from 1970 to 1978 were calculated as a simple percent, and the percentages were ranked. The largest increase was ranked number one. Range: 17.6 percent decrease to 14.6 percent increase.

2. Tax Receipts

This indicator is a measurement of per pupil tax receipts with the assumption that the higher the amount, the better the education. However, the ranking was not based on absolute numbers but rather on the percent increase in funds per pupil from 1970 to 1978. Both tax receipts and state aid to education were included in the calculations. Special grants and federal funds were not included. Range: 27.1 percent to 265.7 percent increase.

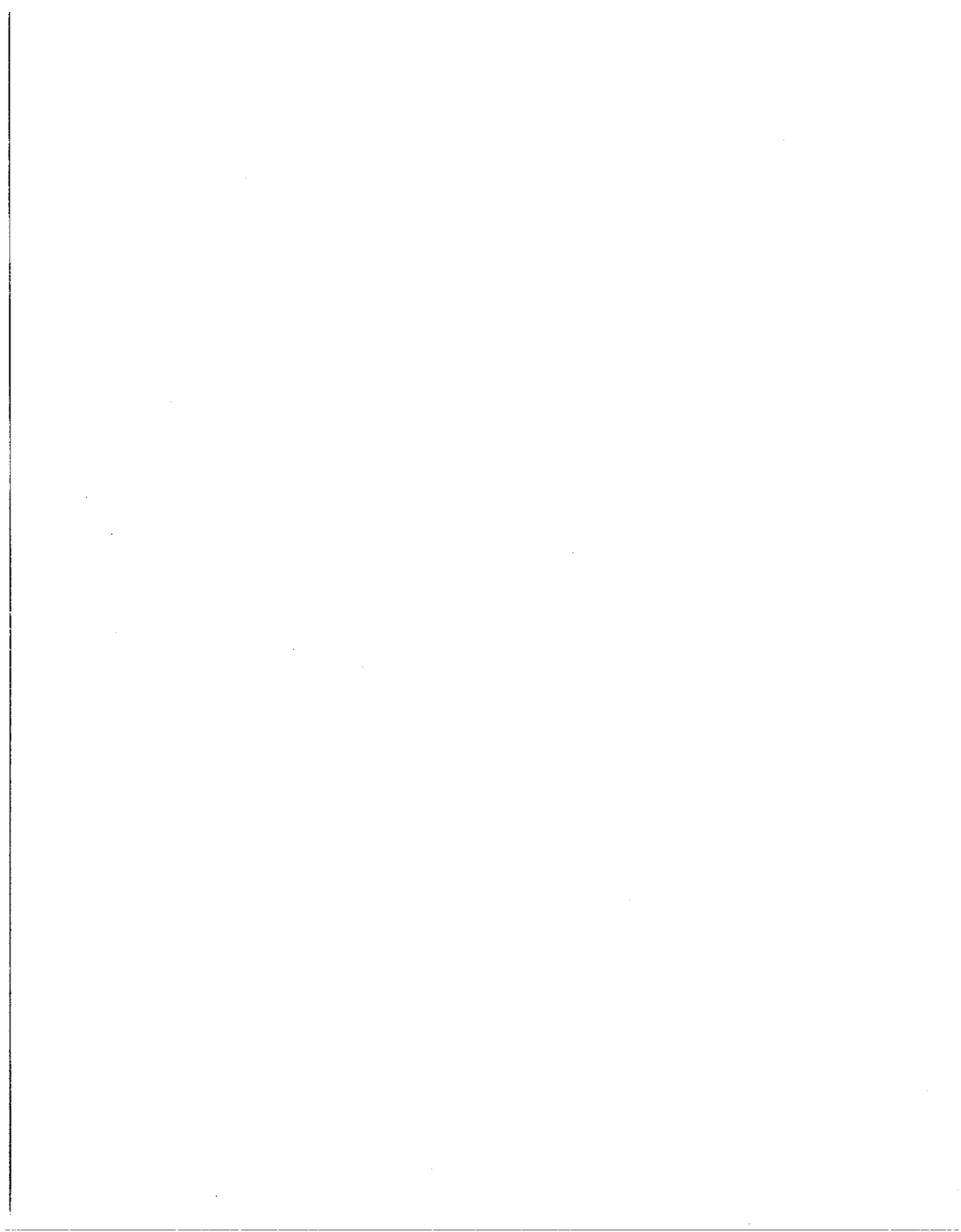
3. Student-Teacher Ratio

Given the student-teacher ratios for 1970 and 1978, the percent change was calculated and then ranked. This measure was

predicated on the premise that a low student-teacher ratio is more apt to produce quality education. Therefore, the city with the largest ratio decrease was ranked number one. Range: 37.8 percent decrease to a 12.9 percent increase

Total Composite

The total composite was a ranking devised to give an overall picture of the relative standings of the 15 cities. Two methods of computation were possible. One was the summation and ranking of category composites. However, the use of this method might obscure the more subtle indicator differences among cities. Therefore, the second method was chosen. It consisted of adding the rankings of all indicators for each of the cities. The sums were then ranked and the ranking considered as the total composite score.



SECTION III

LEADERSHIP CHARACTERISTICS IN NEBRASKA CITIES BETWEEN 2,500 AND 5,000 POPULATION

Introduction

This section presents information concerning the characteristics of the leadership in the study communities. The researchers asked questions designed to obtain demographic data about the respondents including age, sex, education, and occupation. In addition, information about length of time in the community and the types of ties that the leader had to the community were obtained. Gathering those types of information allowed analysis of whether or not length of time in a community or the strength of the ties to the community had an impact on the perceived leadership training needs and whether those factors were related to the kinds of activities in which a person participated.

Sex and Age Data

As the researchers examined the informants' lists of identified community leaders, one of the most obvious observations was that few females were identified as local leaders. Only 11 (6 percent) of the 195 leaders identified were women. (See Table 3.)

| | Number Identified | Number Interviewed | Percent of those Identified Who Were Interviewed |
|--------|----------------------|-----------------------|---|
| Male | 184 | 106 | 57.6 |
| Female | 11 | 8 | 72.7 |

The researchers were interested in determining the age of the leadership in the study communities. The median age of the leadership

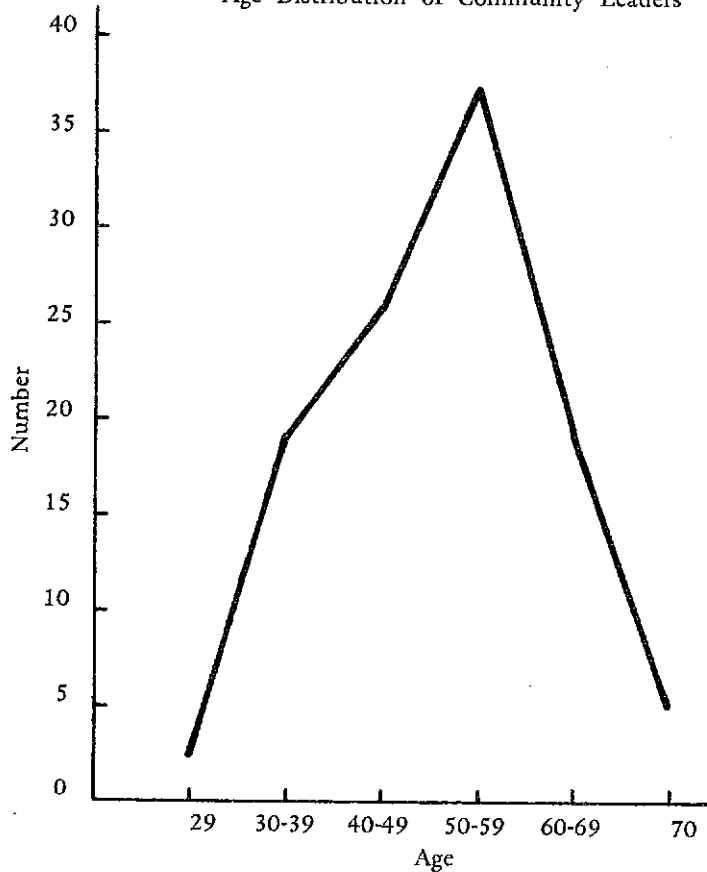
for all communities was 51 years. More of the leadership was in the 50 to 59 age category than in any other. The median age of the aggregate community leaders ranged from a low of 43.5 in Central City to a high of 60.0 in Aurora. Table 4 shows the number of leaders in each age group and the percentage of all leaders that fell in that grouping.

TABLE 4
AGE DISTRIBUTION OF COMMUNITY LEADERS INTERVIEWED

| Years | Number | Percent of Total |
|---------------|--------|------------------|
| 20-29 | 2 | 1.8 |
| 30-39 | 19 | 16.7 |
| 40-49 | 26 | 22.8 |
| 50-59 | 37 | 32.5 |
| 60-69 | 19 | 16.7 |
| 70 and over | 5 | 4.4 |
| Not available | 6 | 5.3 |
| | 114 | 100.2 |

Leadership in those communities studied showed an age distribution that approximated a normal distribution curve. Figure 1 shows the results.

Figure 1
Age Distribution of Community Leaders



Occupations and Education

Part of the task in discussing community leadership was to classify by occupation those people that were thought of as community leaders. Main street merchants and bankers accounted for nearly 70 percent of the interviews. Table 5 shows the results.

| Occupation | Number | Percent of Total |
|-----------------------------------|------------|------------------|
| Financial Managers | 26 | 22.8 |
| Owner/Manager Business Enterprise | 55 | 48.2 |
| Local Government Employee | 10 | 8.8 |
| Service Professionals | 14 | 12.3 |
| Farmer | 2 | 1.8 |
| Homemaker | 3 | 2.6 |
| Retired | 4 | 3.5 |
| TOTAL | <u>114</u> | <u>100.0</u> |

Educational attainment of the identified leaders is depicted in Table 6. As the table indicates, the largest single grouping is the "some college" category. However, if the "completed college," "graduate school," and "professional degree" groupings are combined, 44.7 percent of those interviewed had completed a higher education program.

| | Number | Percent of Total |
|---------------------|------------|------------------|
| Grade School | 1 | 0.9 |
| High School | 27 | 23.7 |
| Some College | 34 | 29.8 |
| Completed College | 30 | 26.3 |
| Graduate School | 7 | 6.1 |
| Professional Degree | 14 | 12.3 |
| No Data Available | 1 | 0.9 |
| TOTAL | <u>114</u> | <u>100.0</u> |

When the information on Tables 5 and 6 was cross tabulated in an effort to ascertain which type of educational level went with which type of occupation, Table 7 was produced. The data indicated that over 75 percent of the community leadership in those communities had at least some college education, and nearly 45 percent of that leadership completed college. Possibly the collegiate setting was where leadership skill was developed.

TABLE 7
COMPARISON OF OCCUPATION AND EDUCATIONAL ATTAINMENT

| Occupation | Educational Attainment | | | | | | |
|-----------------------------------|------------------------|-------------|--------------|-------------------|-----------------|---------------------|---------|
| | Grade School | High School | Some College | Completed College | Graduate School | Professional Degree | No Data |
| Financial Manager | | 4 | 8 | 10 | 2 | 2 | |
| Owner/Manager Business Enterprise | 1 | 17 | 19 | 13 | 3 | 1 | 1 |
| Government Employee | | 3 | 3 | 4 | | | |
| Farmer | | 1 | 1 | | | | |
| Service Professional | | | 1 | | 2 | 11 | |
| Homemaker | | | 1 | 2 | | | |
| Retired | | 2 | 1 | 1 | | | |

Community Orientation

Two of the factors useful in classifying leaders were the length of time they had been in the community and the strength of their ties to the community.

In order to provide a classification system not completely dependent upon age, the respondents were classified according to nominal groups. The groups and the number and percentage of respondents who fit each group is given in Table 8.

TABLE 8
GROUPINGS OF INTERVIEWEES ACCORDING TO THE
AMOUNT OF LIFE LIVED IN THE COMMUNITY

| Amount of Life Lived in Community | Number | Percent of Total |
|--|------------|---------------------|
| Native to community | 20 | 17.5 |
| Native but left temporarily for college, military, etc. | 25 | 21.9 |
| Lived here all of adult life | 4 | 3.5 |
| Reared here, left, then returned to retire | 3 | 2.6 |
| Lived here most of adult life | 43 | 37.7 |
| Relatively new in town | 17 | 14.9 |
| New in town | 2 | 1.8 |
| TOTAL | <u>114</u> | <u>100.0</u> |

The strength of community leaders' ties to their home communities was based on the number of generations that their families had lived in the area. A leader with strong family ties was defined as one whose family had lived at least three generations in the community. If a leader belonged to the second generation of his family, he/she was considered to have moderate family ties, and if a leader was the first generation of his/her family to live in the community, he/she was considered to have weak family ties. With these as guidelines, only one-quarter of the leaders surveyed had strong family ties to their communities while 44 percent had weak family ties. (See Table 9.)

TABLE 9
FAMILY TIES OF COMMUNITY LEADERS SURVEYED

| | Number | Percent of Total |
|----------|------------|---------------------|
| Strong | 28 | 24.6 |
| Moderate | 36 | 31.6 |
| Weak | 50 | 43.8 |
| TOTAL | <u>114</u> | <u>100.0</u> |

Leadership Skills

In order to get some idea of the type of leadership skills that community leaders believe important, the researchers asked them to identify those skills that were most important in their roles as community leaders. Their responses were coded into three broad categories: management skills, people oriented skills, and technical skills. Among the management related skills, the most often mentioned were decisiveness, ability to organize, ability to do research and get facts, and willingness to stick with the task at hand. People oriented skills included such things as ability to get along with people, ability to develop contacts within the community, communication skills, and promotional ability. The most often mentioned technical skills were knowledge of city government operation, knowledge of banking and financial activities, and knowledge of the law.

Since respondents were given an opportunity to identify as many skills as they thought were important, a total of 187 responses was received from the 114 respondents. Of these responses, 40 percent could be classified as management skills, 39 percent fell into the category of skills related to working with people, and 21 percent were technical skills. (See Table 10.) This suggested one of two things. First, technical knowledge of a particular area might be less important than management and personal relation skills. Second, the response could indicate that few people perceived themselves as having technical skills and, therefore, did not mention those skills as important.

TABLE 10
COMPARISON OF MAJOR LEADERSHIP SKILL RESPONSES WITH
OCCUPATION CATEGORIES OF COMMUNITY LEADERS

| Occupation | Management Skills | | People Oriented Skills | | Technical Skills | | Total | |
|-----------------------|-------------------|------|------------------------|------|------------------|------|-------|-------|
| | # | % | # | % | # | % | # | % |
| Financial Managers | 16 | 34.8 | 13 | 28.3 | 17 | 37.0 | 46 | 100.1 |
| Local Businessmen | 40 | 46.0 | 38 | 43.7 | 9 | 10.3 | 87 | 100.0 |
| Government Employees | 7 | 36.8 | 6 | 31.6 | 6 | 31.6 | 19 | 100.0 |
| Service Professionals | 6 | 28.6 | 9 | 42.9 | 6 | 28.6 | 21 | 100.1 |
| Farmers | 1 | 33.3 | 2 | 66.7 | 0 | - | 3 | 100.0 |
| Homemakers | 2 | 50.0 | 2 | 50.0 | 0 | - | 4 | 100.0 |
| Retirees | 3 | 42.9 | 3 | 42.9 | 1 | 14.3 | 7 | 100.1 |
| TOTAL | 75 | 40.1 | 73 | 39.0 | 39 | 20.9 | 187 | 100.0 |

When leadership skill categories were compared with the occupations of community leaders, the most useful skills listed by bankers, government workers, and service professionals were relatively evenly distributed among the three categories. On the other hand, responses from local businessmen suggested that they generally did not consider technical skills important in their roles as leaders.

Leadership Position

An important factor in the study of leadership is to determine the role which community leaders play in local decisions. By analyzing survey data on the positions that leaders have held in the community and their involvement in community development issues, the researchers classified the respondents into four leadership roles or position categories. First were the institutional leaders. These persons were community leaders by virtue of their family backgrounds, or they were titular heads of community based organizations. The second leadership classification group was the policy makers. These individuals held public office (i.e., mayor, councilman, or administrator) or were private citizens (i.e., developers, chamber managers) and were active in setting development policy goals for the community. Third were the social activists. These leaders were generally private citizens who, by sheer commitment of time and energy, brought about or assisted the development of the community. Last were the institutional policy makers. This group was made up predominately of private individuals who were heads of local organizations or held high status positions in the community and were active in setting development policy goals. Some difficulty was encountered in determining in what category to place a person. If the person occupied any office, he/she was placed in that category rather than as a social activist.

As shown in Table 11, 39 percent of the community leaders surveyed were classified as institutional policy makers. The next largest group was the institutional leaders (37 percent) followed by the policy makers (21 percent) and social activists (3 percent). Roughly 60 percent of those surveyed appeared to have some role in setting their communities' development policies (institutional policy makers and policy makers).

Social activists were not a significant force in the communities studied. Cross tabulating leadership roles with occupation showed that the two policy-making leadership roles were dominated by financial managers and local

TABLE 11
LEADERSHIP ROLE OF COMMUNITY LEADERS SURVEYED

| | Number | Percent of Total |
|-----------------------------|------------|---------------------|
| Institutional leaders | 42 | 36.8 |
| Policy makers | 24 | 21.1 |
| Social activists | 3 | 2.6 |
| Institutional policy makers | 45 | 39.5 |
| TOTAL | <u>114</u> | <u>100.0</u> |

businessmen. (See Table 12.) In addition, Table 13 reveals that 56 percent of the institutional policy makers were natives to their communities while those living in the community most of their adult lives accounted for 58 percent of those classified as policy makers. Institutional leaders, on the other hand, were relatively evenly divided between natives, newcomers, and those living there most of their adult lives. This suggested that those leaders who were active in setting development policy goals were predominately bankers and local businessmen who were either natives to the community or had lived there most of their adult lives.

TABLE 12

COMPARISON OF LEADERSHIP ROLE BY OCCUPATION

| | Financial Managers | | Local Business- Men | | Government Employees | | Service Professionals | | Farmers | | Homemaker | | Retired | | Total | |
|-----------------------------------|-----------------------|------|---------------------------|------|-------------------------|------|--------------------------|------|---------|-----|-----------|------|---------|------|-------|-------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Institutional leaders | 11 | 26.2 | 22 | 52.4 | 2 | 4.8 | 5 | 11.9 | 0 | - | 2 | 4.8 | 0 | - | 42 | 100.1 |
| Policy makers | 2 | 8.3 | 13 | 54.2 | 5 | 20.8 | 1 | 4.2 | 0 | - | 0 | - | 3 | 12.5 | 24 | 100.0 |
| Social activists | 0 | - | 0 | - | 0 | - | 1 | 33.3 | 0 | - | 1 | 33.3 | 1 | 33.3 | 3 | 99.9 |
| Institutional policy makers | 13 | 28.9 | 20 | 44.4 | 3 | 6.7 | 7 | 15.6 | 2 | 4.4 | 0 | - | 0 | - | 45 | 100.1 |
| TOTAL | 26 | 22.8 | 55 | 48.2 | 10 | 8.8 | 14 | 12.3 | 2 | 1.8 | 3 | 2.6 | 4 | 3.5 | 114 | 100.0 |

TABLE 13
COMPARISON OF LEADERSHIP ROLE BY LENGTH OF STAY IN COMMUNITY

| | Natives | | All Adult Life | | Most of Adult Life | | New-Comers | | Total | |
|-----------------------------|---------|------|----------------|-----|--------------------|------|------------|------|-------|-------|
| | # | % | # | % | # | % | # | % | # | % |
| Institutional leaders | 15 | 35.7 | 2 | 4.8 | 15 | 35.7 | 10 | 23.8 | 42 | 100.0 |
| Policy makers | 6 | 25.0 | 2 | 8.3 | 14 | 58.3 | 2 | 8.3 | 24 | 99.9 |
| Social activists | 2 | 66.7 | 0 | - | 1 | 33.3 | 0 | - | 3 | 100.0 |
| Institutional policy makers | 25 | 55.6 | 0 | 0 | 13 | 28.9 | 7 | 15.6 | 45 | 100.1 |
| TOTAL | 48 | 42.1 | 4 | 3.5 | 43 | 37.7 | 19 | 16.7 | 114 | 100.0 |

Involvement of Community Leaders

In order to get some idea of the interests and involvement of community leaders in economic and community development, the researchers created nine general categories and asked each respondent to identify those areas in which they had an interest and/or were actively involved. As shown in Table 14, the area that generated the greatest amount of involvement among the community leaders was industrial and economic development. Indeed, 83 percent of the respondents surveyed provided that response. The next largest area of involvement was cultural arts and recreation/sports activities which accounted for 62 percent of the respondents. Table 14 shows the results in order of descending interest.

When leader's areas of interest were compared with their occupations, the data suggested that the areas of community development in which bankers had a prime interest was industrial and economic development plus agricultural promotion. Local businessmen, likewise, had a strong interest in industrial development; however, they also were interested in planning and zoning and retail promotion. Even though government employed leaders were interested in industrial development, they had stronger interests in planning, public improvements, and cultural and recreational activities.

TABLE 14
NUMBER AND PERCENT OF COMMUNITY LEADERS INVOLVED
IN COMMUNITY DEVELOPMENT BY MAJOR CATEGORY

| | Number | Percent of N = 114 |
|---|--------|-----------------------|
| Industrial and Economic Development | 95 | 83.3 |
| Cultural Arts, Recreation | 71 | 62.3 |
| Public Improvements | 70 | 61.4 |
| Planning and Zoning | 67 | 58.8 |
| Education | 67 | 58.8 |
| Agricultural | 66 | 57.9 |
| Tourism Promotion | 57 | 50.0 |
| Health Care | 62 | 54.4 |
| Retail Promotion | 57 | 50.0 |
| <u>Other ^{a/}</u> | 4 | 3.5 |
| ^{a/} Other includes historical preservation, low income housing, and traditional housing developments. | | |

Community leaders who were service professionals were primarily interested in the areas of industrial development and education. (See Table 15.)

Measuring Influence

The researchers were interested in determining the amount of influence leaders had over policies related to community development. Several approaches were possible. One approach was to ask others about each person's influence. Another approach was to attempt to measure the amount of influence by use of public records. A third approach, and the one used in the project, was to ask leaders how much influence they felt they had over different issues. Although this approach depended on the self-judgment of the individual, their attitudes toward leadership were the ones the researchers wanted to measure. Therefore, asking the respondent to provide the input about his/her amount of influence so that perceived attitudes about leadership, leadership training, etc. could be related to feelings of power and influence seemed appropriate. For example, in Table 16 community leaders believing they had a great amount of influence in particular community development activities were analyzed by occupation. Of the 26 community leaders who were financial managers, 62 percent believed they had "great influence" on decisions related to industrial and economic development. Fifty percent of the financial managers also considered themselves to have a great deal of influence in promoting agriculture in the

TABLE 15

COMPARISON OF COMMUNITY LEADERS' OCCUPATIONS WITH INVOLVEMENT IN COMMUNITY DEVELOPMENT ACTIVITIES

| | Financial Managers | | Local Business-Men | | Government Employees | | Service Professionals | | Farmers | | Homemaker | | Retired | | Total | |
|-------------------------------------|-------------------------------------|------|--------------------|------|----------------------|------|-----------------------|------|---------|-----|-----------|-----|---------|-----|-------|-------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | Industrial and Economic Development | 25 | 26.3 | 48 | 50.5 | 6 | 6.3 | 12 | 12.6 | 1 | 1.1 | 0 | - | 3 | 3.2 | 95 |
| Agricultural Promotion | 24 | 36.4 | 31 | 47.0 | 3 | 4.5 | 3 | 4.5 | 2 | 3.0 | 1 | 1.5 | 2 | 3.0 | 66 | 99.9 |
| Planning and Zoning | 12 | 17.9 | 35 | 52.2 | 7 | 10.4 | 8 | 11.9 | 2 | 3.0 | 0 | - | 3 | 4.5 | 67 | 99.9 |
| Public Improvements | 17 | 24.3 | 32 | 45.7 | 7 | 10.0 | 7 | 10.0 | 2 | 2.9 | 1 | 1.4 | 4 | 5.7 | 70 | 100.0 |
| Health Care | 18 | 31.6 | 24 | 42.1 | 2 | 3.5 | 10 | 17.5 | 1 | 1.8 | 1 | 1.8 | 1 | 1.8 | 57 | 100.1 |
| Cultural/Arts and Recreation/Sports | 19 | 26.8 | 31 | 43.7 | 7 | 9.9 | 9 | 12.7 | 1 | 1.4 | 2 | 2.8 | 2 | 2.8 | 71 | 100.1 |
| Education | 16 | 23.9 | 29 | 43.3 | 6 | 9.0 | 12 | 17.9 | 1 | 1.5 | 2 | 3.0 | 1 | 1.5 | 67 | 100.1 |
| Retail Promotion | 12 | 21.8 | 33 | 60.0 | 3 | 5.5 | 2 | 3.6 | 1 | 1.8 | 1 | 1.8 | 3 | 5.5 | 55 | 100.0 |
| Tourism Promotion | 16 | 25.8 | 31 | 50.0 | 5 | 8.1 | 6 | 9.7 | 1 | 1.6 | 0 | - | 3 | 4.8 | 62 | 100.0 |
| Other ^{a/} | 1 | 25.0 | 3 | 75.0 | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 4 | 100.0 |

^{a/} Other includes historical preservation and low income housing as well as traditional housing developments.

TABLE 16

COMPARISON OF THOSE COMMUNITY LEADERS PERCEIVING A GREAT AMOUNT OF INFLUENCE IN COMMUNITY DEVELOPMENT ACTIVITIES WITH OCCUPATION

| Great Influence in Community Development | Financial Managers | | Local Business-Men | | Government Employees | | Service Professionals | | Farmers | | Homemaker | | Retired | |
|--|------------------------|-------|--------------------|-------|----------------------|------|-----------------------|------|---------|------|-----------|------|---------|------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | Industrial Development | 16 | 61.5 | 26 | 47.3 | 4 | 40.0 | 4 | 28.6 | 1 | 50.0 | 0 | - | 2 |
| Agricultural Promotion | 13 | 50.0 | 12 | 21.8 | 0 | - | 1 | 7.1 | 1 | 50.0 | 0 | - | 0 | - |
| Planning and Zoning | 5 | 19.2 | 20 | 36.4 | 2 | 20.0 | 1 | 7.1 | 0 | - | 0 | - | 3 | 75.0 |
| Public Improvements | 5 | 19.2 | 16 | 29.1 | 5 | 50.0 | 1 | 7.1 | 1 | 50.0 | 0 | - | 3 | 75.0 |
| Health Care | 10 | 38.5 | 7 | 12.7 | 0 | - | 8 | 57.1 | 0 | - | 1 | 33.3 | 0 | - |
| Cultural/Arts and Recreation/Sports | 6 | 23.1 | 11 | 20.0 | 2 | 20.0 | 4 | 28.6 | 1 | 50.0 | 1 | 33.3 | 0 | - |
| Education | 6 | 23.1 | 12 | 21.8 | 2 | 20.0 | 3 | 21.4 | 0 | - | 0 | - | 0 | - |
| Retail Promotion | 2 | 7.7 | 10 | 18.2 | 1 | 10.0 | 0 | - | 0 | - | 0 | - | 0 | - |
| Tourism Promotion | 2 | 7.7 | 11 | 20.0 | 2 | 20.0 | 3 | 21.4 | 0 | - | 0 | - | 0 | - |
| Other | 0 | - | 3 | 5.5 | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - |
| N Size | 26 | 100.0 | 55 | 100.0 | 10 | - | 14 | - | 2 | - | 3 | - | 4 | - |

area. A smaller proportion of local businessmen believed they had "a great deal" of influence regarding community development. However, in planning and zoning, public improvements, retail, and tourism promotion a larger proportion of local businessmen than bankers felt they had "great influence." As expected, government employees, on the whole, thought they had the most influence in public improvements. Service professionals, on the other hand, believed they had "great influence" on issues concerning health care.

A comparison of influence with leadership position indicated that among leaders classified as "institutional policy makers," a majority thought they had substantial influence on industrial and economic development decisions. (See Table 17.) This table also shows that policy

TABLE 17
COMPARISON OF LEADERSHIP POSITION WITH INFLUENCE
IN COMMUNITY DEVELOPMENT ACTIVITIES

| Influential in Community Development Areas | Institutional Leaders | | Policy Makers | | Social Activists | | Institutional Policy Makers | |
|--|--------------------------|------|------------------|------|---------------------|------|-----------------------------------|------|
| | # | % | # | % | # | % | # | % |
| Industrial Development | 17 | 40.5 | 11 | 45.8 | 0 | - | 25 | 55.6 |
| Agricultural Promotion | 9 | 21.4 | 1 | 4.2 | 0 | - | 17 | 37.8 |
| Planning and Zoning | 7 | 16.7 | 12 | 50.0 | 1 | 33.3 | 11 | 24.4 |
| Public Improvements | 6 | 14.3 | 16 | 66.7 | 0 | - | 9 | 20.0 |
| Health Care | 8 | 19.0 | 1 | 4.2 | 1 | 33.3 | 16 | 35.6 |
| Culture/Arts and Recreation/Sports | 8 | 19.0 | 6 | 25.0 | 0 | - | 11 | 24.4 |
| Education | 3 | 7.1 | 3 | 12.5 | 0 | - | 17 | 37.8 |
| Retail Promotion | 7 | 16.7 | 1 | 4.2 | 0 | - | 5 | 11.1 |
| Tourism | 5 | 11.9 | 2 | 8.3 | 0 | - | 11 | 24.4 |
| Other | 0 | - | 1 | 4.2 | 0 | - | 2 | 4.4 |
| TOTAL LEADERS | 42 | | 24 | | 3 | | 45 | |

makers regarded themselves as being most influential in public improvements and planning and zoning. Institutional leaders viewed themselves as having less influence than either of the other two groups.

Attitudes of Community Leaders

An important aspect of this study is to determine community leaders' perceptions of the effectiveness of those in traditional leadership positions (i.e., mayor, council, city administrator, and chamber manager) in relationship to community development activities. Leaders were asked whether city officials and the chambers of commerce had demonstrated effective leadership in recent development activities and if training could be useful in improving traditional leaders' effectiveness. Responses were categorized either as positive or negative in regard to the effectiveness of traditional leaders.

In Table 18, community leaders' attitudes towards the effectiveness of traditional leaders are compared with education. A majority of the community leaders with high school (63 percent) or some college education (59 percent) believed that the cities and chambers of commerce had demonstrated effective leadership. On the other hand, 54 percent of the leaders who

| TABLE 18 COMPARISON OF COMMUNITY LEADERS' EDUCATION WITH THEIR ATTITUDES TOWARDS THE EFFECTIVENESS OF LEADERSHIP IN CITY GOVERNMENT AND CHAMBERS OF COMMERCE | | | | | | |
|---|---|---------|---|---------|--------|---------|
| | Have Demonstrated Effective Leadership | | Have Not Demonstrated ^{a/} Effective Leadership | | Total | |
| | Number | Percent | Number | Percent | Number | Percent |
| Grade School | 0 | - | 1 | 100.0 | 1 | 100.0 |
| High School | 17 | 63.0 | 10 | 37.0 | 27 | 100.0 |
| Some College | 20 | 58.8 | 14 | 41.2 | 34 | 100.0 |
| Completed College | 14 | 46.7 | 16 | 53.7 | 30 | 100.0 |
| Graduate School | 4 | 57.1 | 3 | 42.9 | 7 | 100.0 |
| Professional Degree | 3 | 21.4 | 11 | 78.6 | 14 | 100.0 |
| Not Available | 0 | - | 1 | 100.0 | 1 | 100.0 |
| TOTAL | 58 | 50.9 | 56 | 49.1 | 114 | 100.0 |

^{a/} Includes those individuals who thought that either or both city and chamber leaders were ineffective.

graduated from college and 79 percent of those with professional degrees thought that the traditional leaders had not demonstrated effective leadership. This suggested that those persons with higher education tended to be more dissatisfied with the performance of traditional leaders than were lesser educated individuals. Moreover, the data indicated that community leadership was somewhat dissatisfied with the performance of the traditional leaders.

Other factors that appeared to have an effect on community leaders' attitudes toward the effectiveness of traditional leaders were: a) the length of time lived in the community and b) their family ties. As shown in Table 19, a majority of the natives (65 percent) perceived the city and chamber leaders as effective while only 26 percent of the newcomers perceived them as effective. Similarly, 64 percent of those with strong family ties to the community thought the traditional leaders were doing a good job while 42 percent of those with weak ties believed they were doing a good job. (See Table 20.) Clearly, newcomers and those with weak family ties were the least satisfied with traditional leaders.

| | Have Demonstrated Effective Leadership | | Have Not Demonstrated Effective Leadership ^{a/} | | Total | |
|-----------------|---|---------|---|---------|--------|---------|
| | Number | Percent | Number | Percent | Number | Percent |
| Natives | 31 | 64.6 | 17 | 35.4 | 48 | 100.0 |
| All Adult Life | 1 | 25.0 | 3 | 75.0 | 4 | 100.0 |
| Most Adult Life | 21 | 48.8 | 22 | 51.2 | 43 | 100.0 |
| Newcomers | 5 | 26.3 | 14 | 73.7 | 19 | 100.0 |
| TOTAL | 58 | 50.9 | 56 | 49.1 | 114 | 100.0 |

^{a/} Includes those individuals who thought that either or both city and chamber leaders were ineffective.

A number of the respondents believed that leadership in government and business could be improved. To gain information concerning perception of

| Table 20 COMPARISON OF LEADERS' FAMILY TIES TO THE COMMUNITIES AND THEIR ATTITUDES TOWARDS THE EFFECTIVENESS OF LEADERSHIP IN CITY GOVERNMENT AND THE CHAMBERS OF COMMERCE | | | | | | |
|---|---|---------|---|---------|--------|---------|
| | Have Demonstrated Effective Leadership | | Have Not Demonstrated Effective Leadership ^{a/} | | Total | |
| | Number | Percent | Number | Percent | Number | Percent |
| Family Ties | | | | | | |
| Strong | 18 | 64.3 | 10 | 35.7 | 28 | 100.0 |
| Moderate | 19 | 52.8 | 17 | 37.1 | 36 | 100.0 |
| Weak | 21 | 42.0 | 29 | 58.0 | 50 | 100.0 |
| TOTAL | 58 | 59.0 | 56 | 49.0 | 114 | 100.0 |

^{a/} Includes those individuals who thought that both city and chamber leaders were ineffective or only one of these groups.

how this could be done, the researchers asked whether training programs could be used to improve leaders' performances in their jobs. Comments were divided into three categories: those that were supportive of leadership training programs, those that supported training only if it met certain criteria, and comments that were predominately negative. Table 21 presents the numbers and percentages of each type of comment.

| TABLE 21 COMMUNITY LEADERS' ATTITUDES TOWARD LEADERSHIP TRAINING | | |
|---|--------------------|------------------|
| | Number of Comments | Percent of Total |
| Positive | 144 | 63.7 |
| Positive if Met Certain Criteria | 37 | 16.4 |
| Negative | 45 | 19.9 |
| TOTAL | 226 | 100.0 |

Although comments on training programs were quite diverse, a majority supported the concept of training as a means to improve the quality of local leadership. Almost two-thirds (64 percent) of the comments supported training (See Table 21.) This proportion increased to 80 percent if certain criteria were met in establishing the training programs.

An alternative to training programs is to enlist qualified technical assistance. Community leaders were asked what types of outside community development assistance their cities needed. Responses revealed a need for outside technical assistance. Most believed that city officials and chamber leaders should seek assistance whenever possible. (See Table 22.) Some negative comments did emerge, however. Characteristic of these negative comments were: "We don't need outside technical assistance; we do it alone with the resources that we have locally." "Small cities simply can't afford to pay for the assistance." "I don't like government assistance; there's too much red tape and it's not too useful." Thus, not all outside technical assistance was viewed as a "blessing" by community leaders.

| TABLE 22 COMMUNITY LEADERS' ATTITUDES TOWARDS OUTSIDE TECHNICAL ASSISTANCE | | |
|---|--------------------|------------------|
| | Number of Comments | Percent of Total |
| Supportive | 184 | 81.4 |
| Opposed | 42 | 18.6 |
| TOTAL | 226 | 100.0 |

Areas which community leaders identified as needing outside technical assistance were: attracting new industry and business, financing development, grantsmanship, and community planning. (See Table 23.)

Summary

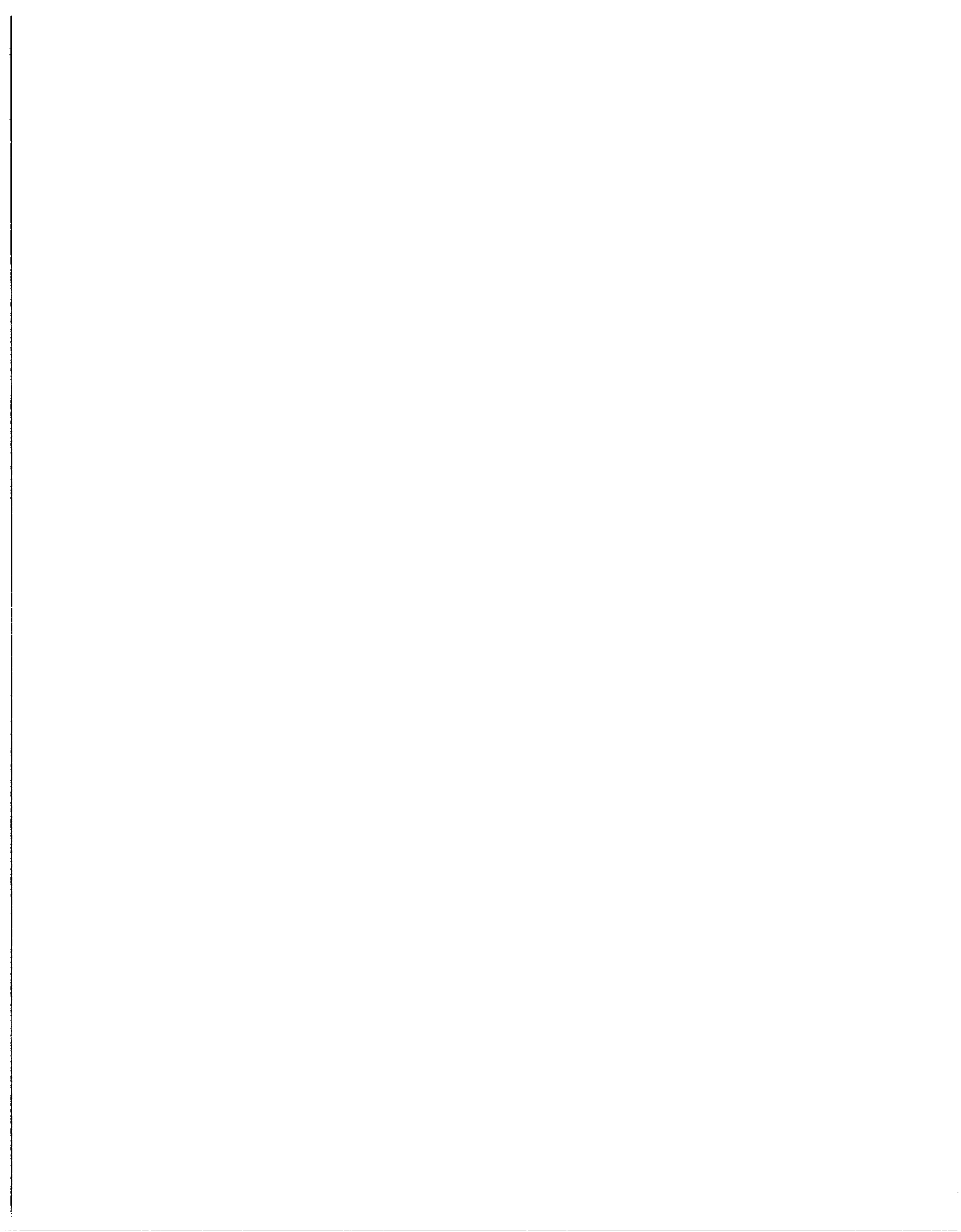
In this section the researchers showed that those individuals who had a reputation for community leadership had the following characteristics: they were predominately male; their median age was 51 years; their major occupation was either banking related or local business; the majority had at least some college education; a majority were either natives or had lived in the community most of their adult lives; and they were dominated by persons who were heads of institutional organizations in the community.

On the whole, community leaders believed that they possessed more basic management and people oriented skills than technical skills. Leaders utilized these skills in a variety of ways; however, their main community development activities were related to industrial and economic development. Leaders were relatively equally divided in their positive and negative evaluations

TABLE 23
LIST OF DEVELOPMENT AREAS WHICH COMMUNITY
LEADERS IDENTIFIED AS NEEDING
TECHNICAL ASSISTANCE

| | Number of Comments | Percent of Total |
|--|--------------------------|------------------------|
| Attracting new industry and business | 43 | 27.0 |
| Financing development projects | 24 | 15.1 |
| Grantsmanship | 17 | 10.7 |
| Community planning and subdivision regulations | 16 | 10.1 |
| Promoting city | 13 | 8.2 |
| Getting residents motivated and involved | 11 | 6.9 |
| Engineering | 10 | 6.3 |
| Establishing information exchange system | 5 | 3.1 |
| Downtown development | 5 | 3.1 |
| Providing adequate housing | 4 | 2.5 |
| Feasibility studies | 3 | 1.9 |
| Coping with federal regulations | 3 | 1.9 |
| Agricultural development | 2 | 1.3 |
| Environmental impact studies | 1 | 0.6 |
| Youth activities | 1 | 0.6 |
| Health care and emergency care | 1 | 0.6 |
| TOTAL | 159 | 99.9 |

concerning public and semi-public leadership positions. In addition, a majority of the leaders believed the effectiveness of these officials could be improved either by outside technical assistance or through training programs.



SECTION IV

COMMUNITY DEVELOPMENT RANKINGS

Development Indices

The task of measuring and ranking the study communities in regard to their levels of development was a difficult one. Nineteen indicators were used to measure development. These indicators were grouped into six major categories. Each of the 15 communities was then ranked according to each indicator. The total composite ranking for all 19 indicators showed the 15 communities ranked from highest to lowest as follows: 1. West Point and Aurora, 3. Schuyler, 4. O'Neill, 5. Crete, 6. Valentine, 7. Kimball, 8. Wahoo, 9. Minden, 10. Central City, 11. Gothenburg, 12. Broken Bow, 13. Cozad, 14. Auburn, 15 Superior.¹⁷ (See Table 24.)

This simple ranking reflects the relative differences among the communities. Even though the interval between the highest and lowest ranked communities is known, no presumption is made that the intervals are of equal proportion. Although communities that rank in the lower half have less community development than those in the upper half, this by no means implies the life in the lower ranking communities is more difficult than it is in those ranking higher.

Differences in the leadership characteristics among the 15 communities should be most evident by comparing the top and bottom ranked communities. For example, if the top three communities (West Point, Aurora, and Schuyler) are grouped together, their leadership characteristics can be compared with the bottom three (Cozad, Auburn, and Superior) to determine if differences exist. A look at educational levels of community leaders showed that a larger proportion of the community leaders in the top three communities had college degrees than in the bottom three communities. (See Table 25.)

Community differences were related to the length of time leaders had lived in the community. Table 26 presents data concerning length of stay in community for the top and bottom three communities. Particularly noticeable is that the top three communities had a much larger newcomer element in their leadership structures than did the bottom three.

TABLE 24
INDIVIDUAL GROWTH INDICATOR RANKINGS
FOR THE 15 STUDY COMMUNITIES

| 1 = Largest increase 15 = Smallest increase | | | | | | | | | | | | | | | | |
|---|------|--------|--------|------------|--------------|-------|-------|------------|---------|--------|---------|----------|----------|-----------|-------|------------|
| Indicator | City | Auburn | Aurora | Broken Bow | Central City | Cozad | Crete | Gothenburg | Kimball | Minden | O'Neill | Schuyler | Superior | Valentine | Wahoo | West Point |
| Total Composite | | 14 | 1.5 | 12 | 10 | 13 | 5 | 11 | 7 | 9 | 4 | 3 | 15 | 6 | 8 | 1.5 |
| <u>Demographics</u> | | | | | | | | | | | | | | | | |
| Population Growth 1970-76 | | 11 | 3 | 4 | 7 | 10 | 5 | 1 | 14 | 6 | 8 | 2 | 13 | 9 | 15 | 12 |
| <u>Political Stability</u> | | | | | | | | | | | | | | | | |
| Turnover Frequency 1970-78 | | 11 | 8 | 9 | 4 | 13 | 10 | 15 | 2 | 1 | 6 | 3 | 12 | 14 | 7 | 5 |
| <u>Government Assistance</u> | | | | | | | | | | | | | | | | |
| Average Annual State Aid 1971-78 | | 11 | 2 | 3 | 15 | 4 | 1 | 12 | 10 | 14 | 9 | 5 | 13 | 8 | 6 | 7 |
| <u>Community Facilities Base</u> | | | | | | | | | | | | | | | | |
| Industrial Development Score | | 2.5 | 4 | 7 | 5 | 13.5 | 15 | 13.5 | 9 | 10.5 | 12 | 6 | 10.5 | 8 | 1 | 2.5 |
| Health Care Score | | 4 | 1.5 | 1.5 | 11 | 12 | 10 | 15 | 14 | 13 | 5 | 6 | 9 | 7 | 8 | 3 |
| Percent Change in Number Police Officers Per 1,000 Population 1971-76 | | 15 | 1 | 8 | 9 | 2 | 4 | 11 | 6 | 10 | 7 | 14 | 13 | 5 | 3 | 12 |
| Percent Change in Crime Rate Per 1,000 Population 1971-76 | | 15 | 13 | 14 | 12 | 1 | 6 | 8 | 9 | 5 | 11 | 2 | 10 | 4 | 3 | 7 |
| Park Acres Per 1,000 Population 1973 | | 13 | 11 | 12 | 10 | 9 | 4 | 8 | 2 | 7 | 5 | 6 | 14 | 1 | 15 | 3 |
| Number Library Volumes Per 1,000 1978 | | 11 | 6 | 15 | 5 | 13 | 8 | 12 | 2 | 9 | 10 | 4 | 3 | 1 | 14 | 7 |
| <u>Economic Base</u> | | | | | | | | | | | | | | | | |
| Money Income Change Per Capita 1969-75 | | 14 | 1 | 12.5 | 12.5 | 11 | 7 | 9 | 4 | 5 | 10 | 8 | 15 | 3 | 6 | 2 |
| Growth in Retail Sales 1970-78 | | 9 | 8 | 13 | 10 | 14 | 4 | 3 | 15 | 6 | 2 | 7 | 11 | 5 | 12 | 1 |

INDIVIDUAL GROWTH INDICATOR RANKINGS
(continued)

| Indicator | City | Auburn | Aurora | Broken Bow | Central City | Cozad | Crete | Gothenburg | Kimball | Minden | O'Neill | Schuyler | Superior | Valentine | Wahoo | West Point |
|--|------|--|--------|------------|--------------|-------|-------|------------|---------|--------|---------|----------|----------|-----------|-------|------------|
| | | 1 = Largest increase 15 = Smallest increase | | | | | | | | | | | | | | |
| Percent Change Bank Assets 1970-78 | | 10 | 1 | 13 | 7 | 12 | 15 | 3 | 4 | 6 | 5 | 2 | 8 | 14 | 11 | 9 |
| Percent Change Bank Loans 1970-78 | | 12 | 1 | 7 | 5 | 13 | 8 | 9 | 3 | 4 | 11 | 2 | 15 | 14 | 10 | 6 |
| Total Housing Starts Per 1,000 Population 1970-80 | | 11 | 1 | 12 | 8 | 14 | 3 | 9 | 15 | 6 | 5 | 7 | 13 | 10 | 2 | 4 |
| Percent Change Assessed Valuation Per Capita 1970-78 | | 11 | 3 | 14 | 15 | 6 | 8 | 5 | 4 | 10 | 1 | 9 | 13 | 12 | 7 | 2 |
| Percent Change in Mill Levy 1970-78 | | 11 | 12 | 1 | 2 | 7 | 9 | 15 | 10 | 13 | 4 | 6 | 8 | 3 | 5 | 14 |
| <u>Education</u> | | | | | | | | | | | | | | | | |
| Percent Change in Enrollment 1970-78 | | 8 | 5 | 12 | 14 | 11 | 4 | 10 | 6 | 13 | 9 | 2 | 7 | 3 | 15 | 1 |
| Percent Change in Tax Receipts and State Aid Per Pupil 1970-78 | | 7 | 6 | 5 | 10 | 9 | 8 | 3 | 14 | 12 | 2 | 15 | 4 | 13 | 11 | 1 |
| Decrease in Student-Teacher Ratio 1970-78 | | 10 | 14 | 12 | 3 | 9 | 15 | 7 | 5 | 6 | 3 | 11 | 8 | 13 | 1 | 3 |

| | Top Three | | Bottom Three | |
|---------------------|-----------|---------|--------------|---------|
| | Number | Percent | Number | Percent |
| Grade School | 1 | 4.0 | 0 | - |
| High School | 6 | 24.0 | 7 | 25.9 |
| Some College | 6 | 24.0 | 8 | 29.6 |
| Completed College | 9 | 36.0 | 6 | 22.2 |
| Graduate School | 0 | - | 2 | 7.4 |
| Professional Degree | 3 | 12.0 | 3 | 11.1 |
| No Data Available | 0 | - | 1 | 3.7 |
| TOTAL | 25 | 100.0 | 27 | 99.9 |

TABLE 26
COMPARISON OF LEADERS LENGTH OF STAY IN THE COMMUNITY BY
COMMUNITIES RANKING IN THE TOP THREE AND BOTTOM THREE OF
THE COMMUNITY DEVELOPMENT SCALE

| | Top Three | | Bottom Three | |
|---------------------------|-----------|---------|--------------|---------|
| | Number | Percent | Number | Percent |
| Natives | 13 | 52.0 | 13 | 48.1 |
| All or most of adult life | 7 | 28.0 | 12 | 44.4 |
| Newcomers | 5 | 20.0 | 2 | 7.4 |
| TOTAL | 25 | 100.0 | 27 | 99.9 |

Leadership Homogeneity

Another leadership difference that might have an impact on the communities' levels of development is the representativeness of the leadership. Table 27 gives the occupation classifications of the leadership in the top three communities and shows that persons who had a reputation for leadership came not only from the financial, business, and government occupations but also were farmers and homemakers. A more detailed occupational breakdown of the leadership in these communities is presented in Table 28.

Table 27
COMPARISON OF COMMUNITY LEADERS' OCCUPATION IN COMMUNITIES RANKED
THE TOP THREE AND BOTTOM THREE ACCORDING TO THE COMMUNITY
DEVELOPMENT SCALE

| | Top Three | | Bottom Three | |
|-----------------------|-----------|---------|--------------|---------|
| | Number | Percent | Number | Percent |
| Financial Managers | 4 | 16.0 | 5 | 18.5 |
| Local Businessmen | 13 | 52.0 | 15 | 55.6 |
| Government Employees | 1 | 4.0 | 2 | 7.4 |
| Service Professionals | 3 | 12.0 | 4 | 14.8 |
| Farmers | 1 | 4.0 | 0 | - |
| Homemakers | 2 | 8.0 | 0 | - |
| Retirees | 1 | 4.0 | 1 | 3.7 |
| TOTAL | 25 | 100.0 | 27 | 100.0 |

Perceptions of Influence and Community Development

Another difference was the number of community leaders interested in particular development activities and the proportion who believed that they

TABLE 28

COMPARISON OF COMMUNITY LEADERS' PERCEPTIONS OF GREAT INFLUENCE BY SELECTED
COMMUNITY DEVELOPMENT ACTIVITIES IN THE TOP AND BOTTOM THREE TOWNS ON THE DEVELOPMENT SCALE

| | Top Three | | | Bottom Three | | |
|--|---|--|---------------------------------------|---|--|---------------------------------------|
| | Interest in Development Activities | Great Influence in Activities | Percent with Great Influence | Interest in Development Activities | Great Influence in Development Activities | Percent with Great Influence |
| Industrial Development | 20 | 8 | 40.0 | 24 | 17 | 70.8 |
| Agricultural Promotion | 14 | 6 | 42.9 | 13 | 8 | 61.5 |
| Planning and Zoning | 14 | 5 | 35.7 | 15 | 10 | 66.7 |
| Public Improvements | 17 | 8 | 47.1 | 19 | 10 | 52.6 |
| Health Care | 12 | 6 | 50.0 | 17 | 8 | 47.1 |
| Cultural Arts and Recreation/Sports | 16 | 6 | 37.5 | 17 | 7 | 41.2 |
| Education | 12 | 6 | 50.0 | 19 | 6 | 31.6 |
| Retail Promotion | 12 | 1 | 8.3 | 12 | 4 | 33.3 |
| Tourism Promotion | 0 | - | - | 2 | 2 | 100.0 |

had a "great amount" of influence in these areas. Leaders in the three least successful community development communities were active in a wider variety of development activities than were leaders in the top three communities. More important, however, was that leaders in the bottom ranked communities had a higher self-perception of influence than did leaders in the top three communities. Why this difference existed was difficult to ascertain, but one speculation could be that the leaders in the top communities perceived a more pluralistic leadership structure. Thus, the lower rate of perceived influence in the top three towns might reflect a high degree of shared influence (power) among a wider group of individuals.

This might also explain the differences in leaders' perceptions of the effectiveness of city officials and the chambers of commerce. As shown in Table 29, the majority in the lower ranking towns thought the cities and chambers had done an effective job. The higher degree of dissatisfaction with the cities and chambers of commerce in the top three communities might be attributable to a more diversified leadership structure. Another possibility is that leaders in these communities established higher standards and were, therefore, more critical of traditional leaders.

| TABLE 29 COMPARISON OF COMMUNITY LEADERS' PERCEPTIONS OF THE EFFECTIVENESS OF CITY OFFICIALS AND CHAMBER LEADERS BY THOSE RANKING IN THE TOP AND BOTTOM THREE OF THE DEVELOPMENT SCALE | | | | |
|---|-----------|---------|--------------|---------|
| | Top Three | | Bottom Three | |
| | Number | Percent | Number | Percent |
| Have demonstrated effective leadership | 11 | 44.0 | 15 | 55.6 |
| Have not demonstrated effective leadership | 14 | 56.0 | 12 | 44.4 |

The amount of training leaders have had was an important difference between the two sets of communities. The researchers had assumed that if leaders in communities undertook particular leadership training programs, the entire community would benefit. However, as Table 30 depicts, leaders in lower ranked communities were more likely to have attended training

TABLE 30
COMPARISON OF COMMUNITY LEADERS' TRAINING BY THOSE RANKING IN THE TOP
AND BOTTOM THREE OF THE DEVELOPMENT SCALE

| | Top Three | | Bottom Three | |
|---------------------------------|-----------|---------|--------------|---------|
| | Number | Percent | Number | Percent |
| Have had training ^{a/} | 18 | 72.0 | 24 | 88.9 |
| Have never had training | 7 | 28.0 | 2 | 7.4 |
| Not available | 0 | - | 1 | 3.7 |

^{a/} Includes those businessmen and professionals who had attended workshops or seminars related to their business or profession.

programs than were leaders in higher ranked communities. Although this tentatively casts doubts on the researchers' hypothesis that community development is dependent upon the training of leaders, it might also mean that leaders in lower ranked communities were trying to acquire needed skills to compensate for other factors that impeded the development of their towns.

Other measurements of leadership training and experience will be analyzed and correlated to community development in the section on correlation analysis. Before that section, however, some other factors that affect community development should be discussed.

Traditionally, people have thought that economic and community development was related to distance from an urban center (city over 10,000 population), level of existing manufacturing, potential labor supply, full-time professional staff in the city and chamber of commerce, as well as transportation and other locational factors. Many believe that being located near a major interstate highway or railroad network would be conducive to economic development. However, West Point, which ranked number one on the development scale, is not near a major interstate while Cozad and Gothenburg, which ranked 13 and 11, respectively, are located next to Interstate 80. Although the dominant factors affecting community development varied from town to town, the researchers believe that through the use of correlation analysis these factors can be studied to determine their relationship to community development.

Some Correlation Analyses

Simple rank order correlations of distance from an urban center, level of manufacturing employment, and labor supply with community development were calculated.³³ As shown in Table 31, a moderate degree of correlation of .355 exists between the distance from an urban center and the community development composite. When adjustments were made for deviations caused by O'Neill, the correlation increased to .512. Thus a relationship was found to exist between a town's ranking in development and its distance to an urban center. The fact that including or excluding O'Neill from the data resulted in such a change in the correlation indicated that O'Neill had done a good job of overcoming its locational disadvantage.

The low correlations between the community development rankings and manufacturing and labor supply might be due to several anomalies which skewed the results. For example in manufacturing employment, Cozad ranked number 1 and O'Neill ranked number 14. However, on the community development scale these towns ranked 13 and 4, respectively. Clearly, their rankings in community development were not tied to their levels of manufacturing employment. To determine if a general pattern of relationship existed, the remaining 13 communities were reranked. The adjusted .188 rank order correlation on the new set of communities showed little improvement. Thus, level of manufacturing employment had no significant influence on the level of community development.

| | Correlation | Adjusted Correlation |
|-----------------------------------|-------------|-------------------------|
| Distance to an Urban Center | 0.355 | 0.512 |
| Level of Manufacturing Employment | -0.066 | 0.188 |
| Potential Labor Supply | -0.014 | .262 |

Similarly, the correlation of -.014 between potential labor supply and community development was low. Here two anomalies existed; both Cozad and Gothenburg had high rankings in labor supply but their community

development rankings were low. When these two communities were excluded, the correlation between labor supply and community development rose to 0.262. This relatively low correlation indicated that labor supply had no influence on a community's development.

Another factor that might be related to community development was the presence or absence of a full-time professional staff in the city government (i.e., city administrator) and chamber of commerce manager. By using a simple test of association, Yules Q,³⁴ the researchers discovered that a negative .60 relationship existed between the presence of a professional staff in the city and chamber and the community's level of development. In other words, the tendency was greater for cities with a lower level of community development to have a full-time professional staff. The researchers anticipated that communities with professional staffs in the city and chamber would be more likely to mobilize resources for local development and thus rank higher on the development scale than those towns that did not have professional staffs. However, the Yule's Q test showed the opposite. This is not to say that professional administrators are not important to a town's development. In fact, most of the communities that had full-time administrators acquired them in the early 1970's, and measurement of their impact on the communities' development might be premature. Perhaps the acquisition of a professional staff would indicate that a community realized that a staff was necessary to aid in competing for resources.

Although the level of manufacturing employment, potential labor supply, and the presence of professional administrators had little relationship to a community's development ranking, other factors might influence a town's level of development. These were taken into account when developing the six major community development indicator groups. Table 32 shows the rank order correlations of these six categories with the total community development composite. Clearly, a strong relationship existed between the composite ranking and the community's public facilities (.828) and the composite and economic base (.855). The remaining indicators showed moderate to low levels of relationship with the development composite. Factors such as political stability, the average annual state aid, economic growth, and distance to an urban center all had some influence on the communities' development.

TABLE 32
RANK ORDER CORRELATIONS BETWEEN COMMUNITY DEVELOPMENT RANKINGS
AND MAJOR INDICATOR GROUPINGS

| | Community Development Composite Correlation |
|--|--|
| Population Growth 1970-1976 | .213 |
| Political Stability 1970-1978 | .435 |
| Average Annual State Aid 1971-1978 | .431 |
| Community Facilities Composite | .828 |
| Economic Base Composite | .855 |
| Education Composite | .202 |
| <hr style="width: 20%; margin-left: 0;"/> <p>* Statistically significant at the .05 level.</p> | |

This study has shown that a positive relationship exists between a pluralistic leadership structure and the development of the community. Knowing these two factors, the researchers suggest that sensitivity or group dynamics training of leaders may lead to increased community development.

To test this supposition, further research should be isolated on the group dynamics in a small set of communities. The research should be a longitudinal study in which the researchers could trace the impact of the training, over time, on the leaders' performances in bringing about development. Until such a study is undertaken, universities or other organizations might sponsor training programs in group dynamics and other generalized leadership activities so that leaders would be better able to understand and deal effectively with the contemporary problems facing small communities.

SECTION V

CORRELATION ANALYSIS OF LEADERSHIP CHARACTERISTICS WITH COMMUNITY DEVELOPMENT

In order to analyze leadership characteristics, a series of community leadership indicators had to be constructed which could be quantified, ranked, and correlated with the development rankings. These leadership indicators reflected two things: the degree to which leaders have had training, and the degree of openness that existed in the community's leadership structure. The amount of leadership training was measured in terms of three characteristics: attendance in training sessions, type of occupation, and level of education. The openness of the leadership structure was measured through four characteristics: length of stay in the community, family ties to the community, amount of leadership involvement, and the perception of influence. An explanation of how these indicators were quantified and ranked accompanies the analysis.

The first training indicator was the number of occupations that required formal training and were related to community development. Occupations such as financial manager, lawyer, city administrator, chamber manager, builder, realtor, and developer were grouped as more highly trained occupations. The number of leaders in this group was then divided by the total number of leaders identified by the informants. This provided the percentage of all leaders represented by this occupational grouping.

The leaders' average level of education was also considered to be an indication of training. Values were assigned to the education categories with the highest level of education having the lowest value. These values were multiplied by the number of leaders falling into each category. The products were then ranked with the lowest average receiving the number one rank.

The final leadership training variable was whether leaders had attended in-service training programs. During the survey the leaders were asked, "Have

you ever attended training sessions designed to develop your personnel management, financial management, grantsmanship, or any other skills related to leadership?" A majority of the leaders responded positively to this question; unfortunately the types of training programs they attended were quite varied. The researchers had difficulty determining whether particular training workshops were related to community development. Therefore, these data were organized into two dichotomous groups: those who had some form of training and those who had not. The number of leaders who had training was divided by the total number interviewed to determine the percentage. This percentage was ranked from highest to lowest and then correlated with the community development rankings.

Two of the indicators designed to measure the openness of the community's leadership structure, length of stay and the strength of family ties to the community, were calculated. The average length of stay was organized into three groups: natives, those living there all or most of their adult lives, and newcomers. The strength of family ties was also assigned three categories: strong, moderate, and weak. Each category was assigned a value and multiplied by the number of leaders in the category. The products were summed and divided by the total number of leaders. The resulting average was then ranked from lowest to highest with the number one rank representing the community with the largest proportion of newcomers.

The average involvement of leaders was calculated by summing the number of leaders who had an interest and were active in the ten community development areas and dividing by the maximum amount of involvement that could exist in each community. For example, in Auburn a total of ten leaders had a maximum level of involvement of 100 (10 x 10) and an actual involvement of 61. By dividing the actual involvement with the potential maximum, a rate of leadership involvement was calculated. In Auburn this rate was .61. The rates of involvement were calculated for the remaining communities and ranked in descending order.

The average amount of leadership influence was calculated similarly to involvement. The total number of leaders perceiving themselves to have a "great" amount of influence was divided by the total number of leaders involved in all development activities. The resulting proportion was then ranked in ascending order with the smallest number representing shared influence and the highest number representing concentrated influence.

Results from the correlations between community development and leadership characteristics are shown in Table 33. Preliminary results suggested that training programs had little to do with the community's growth. When development rankings of all 15 communities were correlated with the proportion of leaders receiving some form of training, a negative correlation of $-.466$ emerged. The researchers speculated that such a high negative correlation was the result of two or three anomalies which skewed the correlation. The researchers dropped the three communities that deviated the most (West Point, Superior, and Schuyler) to determine what effect these towns had on the correlation. The remaining 12 communities were reranked, and the adjusted correlation of $-.250$ suggested that no relationship exists between a community's development and the training attendance of leaders.

Even though this does not support the hypothesis that the development of a community is dependent upon leadership training programs, it may suggest that leaders in the lower ranked towns have perceived their weaknesses in community development and have enrolled in training sessions designed to improve their effectiveness.

| TABLE 33 CORRELATION OF COMMUNITY DEVELOPMENT RANKINGS AND VARIOUS COMMUNITY LEADERSHIP CHARACTERISTICS | | |
|---|---|--|
| | Original Correlation with Community Development Composite | Adjusted Correlation with Adjusted Community Development Composite |
| Leadership Occupation | .198 | .539 |
| Leadership Involvement | .149 | .602 |
| Average Leadership Perceived Influence | .033 | .385 |
| Average Level of Leader's Education | .073 | .497 |
| Average Length of Stay in Community | .160 | .537 |
| Average Family Ties to Community | .151 | .514 |
| Percent Having Training Experience | $-.466$ | $-.250$ |

Correlation Between Community Development and Factors Other Than Training Attendance

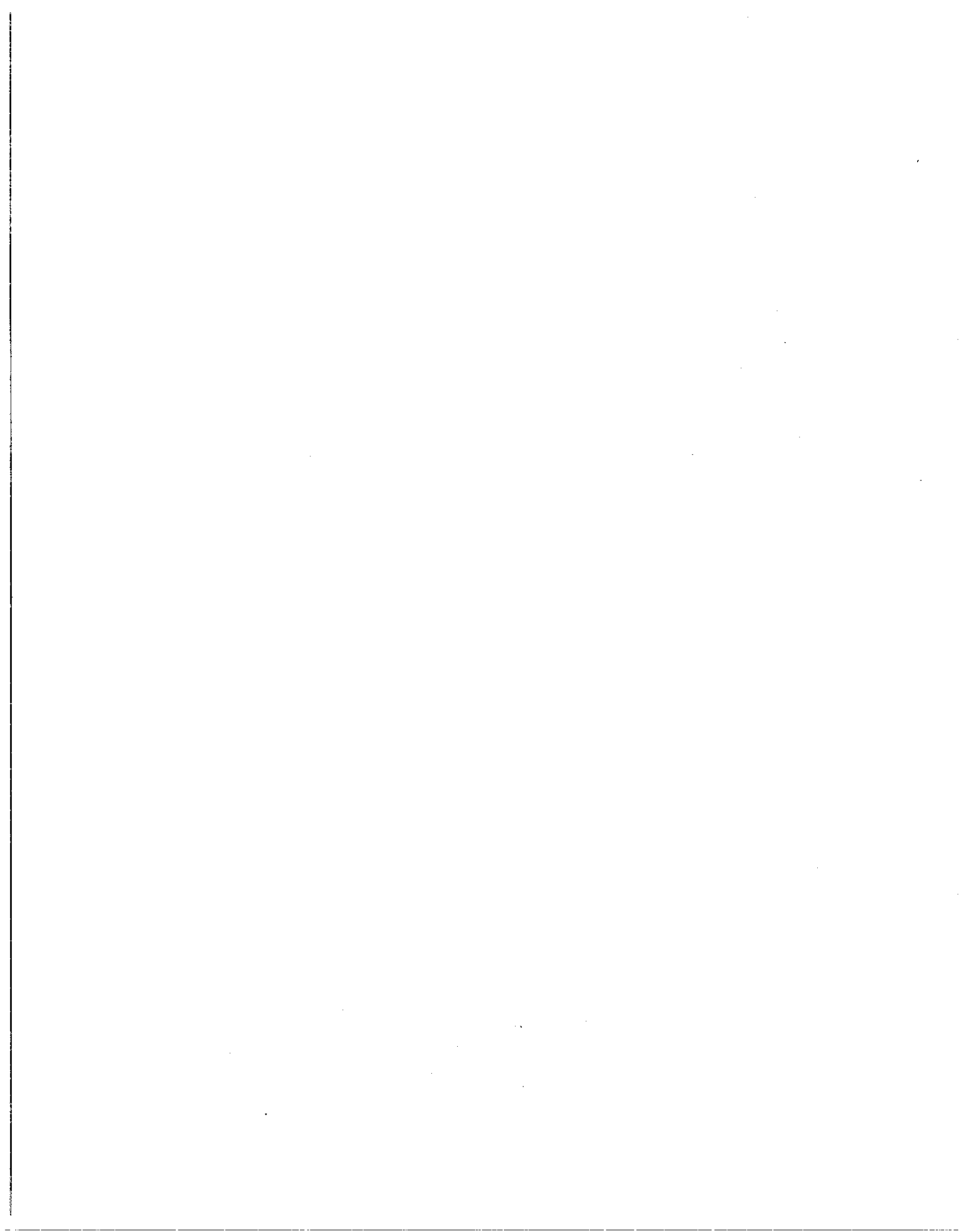
Although the researchers' hypothesis that community development is related to the amount of leadership training was not proven, other leadership characteristics were shown to be related to development. For example, the number of persons having a reputation for leadership in certain occupations had a positive relationship with the town's development. Even though only a small correlation of .198 existed between the percentage of leaders with higher trained occupations and the rankings of community development, the researchers believe that this low correlation was the result of deviations in two of the study communities. Cozad ranked high in the trained occupation rankings and low in the composite rankings while the reverse was true for West Point. These communities were dropped, and the remaining 13 were reranked and correlated with development. The resulting correlation of .539 was significantly above the original correlation and showed that a moderate relationship existed between the number of leaders having trained professions and the level of economic development.

Correlations between the average level of leaders' education and community development indicated that educational training had little to do with levels of growth. Original correlations among all 15 communities showed a .073 correlation. When towns exhibiting irregularities (Aurora, Broken Bow, and West Point) were dropped, the adjusted correlation increased only to a .497. This suggested that the amount of formal education played a very limited role in the leaders' abilities to bring about community development.

The correlations between community development and the leaders' length of stay and family ties to the community were not much better. Figures in Table 33 show a positive correlation between these two variables and community development. This means that if a community's leadership contained newcomers, it was a little more likely to have experienced community development than was a community whose leadership was made up predominantly of natives. Similarly, towns having a larger proportion of their leadership with weak family ties tended to do a little better in development than did those that were made up predominately of leaders with strong family ties.

The leadership characteristic that showed the strongest adjusted correlation with community development was the average leadership involvement

per community. The original correlation between these two variables was quite low, so the researchers dropped the two communities (Auburn and West Point) that appeared to be skewing the correlation. The resulting adjusted correlation showed a significant increase to .602. Perhaps generalized participation by community leaders in key development activities enhanced economic development. The amount of influence leaders perceived themselves as having was related to leaders' involvement. Here again, three communities (Broken Bow, Superior, and West Point) were dropped because of their anomalies. The adjusted correlation was an insignificant .385. One conclusion of this study is that occupational pluralism and a balance between natives and newcomers are important elements in a community's leadership structure. These two elements seem to be somewhat related to accomplishing positive community development activities.



SECTION VI

CONCLUSIONS AND RECOMMENDATIONS

In this study the researchers were concerned with the role leadership played in fostering economic and community development in towns of 2,500 to 5,000. The researchers found that of the 15 communities studied, the towns that were politically stable, received state aid, were close to an urban center, had a strong economic and community facilities base, and contained characteristics of a pluralistic leadership structure ranked higher in community development.

Table 34 summarizes the correlations of the community development rankings and selected factors that might influence a community's development. Although the researchers found no direct support for the hypothesis that community development was dependent on the degree of the leadership training, an indirect relationship might exist. In fact, a more direct relationship between training and the type of leadership structure occurred than between training and community development. From the data gathered for this study, leadership training appeared to have a much stronger relationship with such factors as group dynamics, resource mobilization, communication, and change. Government and other agencies have traditionally targeted training programs for community leaders on increasing their technical expertise. That is, they are concerned about teaching a leader how to be a grantsman, to recruit industry, or how to manage the budgetary process. Although these are useful tools for development, this study suggests that teaching leaders how to provide an open, humanistic, and stimulating leadership environment is equally important.

In Table 34 nine factors are identified that have a moderate to strong correlation with community development. If training programs were designed to improve the quality of leadership concerning one or more of these factors, the long run results might be increased economic and community development. For example, community development professionals could provide training to

community leaders in becoming generalized participants and managing their time more effectively. They could also train leaders how to recruit volunteers to community activities.

TABLE 34
SUMMARY OF ASSOCIATIONS BETWEEN COMMUNITY DEVELOPMENT
RANKINGS AND FACTORS AFFECTING DEVELOPMENT

| Low Negative Relationship | Low Positive Relationship | Moderate Positive Relationship | Strong Positive Relationship |
|--|---|--|------------------------------|
| Training Experience | Level of Leader's Education | Leadership Occupation | Economic Base |
| Presence of Full-time City Administrator | Length of Stay in City | Leadership Involvement | Community Facilities Base |
| Presence of Full-time Chamber Manager | Level of Manufacturing Employment Potential Labor Supply Public Education System Base | Leader's Self-Perceived Influence Leadership's Family Ties Distance to Urban Center Political Stability Average Annual State Aid | |

Clearly, two distinct types of training as it relates to community development are evident: first, those designed to improve the technical expertise of traditional leaders; second, training programs designed to develop an open and dynamic leadership structure within the community. This study concludes that general leadership training of a wide community group has at least as positive an impact on economic and community development as does specialized/technical training.

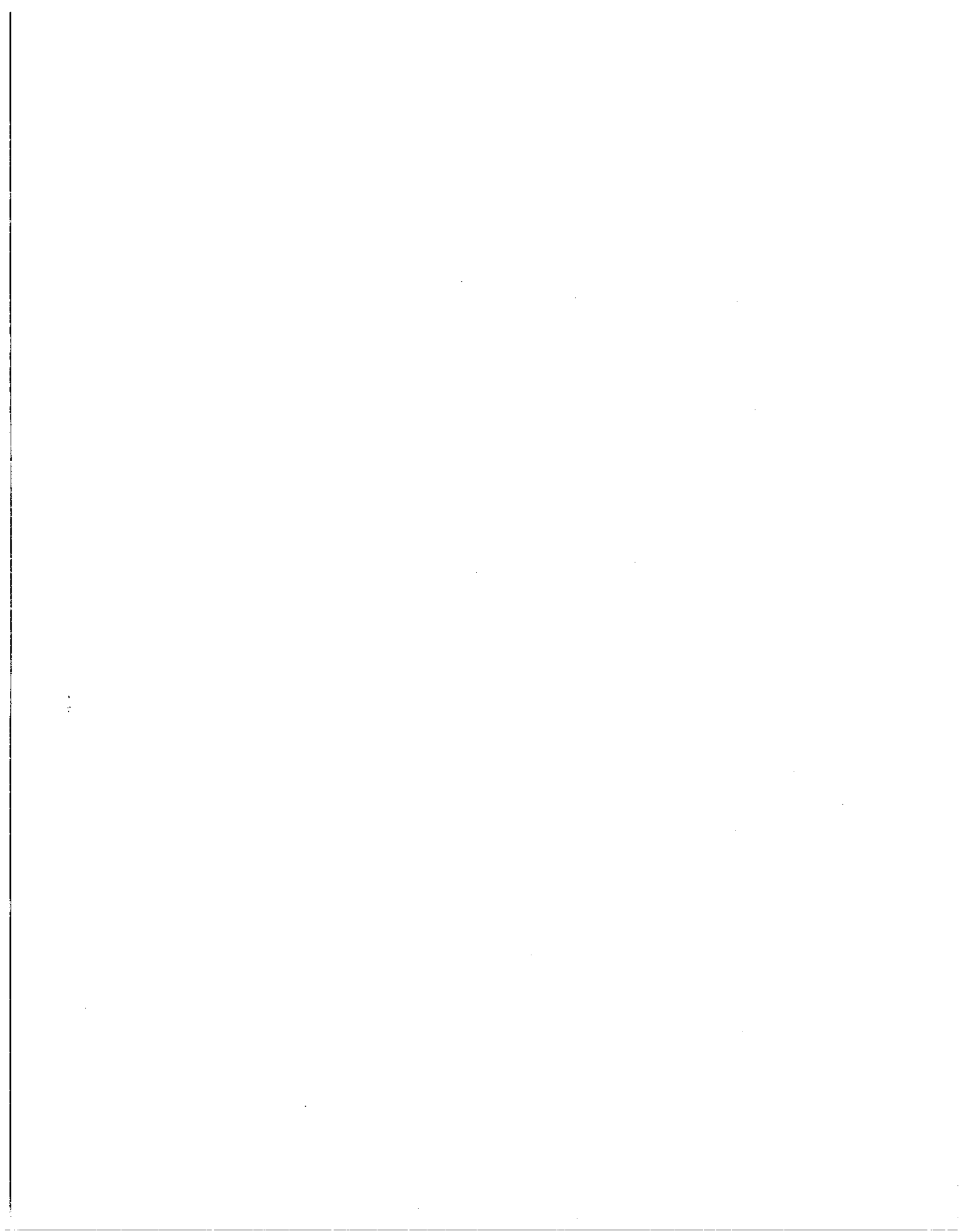
This is not to say that technical training programs are dysfunctional. This type of training is valuable in assisting communities in competing for scarce resources. However, training focusing on "how to" secure resources without corresponding training concerning "whether to" pursue certain activities may not necessarily lead to more economic and community development.

NOTES

- ¹ John E. Fletcher, "Governing Tomorrow's Cities," Nations' Cities, 12:9 (September, 1974).
- ² Committee for Economic Development, Research and Policy Committee, Improving Productivity in State and Local Governments: A Statement On National Policy, (March, 1976).
- ³ Fletcher, op. cit.
- ⁴ Ibid.
- ⁵ Glenn Paige, The Scientific Study of Political Leadership (New York: The Free Press, 1977), pp. 63-96.
- ⁶ Action Handbook: Managing the Growth in the Small Community: Part III: Community Action and Growth Management, Prepared by Briscoe, Maphis, Murray, Lamont, Inc., for the U.S. Environmental Protection Agency, 1978, p. 1.
- ⁷ Arthur J. Vidich and Joseph Bensman, Small Towns in Mass Society (Garden City, New York: Doubleday Co., Inc., 1960). p. 263.
- ⁸ Ralph E. Dehin, "Variations in Power Structures and Organizing Efficiency: A Comparative Study of Farm Areas," Sociological Quarterly, III (July, 1962), pp. 228-250. Also see Ritchie P. Lowry, Who's Running This Town? (New York: Harper and Row Publishers, 1965).
- ⁹ Ralph M. Stogdill, Handbook of Leadership: A Survey of Theory and Research (New York: The Free Press, 1974), p. 81.
- ¹⁰ Ibid.
- ¹¹ Robert Persucci and Mark Pilisuk, "Leaders and Ruling Elites: The Interorganizational Bases of Community Power," American Sociological Review, 35:6, (December, 1970), p. 1040.
- ¹² Paige, op. cit., pp. 87-90.
- ¹³ Nelson W. Polsby, Community Power and Political Theory (New Haven: Yale University Press, 1963), pp. 125-138.
- ¹⁴ Linton C. Freeman, Patterns of Local Community Leadership (Indianapolis: The Bobbs-Merrill Co., 1968), p. 6-7.
- ¹⁵ Ibid., pp. 35-42.
- ¹⁶ Harold F. Kaufman, "Community Influentials: Power Figures or Leaders?" Journal of the Community Development Society, VI, (Spring, 1975), p. 80.

- ¹⁷Freeman, op. cit.
- ¹⁸Kaufman, op. cit.
- ¹⁹Russ M. Smith, "Community Power Studies: The Effect of Research Biases," State and Local Government Review, 12:2, (May, 1980), p. 77.
- ²⁰Edward C. Banfield and James Q. Wilson, "Power Structure and Civic Leadership" in Strategies of Community Organizations: A Book of Readiness. 2nd edition, edited by Fred M. Cox, John L. Erlich, Jack Rothman, and John E. Tropman (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1974), pp. 107-80 and pp. 107-117.
- ²¹Kaufman, op. cit., p. 80.
- ²²Ibid., p. 82.
- ²³Glenn V. Fuguitt, Paul R. Voss, and J. C. Doherty, Growth and Change in Rural America (Washington, D.C.: The Urban Land Institute, 1979), pp. 65-73.
- ²⁴Anne S. Williams, "Leadership Patterns in the Declining Rural Community," Journal of Community Development Society, 5:2, (Fall, 1974).
- ²⁵Fuguitt, et al., op. cit., p. 41.
- ²⁶Ray Payne as quoted in Anne S. Williams, op. cit., p. 101.
- ²⁷Robert J. Mowitz, "Training Model for State and Local Governmental Personnel," Public Personnel Management, III (September-October, 1974), pp. 451-3.
- ²⁸Stogdill, op. cit., p. 192.
- ²⁹For the purpose of this report "community" has been defined as the political and geographic boundaries of a municipality.
- ³⁰A copy of the leadership identification instrument appears in Appendix I.
- ³¹Five of the 30 community informants did not complete the leadership identification forms. These five informants were from Broken Bow, Central City, Minden, Schuyler, and Wahoo. Therefore, these five communities were excluded when no data were available to calculate the average number of leaders for the study group.
- ³²A copy of the questionnaire appears in Appendix II.
- ³³Abraham V. Franzblau, A Primer of Statistics for Non-Statisticians, (New York: Harcourt, Brace, and World, Inc., 1958), p. 123.
- ³⁴Oliver Hanson, Political Science Laboratory (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969), p. 151.

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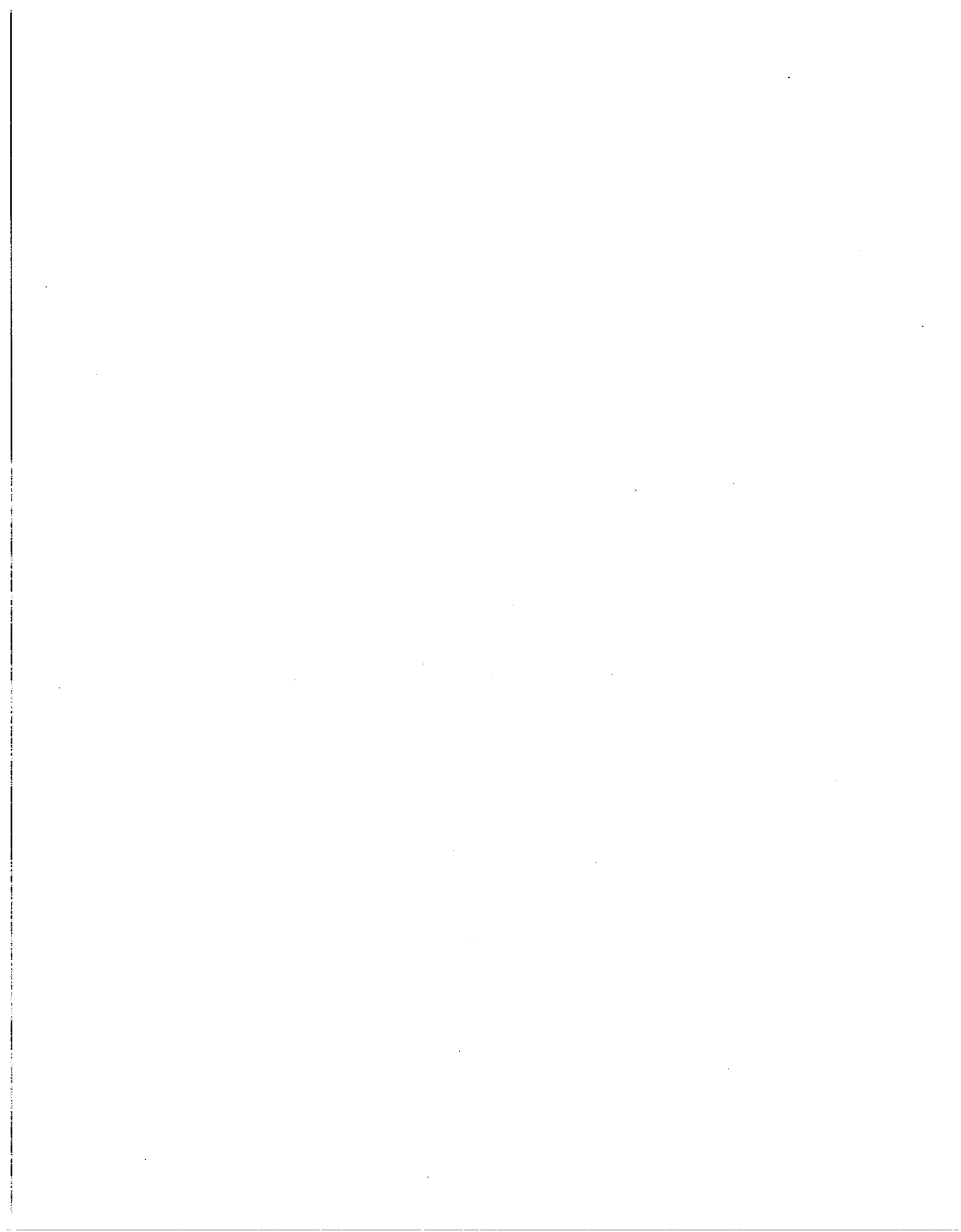


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APPENDIX I
Leadership I.D. Form
Survey Form



Leadership Identification Form I

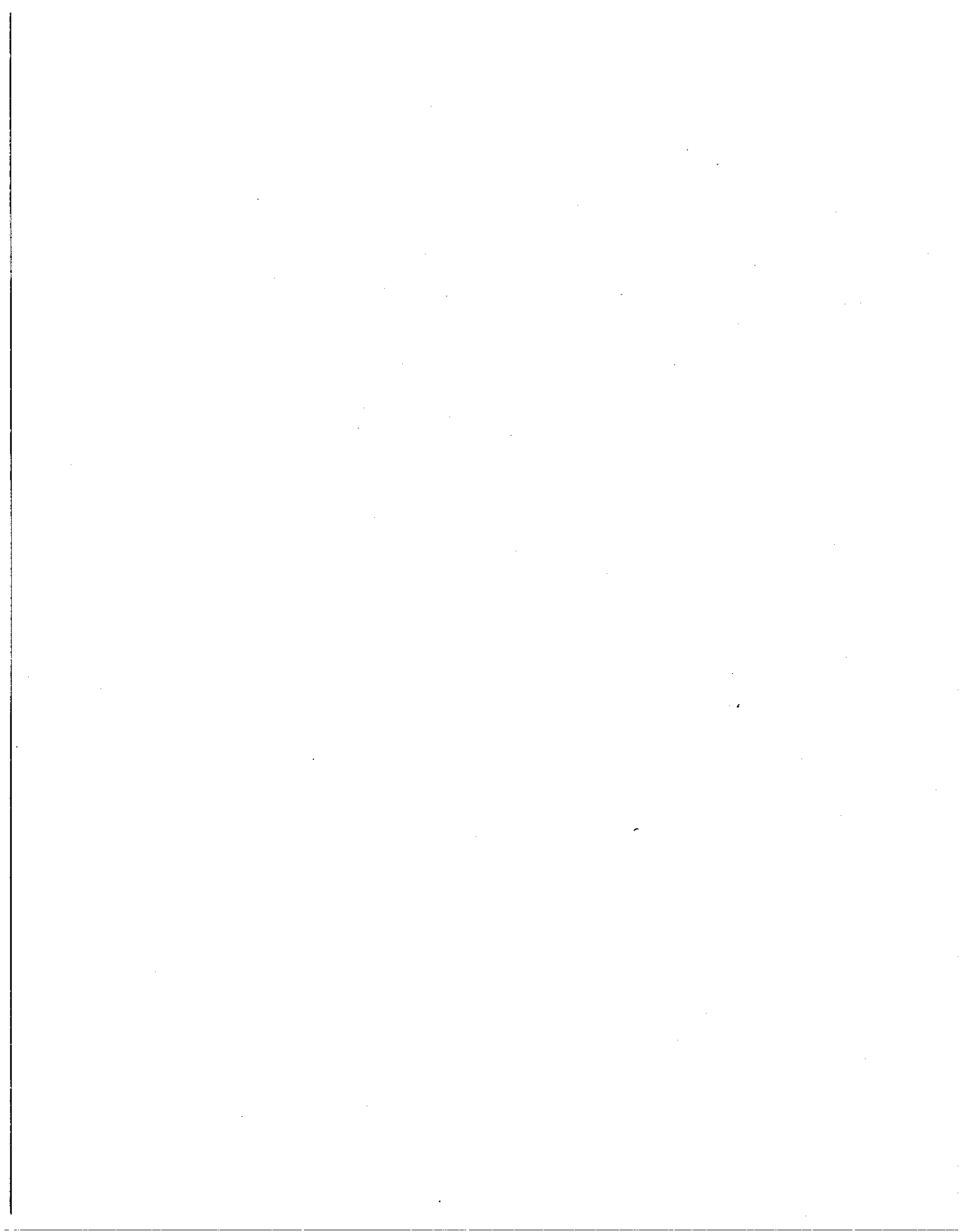
This form is submitted for your assistance in identifying those persons within your community who have some influence in shaping local economic and community development decisions. Thank you for your time.

I. All things considered, who are the ten most influential persons in your community in regard to community and economic development?

| <u>Name</u> | <u>Occupation</u> | <u>Business Phone</u> |
|-------------|-------------------|-----------------------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
| 7. _____ | _____ | _____ |
| 8. _____ | _____ | _____ |
| 9. _____ | _____ | _____ |
| 10. _____ | _____ | _____ |

II. Please list the dollar amount and funding source of any Federal and State grants received by your municipality for each of the last five fiscal years.

| | <u>Federal</u> | | <u>State</u> | |
|--------|------------------------|----------------------|------------------------|----------------------|
| | <u>Source (Agency)</u> | <u>Dollar Amount</u> | <u>Source (Agency)</u> | <u>Dollar Amount</u> |
| FY1974 | _____ | _____ | _____ | _____ |
| FY1975 | _____ | _____ | _____ | _____ |
| FY1976 | _____ | _____ | _____ | _____ |
| FY1977 | _____ | _____ | _____ | _____ |
| FY1978 | _____ | _____ | _____ | _____ |



Leadership Identification Form II

This form is submitted for your assistance in identifying those persons within your community who have the most influence in shaping local economic and community development decisions. Thank you for your time.

I. All things considered, who are the ten most influential persons in your community in regard to community and economic development?

| <u>Name</u> | <u>Occupation</u> | <u>Business Phone</u> |
|-------------|-------------------|-----------------------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
| 7. _____ | _____ | _____ |
| 8. _____ | _____ | _____ |
| 9. _____ | _____ | _____ |
| 10. _____ | _____ | _____ |

II. Name the three or four most active civic organizations (i.e., Lions Club, religious groups, American Legion, farm organizations) in regard to Community Development.

| <u>Organization Name</u> | <u>President</u> | <u>Address</u> | <u>Phone</u> |
|--------------------------|------------------|----------------|--------------|
| 1. _____ | _____ | _____ | _____ |
| 2. _____ | _____ | _____ | _____ |
| 3. _____ | _____ | _____ | _____ |
| 4. _____ | _____ | _____ | _____ |

III. Please provide the names and addresses of the individuals in the following positions:

| <u>Position</u> | <u>Name</u> | <u>Mailing Address</u> | <u>Business Phone</u> |
|---|-------------|------------------------|-----------------------|
| President, Chamber of Commerce | _____ | _____ | _____ |
| Secretary, Chamber of Commerce | _____ | _____ | _____ |
| Community Improvement Program Chairperson | _____ | _____ | _____ |
| Industrial Development Committee Chairperson | _____ | _____ | _____ |
| | | | |
| Newspaper Editor | _____ | _____ | _____ |
| General Manager Largest Manufacturing Concern | _____ | _____ | _____ |
| Major Land Developer | _____ | _____ | _____ |
| Largest Local Residential-Commercial Builder | _____ | _____ | _____ |
| Financial Leaders | | | |
| 1. _____ | _____ | _____ | _____ |
| 2. _____ | _____ | _____ | _____ |
| 3. _____ | _____ | _____ | _____ |
| 4. _____ | _____ | _____ | _____ |

IV. Does the Chamber of Commerce collect information in regard to the following areas?

Local employment Yes ___ No ___

Number and types of business establishments Yes ___ No ___

SURVEY OF LOCAL LEADERS

Introduction to Project and Survey

1. Position and family history are sometimes important in determining whether or not a person is recognized as a community leader, would you tell me a little about yourself and your family? For example, How long have you lived here? Do you have other family ties here? And what is your age?
(PROBE LAST GRADE COMPLETED IN SCHOOL AND IN WHAT FIELD)

2. Over the years, what positions have you held in the community? (i.e. Chamber of Commerce Committees, planning or school board)
TRY TO FIND OUT AT WHAT POINT IN HIS/HER LIFE (Development) DID HE/SHE OCCUPY THESE POSITIONS AND FOR HOW LONG?

3. a. Over the years, what events or activities have contributed most in the development of your leadership skills in regard to community development? (For example, was it your education, work experience, organization memberships, leadership training workshops, or simply trial and error or "hard knocks") IF POSSIBLE TRY TO GET FIRST AND SECOND MOST CONTRIBUTORY FACTOR.

b. Have you ever attended training sessions designed to develop your personnel management, financial management, grantsmanship, or any other particular skills related to leadership?
(PROBE: WHEN? WHERE?)

c. What skills do you have that are most useful in your job as a community leader?

5. We would also like to know in which areas you feel you have influence on what is accomplished. I'm going to read ten types of activities that community leaders may become involved in, please tell me whether you feel you have a great deal of influence, only some or none at all for each activity.

| | Great Influence | Some Influence | None |
|---|--------------------|-------------------|-------|
| Industrial and Economic development (new plants, employment, labor supply, etc.) | _____ | _____ | _____ |
| Agriculture-promotion | _____ | _____ | _____ |
| Planning and Zoning | _____ | _____ | _____ |
| Public Improvements (Services and utilities-transportation, roads, streets, parks, sewage, etc.) | _____ | _____ | _____ |
| Health care, dispensaries, clinics, etc. | _____ | _____ | _____ |
| Cultural/arts, and recreation/sports activities (i.e. libraries, clubs, theatres, etc.) | _____ | _____ | _____ |
| Education (including social education, school construction, curriculum problems, adult education, etc.) | _____ | _____ | _____ |
| Retail promotion and advancement | _____ | _____ | _____ |
| Tourism promotion and community image building | _____ | _____ | _____ |
| Other: Please specify | _____ | _____ | _____ |

6. When you as a leader (official) are in a situation in which support from others is necessary in regard to _____, (LIST EACH DEVELOPMENT ACTIVITY INDIVIDUAL PARTICIPATES IN QUESTION # 4), to whom do you usually turn? (i.e. Chamber of Commerce, newspaper editor, city manager, mayor, etc.)

TYPE OF ACTIVITY

1. _____

2. _____

3. _____

4. _____

5. _____

7. Of the persons and organizations which you have named, which three are the most important to you?

8. a. Of all the different community development activities and projects you've been involved in, which ones are you most proud of? (PROBE: TRY TO DETERMINE WHAT THEIR INVOLVEMENT WAS AND WHY THEY ARE PROUD.)

b. What degree of influence did you have on the final outcome?

Great _____ Some _____ None _____

9. a. Which Community development efforts have you taken part in which did not yield expected accomplishments or were most disappointing to you?

b. Why?

10. a. What are the primary community development assets which you believe your community possesses? (TRY TO HAVE THEM EXPRESS THE ASSETS IN FUNCTIONAL OR OPERATIONAL TERMS.) (i.e. locational advantages, good labor, well run government, etc.)

11. a. We are particularly interested in technical assistance you believe local leaders, such as yourself might be willing to accept from persons outside the community. It is obvious, that the local leadership has done a rather good job in some areas. In what areas of community or economic development does your community need to increase its expertise (i.e. grantsmanship, personnel, or financial management, etc.) In other words, are there any development activities which the city considered but didn't pursue or weren't successful in because the expertise locally was not adequate? (IF SO, TRY TO GET SPECIFICS--i.e. DIDN'T APPLY FOR EPA GRANT BECAUSE NOT FAMILIAR WITH GUIDELINES, ETC.)

b. If you believe that local expertise could be improved in certain areas how could this expertise be provided to the community most effectively (i.e. technical assistance of State or Federal agencies, private consultants, university consultants, training of the local leadership, etc.)

12. a. Most believe that the full-time staff of the City and Chamber of Commerce are important in achieving the city's overall development goals. In regard to your community's recent development activities do you believe that the city and the Chamber of Commerce have demonstrated effective leadership? (PROBE: IN WHAT WAYS HAS THE CITY AND CHAMBER PROVIDED EFFECTIVE LEADERSHIP.)

b. In your opinion is there additional training which would help improve their leadership skills even more and how could this be made available to them? (PROBE AREAS WHERE THEY NEED IMPROVEMENT THEN ASK WHAT THE BEST WAY IS IN PROVIDING TRAINING--i.e. STATE, FEDERAL, COLLEGES, PRIVATE CONSULTANTS.)

13. Looking back at your community leadership career, can you think of any information or education programs which would have been helpful to you or which you believe would be helpful to those who are just beginning to develop their total leadership skills? Please elaborate. (IN OTHER WORDS WHAT ADVICE WOULD YOU GIVE A PERSON INTERESTED IN BECOMING A COMMUNITY LEADER).

14. Are there any areas of development or particular leadership skills that you believe are important which we haven't covered so far?

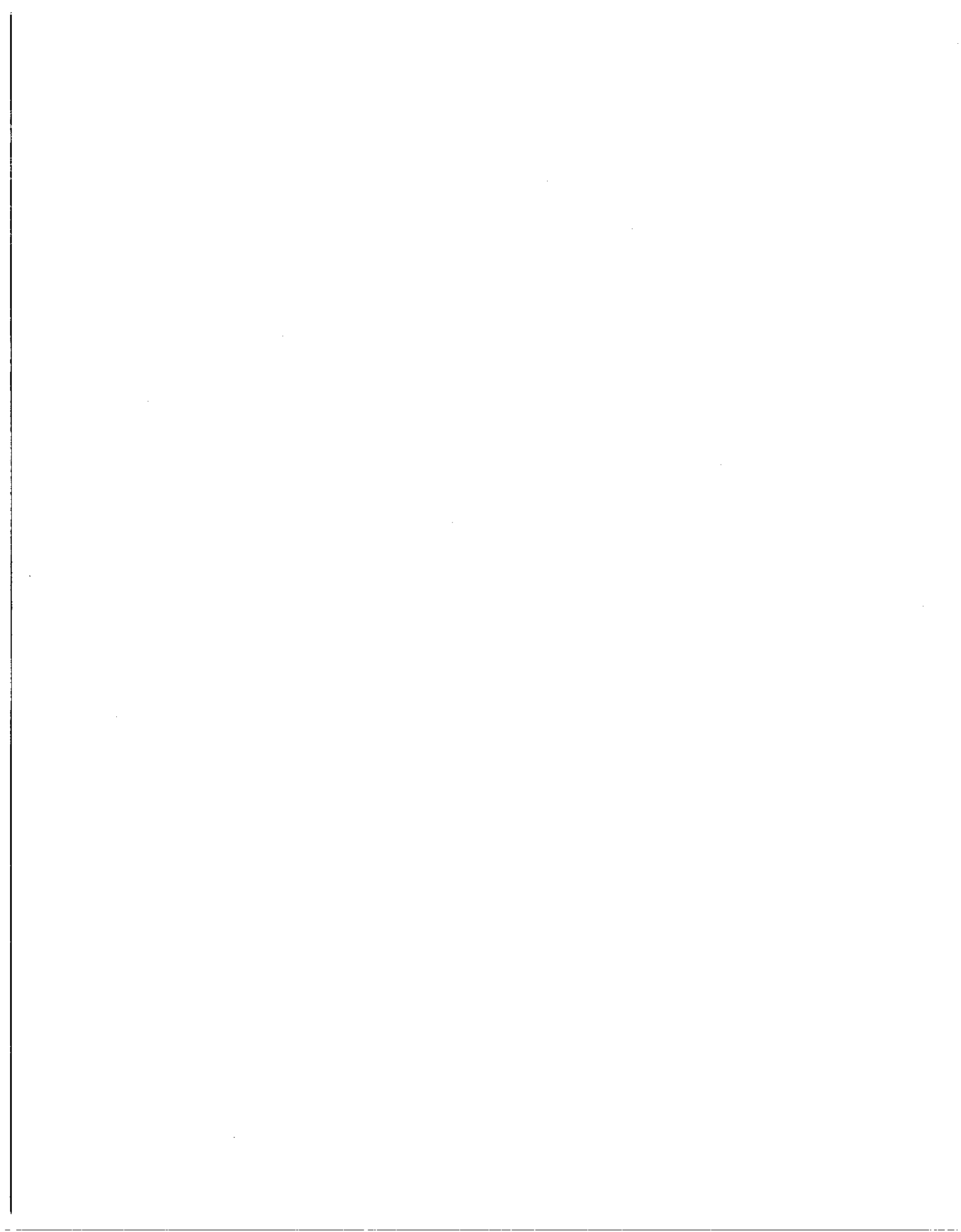
THANK YOU



APPENDIX II

List of Respondents

Letters



Betty Bohling, Manager
Auburn Chamber of Commerce
P.O. Box 306
Auburn, NE 68305
(402) 274-3521

Donna M. Rasmussen, Manager
Aurora Chamber of Commerce
P.O. Box 146
Aurora, NE 68818
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Corrinne Pedersen, Manager
Broken Bow Chamber of Commerce, Inc.
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Broken Bow, NE 68822
(308) 872-5691

Jerry Grosvenor, Manager
Central City Chamber of Commerce
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Central City, NE 68826
(308) 946-3797

DeEtta Hartman, Manager
Cozad Chamber of Commerce
P.O. Box 14
Cozad, NE 69130
(308) 784-3930

Marilyn McElravy, Manager
Crete Chamber of Commerce
P.O. Box 264, 1341 Main
Crete, NE 68333
(402) 826-2136

Martin Sitorious, Manager
Gothenburg Chamber of Commerce
813 Lake
P.O. Box 263
Gothenburg, NE 69138
(308) 537-3505

Joe Hargredes, President
Kimball/Banner County Chamber of Commerce
P.O. Box 312
Kimball, NE 69145
(308) 235-3782

Lloyd McQuay, Manager
Ogallala Chamber of Commerce
P.O. Box 628
Ogallala, NE 69153
(308) 284-4066

Dale French, President
O'Neill Development Corporation
718 East Benton
O'Neill, NE 68763
(402) 336-1843

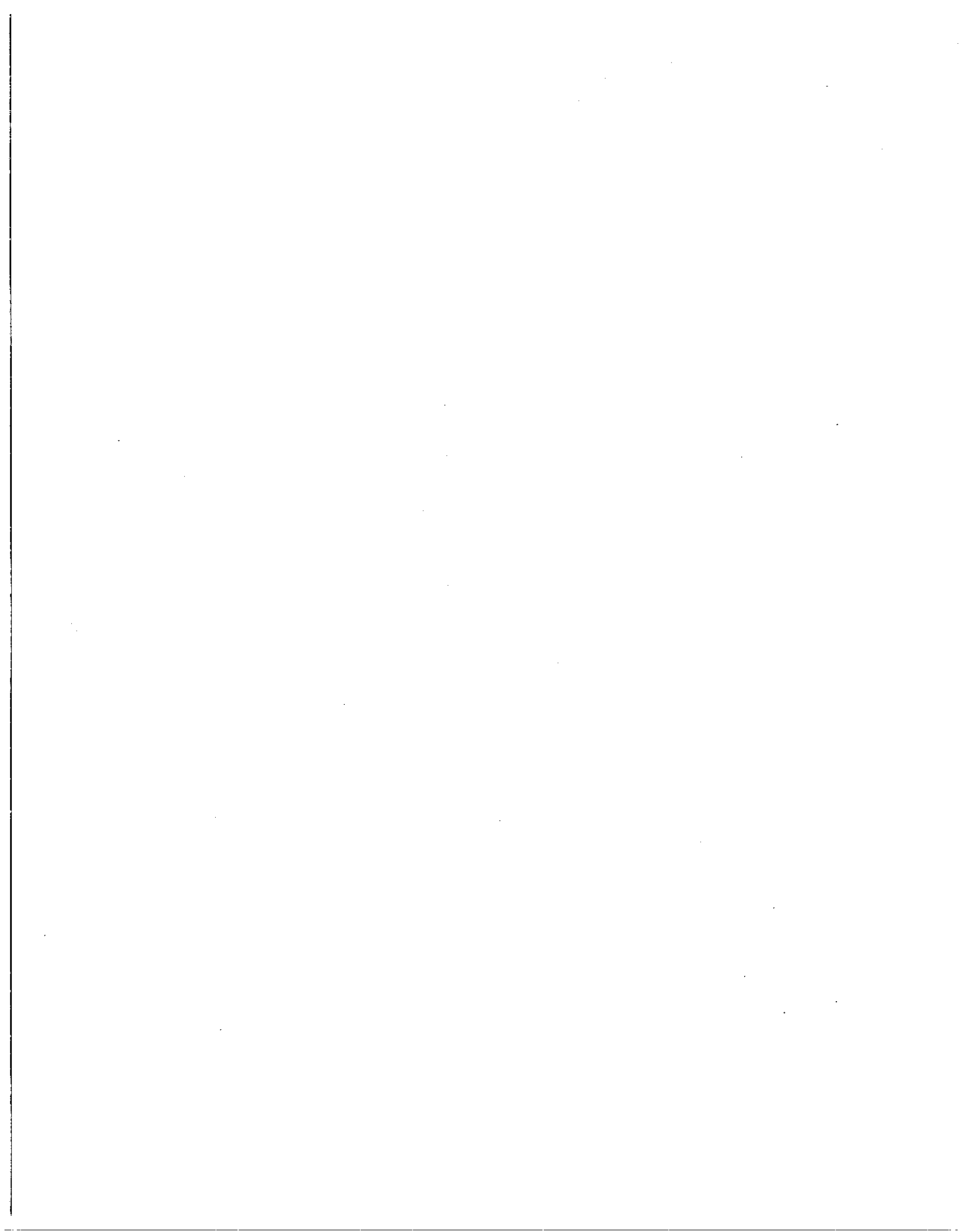
Ron Krejci,
Schuyler State Bank (352-2401)
Chamber New Business & Industry Committee
Schuyler, NE 68661
(402) 352-2471

Larry Weeke
Executive Vice President
Superior Chamber of Commerce, Inc.
P.O. Box 306
Superior, NE 68978
(402) 879-3419

George Medlack, Sec./Treas.
Valentine Chamber of Commerce
412 West Third
Valentine, NE 69201
(402) 376-1587

Beverly Martin, Secretary
Wahoo Chamber of Commerce
P.O. Box 154
Wahoo, NE 68066
(402) 443-4001

City Administrator
City of West Point
201 South Main
West Point, NE 68788
(402) 372-2466



Please find enclosed a copy of the Leadership Identification Form which is the next phase of our study of community leadership. As we discussed in our telephone conversation, these forms will aid us in identifying those persons believed to be influential in your community. Please return the identification form in the self addressed stamped envelope at your earliest possible convenience.

Following the completion of the identification form we will visit your community to talk with you and the persons you've identified to obtain further insights into the process by which local decisions concerning community development are arrived at.

Your time and thoughtful consideration in this matter is greatly appreciated.

Thank you.

Sincerely,

Jacob J. Ruff
Housing Coordinator

JJR:bw
Enclosure

Recently, you were contacted concerning a study on community leadership in selected communities throughout Nebraska. By completing this "Leader Identification Form," you will be assisting us in determining what other individuals in your community might be of service in completing the study. This is the crucial step of the study, and we feel it will prove very beneficial to us and ultimately, to your community.

Later this spring, associates from our office will be visiting your community to talk with you and some of the individuals suggested by you concerning your community development efforts. We would appreciate your completing this form at your earliest convenience.

Thank you again for your interest.

Sincerely,

Jacob J. Ruff
Housing Coordinator

JJF:bw

A few weeks ago you were contacted by this office requesting your assistance in conducting a study of community leadership skills and training desires. Since that time we have developed and field tested the enclosed leadership identification form. This form needs to be completed so that we may be able to contact community leaders and arrange to interview them. At your earliest convenience, please complete and return the form in the self-addressed, stamped envelope.

After receiving the completed form we will proceed to make arrangements to visit your community to talk with you and the persons you've identified to obtain further insights into the process by which local decisions concerning community development are made.

Your time and thoughtful consideration in this matter are greatly appreciated.

Thank you.

Sincerely,

Jack Ruff
Housing Coordinator

JR:bw
Enclosures

June 22, 1979

In early March the Center for Applied Urban Research undertook a study of community leadership skills among individuals in cities with a population between 2,500-5,000. In order for us to better understand how community leaders exercise their leadership role it was felt that discussions with persons in leadership positions was important. In April, we contacted prominent members in each of the 15 study communities and asked them to identify individuals who they believed to be influential in regard to local economic and community development activities.

Your name was one of those mentioned as being influential in your community. We would greatly appreciate your assistance in our study of community leadership because we hope to visit your community in the coming month and talk with you concerning the role of community leaders in local development activities. To give you some idea of the type of information we hope to gain from our discussion, we have enclosed some questions which will be our primary focus for discussion. We hope that in our interview with you we can draw on your experiences in community related development activities so that we may be better able to understand the community development process.

We will be calling you in the near future to set up an appointment with you. Should you have any questions concerning this study, please feel free to contact us. Your time and thoughtful assistance is greatly appreciated.

Thank you.

Sincerely,

JR:bw
Enclosure

Jack Ruff
Housing Coordinator

APPENDIX III
Indicator Tables

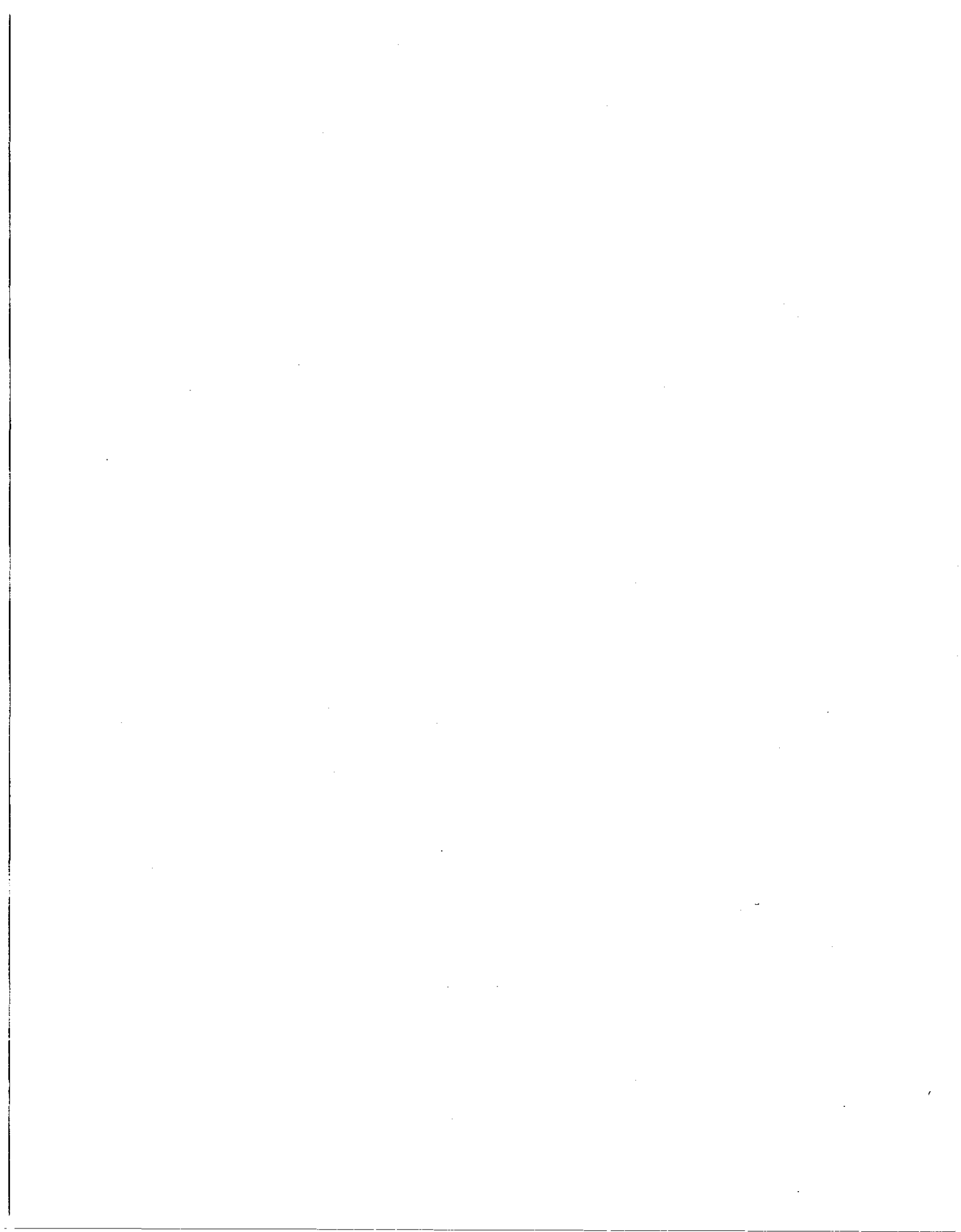


TABLE OF COMMUNITY DEVELOPMENT INDICATORS

| City | Population Growth 1970-76 ^{a/} | | Political Stability: Turnover Rate Per Position 1970-78 ^{b/} | | | | | |
|--------------|---|------|---|------|----------------|------|----------|------|
| | Percent | Rank | Elective | | Administrative | | Combined | |
| | | | Rate | Rank | Rate | Rank | Rate | Rank |
| Auburn | -2.6 | 11 | 1.584 | 6.5 | 1.4 | 13 | 1.492 | 11 |
| Aurora | 5.6 | 3 | 1.584 | 6.5 | 1.2 | 11 | 1.392 | 8 |
| Broken Bow | 3.9 | 4 | 2.250 | 14 | .6 | 3.5 | 1.425 | 9 |
| Central City | 2.7 | 7 | 1.084 | 4 | 1.0 | 7.5 | 1.042 | 4 |
| Cozad | -1.0 | 10 | 2.000 | 11.5 | 1.6 | 14 | 1.800 | 13 |
| Crete | 3.6 | 5 | 1.750 | 8 | 1.2 | 11 | 1.475 | 10 |
| Gothenburg | 7.9 | 1 | 2.000 | 11.5 | 2.6 | 15 | 2.300 | 15 |
| Kimball | -15.0 | 14 | .875 | 2 | .2 | 1.5 | .538 | 2 |
| Minden | 2.9 | 6 | .750 | 1 | .2 | 1.5 | .475 | 1 |
| O'Neill | 2.1 | 8 | 1.563 | 5 | 1.0 | 7.5 | 1.282 | 6 |
| Schuyler | 5.8 | 2 | 1.000 | 3 | 1.0 | 7.5 | 1.000 | 3 |
| Superior | -4.4 | 13 | 2.167 | 13 | 1.0 | 7.5 | 1.584 | 12 |
| Valentine | 2.0 | 9 | 3.000 | 15 | 1.2 | 11 | 2.100 | 14 |
| Wahoo | -19.1 | 15 | 1.834 | 9 | .8 | 5 | 1.317 | 7 |
| West Point | -2.7 | 12 | 1.917 | 10 | .6 | 3.5 | 1.259 | 5 |

| City | Government Assistance: Average Annual State Aid 1971-78 ^{c/} | | Industrial Development Score | | | | |
|--------------|---|------|--|--------------|----------|-------|------|
| | \$ Average Amt. | Rank | Number of Acres by Ownership ^{d/} | | | | |
| | | | (1) Private | (2) Optional | (3) City | Total | Rank |
| Auburn | 140,658 | 11 | - | 140 | - | 280 | 2.5 |
| Aurora | 186,857 | 2 | - | - | 86 | 258 | 4 |
| Broken Bow | 175,518 | 3 | - | - | 28 | 84 | 7 |
| Central City | 126,838 | 15 | - | - | 60 | 180 | 5 |
| Cozad | 173,858 | 4 | 35 | - | - | 35 | 13.5 |
| Crete | 248,079 | 1 | - | - | - | 0 | 15 |
| Gothenburg | 138,538 | 12 | 35 | - | - | 35 | 13.5 |
| Kimball | 141,843 | 10 | - | - | 22 | 66 | 9 |
| Minden | 128,777 | 14 | - | - | 21 | 63 | 10.5 |
| O'Neill | 146,134 | 9 | 38 | - | - | 38 | 12 |
| Schuyler | 164,804 | 5 | 114 | - | - | 114 | 6 |
| Superior | 135,095 | 13 | - | 6 | 17 | 63 | 10.5 |
| Valentine | 146,966 | 8 | - | - | 25 | 75 | 8 |
| Wahoo | 155,729 | 6 | 10 | - | 152 | 466 | 1 |
| West Point | 153,701 | 7 | - | 140 | - | 280 | 2.5 |

TABLE OF INDICATORS
(page 2)

| City | Health Care Score | | | | | | | | | |
|--------------|----------------------------------|------|----------------------|------|-------------------------|------|--------------------|------|----------------|------|
| | Number Full-time Employees | Rank | Medical- Surgical | | Number Acute Beds | Rank | Number Services | Rank | Total Score | Rank |
| | | | Occupancy Rate | Rank | | | | | | |
| Auburn | 53 | 5 | 56.5 | 5 | 44 | 6 | 10 | 5 | 21 | 4 |
| Aurora | 78 | 1 | 63.0 | 2 | 43 | 8 | 13 | 2 | 13 | 1.5 |
| Broken Bow | 69 | 2 | 56.9 | 4 | 45 | 4 | 11 | 3 | 13 | 1.5 |
| Central City | 48 | 8.5 | 40.0 | 12 | 41 | 9 | 8 | 10 | 39.5 | 11 |
| Cozad | 42 | 10 | 36.6 | 13 | 34 | 11 | 9 | 7.5 | 41.5 | 12 |
| Crete | 49 | 7 | 41.1 | 11 | 44 | 6 | 6 | 12.5 | 36.5 | 10 |
| Gothenburg | 23 | 15 | 48.7 | 8 | 26 | 15 | 5 | 14 | 52 | 15 |
| Kimball | 37 | 11 | 44.4 | 10 | 30 | 13 | 4 | 15 | 49 | 14 |
| Minden | 55 | 4 | 27.4 | 15 | 30 | 13 | 6 | 12.5 | 44.5 | 13 |
| O'Neill | 61 | 3 | 56.1 | 6 | 44 | 6 | 8 | 10 | 25 | 5 |
| Schuyler | 35 | 12 | 47.7 | 9 | 57 | 2 | 10 | 5 | 28 | 6 |
| Superior | 33 | 13 | 33.6 | 14 | 58 | 1 | 9 | 7.5 | 35.5 | 9 |
| Valentine | 48 | 8.5 | 72.8 | 1 | 38 | 10 | 8 | 10 | 29.5 | 7 |
| Wahoo | 24 | 14 | 57.5 | 3 | 30 | 13 | 10 | 5 | 35 | 8 |
| West Point | 50 | 6 | 52.2 | 7 | 52 | 3 | 17 | 1 | 17 | 3 |

| City | Percent of Increase in Number of Sworn Officers Per 1,000 Population ^{g/} | | | | Percent Increase in Crime Rate Per 1,000 Population 1971-76 ^{g/} | | | |
|--------------|---|----------------------|---------------------|------|--|----------------------|---------------------|------|
| | 1971 | | 1976 | | 1971 | | 1976 | |
| | Rate Per 1,000 | Rate Per 1,000 | Percent Increase | Rank | Rate Per 1,000 | Rate Per 1,000 | Percent Increase | Rank |
| Auburn | 2.74 | 1.69 | -38.3 | 15 | 0.8 | 18.5 | 2212.5 | 15 |
| Aurora | 1.26 | 2.08 | 65.1 | 1 | 2.8 | 19.3 | 589.3 | 13 |
| Broken Bow | 2.14 | 2.32 | 8.4 | 8 | 2.4 | 17.0 | 608.3 | 14 |
| Central City | 1.79 | 1.74 | -2.8 | 9 | 0.4 | 1.9 | 375.0 | 12 |
| Cozad | .95 | 1.44 | 51.6 | 2 | 13.3 | 10.2 | -23.3 | 1 |
| Crete | 1.35 | 1.74 | 28.9 | 4 | 13.7 | 25.5 | 86.1 | 6 |
| Gothenburg | 1.27 | 1.18 | -7.6 | 11 | 11.7 | 30.3 | 159.0 | 8 |
| Kimball | 1.63 | 1.92 | 17.8 | 6 | 13.3 | 42.5 | 219.5 | 9 |
| Minden | 1.50 | 1.45 | -3.3 | 10 | 3.4 | 6.2 | 82.4 | 5 |
| O'Neill | 1.40 | 1.60 | 14.3 | 7 | 2.1 | 7.6 | 261.9 | 11 |
| Schuyler | 2.79 | 1.84 | -34.1 | 14 | 3.1 | 3.4 | 9.7 | 2 |
| Superior | 1.80 | 1.50 | -16.7 | 13 | 3.6 | 12.0 | 233.3 | 10 |
| Valentine | 1.50 | 1.85 | 23.3 | 5 | 14.3 | 22.8 | 59.4 | 4 |
| Wahoo | 1.56 | 2.26 | 44.9 | 3 | 11.0 | 14.3 | 30.0 | 3 |
| West Point | 1.76 | 1.52 | -13.6 | 12 | 3.2 ^{f/} | 8.0 | 150.0 | 7 |

TABLE OF INDICATORS
(page 3)

| City | Number Park Acres Per 1,000 Population 1973 ^{h/} | | Number Library Volumes Per 1,000 Population ^{i/} 1978 | | Percent Change in Money Income Per Capita 1969-75 ^{a/} | |
|--------------|--|------|--|------|---|------|
| | Number Acres Per 1,000 | Rank | Number Volume Per 1,000 | Rank | Percent Change | Rank |
| Auburn | 6.3 | 13 | 4,722 | 11 | 60.3 | 14 |
| Aurora | 12.9 | 11 | 6,176 | 6 | 92.4 | 1 |
| Broken Bow | 11.0 | 12 | 356 | 15 | 60.9 | 12.5 |
| Central City | 15.0 | 10 | 6,489 | 5 | 60.9 | 12.5 |
| Cozad | 15.9 | 9 | 3,949 | 13 | 63.7 | 11 |
| Crete | 44.8 | 4 | 5,543 | 8 | 75.3 | 7 |
| Gothenburg | 22.2 | 8 | 4,379 | 12 | 74.8 | 9 |
| Kimball | 79.9 | 2 | 8,135 | 2 | 83.3 | 4 |
| Minden | 27.4 | 7 | 5,370 | 9 | 83.0 | 5 |
| O'Neill | 42.6 | 5 | 5,317 | 10 | 73.6 | 10 |
| Schuyler | 41.4 | 6 | 6,579 | 4 | 74.9 | 8 |
| Superior | 4.3 | 14 | 6,667 | 3 | 58.7 | 15 |
| Valentine | 488.7 | 1 | 18,519 | 1 | 84.3 | 3 |
| Wahoo | 3.1 | 15 | 3,871 | 14 | 79.8 | 6 |
| West Point | 47.6 | 3 | 6,061 | 7 | 88.9 | 2 |

| City | Retail Sales Growth ^{j/} | | | |
|--------------|-----------------------------------|---------------------------|-------------------|------|
| | 1970 Net Taxable Sales | 1978 Net Taxable Sales | Percent Change | Rank |
| Auburn | \$10,499,552 | \$22,223,686 | 111.7 | 9 |
| Aurora | 9,470,679 | 21,668,799 | 128.8 | 8 |
| Broken Bow | 16,197,450 | 33,031,839 | 103.9 | 13 |
| Central City | 8,315,175 | 17,486,938 | 110.3 | 10 |
| Cozad | 11,748,483 | 23,693,220 | 101.7 | 14 |
| Crete | 12,655,271 | 30,791,443 | 143.3 | 4 |
| Gothenburg | 9,264,483 | 23,693,220 | 155.7 | 3 |
| Kimball | 12,955,114 | 25,538,510 | 97.1 | 15 |
| Minden | 8,010,985 | 18,983,943 | 137.0 | 6 |
| O'Neill | 13,496,951 | 36,451,875 | 170.1 | 2 |
| Schuyler | 9,749,998 | 22,357,687 | 129.3 | 7 |
| Superior | 8,811,195 | 18,483,670 | 109.8 | 11 |
| Valentine | 10,137,696 | 24,153,038 | 138.3 | 5 |
| Wahoo | 11,418,236 | 23,361,499 | 104.6 | 12 |
| West Point | 9,282,281 | 25,897,451 | 179.0 | 1 |

TABLE OF INDICATORS
(page 4)

| City | Increase in Bank Assets 1970-78 ^{k/} | | | Rank |
|--------------|---|--------------|------------------|------|
| | 1970 | 1978 | Percent Increase | |
| Auburn | \$15,553,314 | \$36,861,354 | 137.0 | 10 |
| Aurora | 19,016,614 | 66,121,000 | 247.7 | 1 |
| Broken Bow | 23,034,500 | 51,358,588 | 123.0 | 13 |
| Central City | 9,545,562 | 24,956,805 | 161.5 | 7 |
| Cozad | 17,339,081 | 39,867,000 | 129.9 | 12 |
| Crete | 19,206,044 | 41,455,383 | 115.9 | 15 |
| Gothenburg | 18,222,253 | 51,098,000 | 180.4 | 3 |
| Kimball | 14,904,872 | 40,958,394 | 174.8 | 4 |
| Minden | 18,528,812 | 50,516,623 | 172.6 | 6 |
| O'Neill | 16,387,994 | 44,812,283 | 173.5 | 5 |
| Schuyler | 19,248,663 | 53,985,000 | 180.5 | 2 |
| Superior | 14,876,573 | 35,941,600 | 141.6 | 8 |
| Valentine | 19,127,417 | 41,954,492 | 119.3 | 14 |
| Wahoo | 15,298,664 | 35,251,000 | 130.4 | 11 |
| West Point | 27,126,338 | 64,504,000 | 137.8 | 9 |

| City | Increase in Bank Loans ^{k/} | | | Rank |
|--------------|--------------------------------------|--------------|------------------|------|
| | 1970 | 1978 | Percent Increase | |
| Auburn | \$ 7,837,053 | \$19,398,770 | 147.5 | 12 |
| Aurora | 9,913,513 | 42,040,000 | 324.1 | 1 |
| Broken Bow | 9,458,790 | 29,045,620 | 207.1 | 7 |
| Central City | 4,482,760 | 13,978,944 | 211.8 | 5 |
| Cozad | 12,142,099 | 29,083,000 | 139.5 | 13 |
| Crete | 8,904,085 | 27,190,868 | 205.4 | 8 |
| Gothenburg | 12,241,744 | 33,175,000 | 171.0 | 9 |
| Kimball | 7,693,751 | 26,033,746 | 238.4 | 3 |
| Minden | 9,475,205 | 30,466,525 | 221.5 | 4 |
| O'Neill | 8,748,573 | 23,517,347 | 168.8 | 11 |
| Schuyler | 7,690,965 | 30,831,000 | 300.9 | 2 |
| Superior | 9,685,334 | 22,302,347 | 130.3 | 15 |
| Valentine | 9,586,767 | 22,287,104 | 132.5 | 14 |
| Wahoo | 5,819,481 | 15,767,000 | 170.9 | 10 |
| West Point | 13,201,980 | 40,973,000 | 210.4 | 6 |

TABLE OF INDICATORS
(page 5)

| City | Total Housing Starts Per 1,000 Population 1970-78 ^{l/} | | Change in Assessed Valuation Per Capita 1970-78 ^{m/} | | | |
|--------------|---|------|--|--------------------|----------|------|
| | Number of Units | Rank | Dollars | Dollars | Percent | Rank |
| | | | Per Capita 1970 | Per Capita 1978 | Increase | |
| Auburn | 33.6 | 11 | 1,878 | 2,612 | 39.1 | 11 |
| Aurora | 92.4 | 1 | 2,118 | 3,889 | 83.6 | 3 |
| Broken Bow | 31.5 | 12 | 2,040 | 2,527 | 23.9 | 14 |
| Central City | 55.2 | 8 | 1,858 | 2,259 | 21.6 | 15 |
| Cozad | 17.1 | 14 | 2,246 | 3,482 | 55.0 | 6 |
| Crete | 74.1 | 3 | 1,757 | 2,594 | 47.6 | 8 |
| Gothenburg | 50.0 | 9 | 2,009 | 3,493 | 73.9 | 5 |
| Kimball | 7.4 | 15 | 1,905 | 3,381 | 77.5 | 4 |
| Minden | 65.9 | 6 | 2,338 | 3,313 | 41.7 | 10 |
| O'Neill | 69.5 | 5 | 1,649 | 3,232 | 96.0 | 1 |
| Schuyler | 63.9 | 7 | 1,953 | 2,790 | 42.9 | 9 |
| Superior | 20.0 | 13 | 1,603 | 1,988 | 24.0 | 13 |
| Valentine | 44.4 | 10 | 2,004 | 2,774 | 38.4 | 12 |
| Wahoo | 81.6 | 2 | 2,012 | 2,978 | 48.0 | 7 |
| West Point | 70.3 | 4 | 1,910 | 3,577 | 87.3 | 2 |

| City | Change in Mill Levy 1970-78 ^{m/} | | | | 1970-78 School Enrollment ^{n/} | | | |
|--------------|---|-------|---------|------|---|-------------------|---------|------|
| | 1970 | 1978 | Percent | | 1970 | 1978 | Percent | |
| | | | Change | Rank | | | Change | Rank |
| Auburn | 18.80 | 21.30 | 13.3 | 11 | 1,187 | 1,081 | -8.9 | 8 |
| Aurora | 18.50 | 20.25 | 9.5 | 12 | 1,298 | 1,293 | -.4 | 5 |
| Broken Bow | 24.47 | 45.48 | 85.9 | 1 | 1,159 | 1,003 | 13.5 | 12 |
| Central City | 14.33 | 22.51 | 57.1 | 2 | 1,198 | 996 | -16.9 | 14 |
| Cozad | 21.05 | 25.90 | 23.0 | 7 | 1,353 | 1,175 | -13.2 | 11 |
| Crete | 24.72 | 28.38 | 14.8 | 9 | 1,349 | 1,353 | .3 | 4 |
| Gothenburg | 28.19 | 26.19 | -7.1 | 15 | 992 | 872 | -12.1 | 10 |
| Kimball | 20.91 | 23.85 | 14.1 | 10 | 976 | 917 | -6.0 | 6 |
| Minden | 25.62 | 26.48 | 3.4 | 13 | 1,190 | 1,005 | -15.6 | 13 |
| O'Neill | 15.54 | 20.58 | 32.4 | 4 | 955 | 847 | -11.3 | 9 |
| Schuyler | 25.17 | 31.17 | 23.8 | 6 | 545 | 592 ^{p/} | +8.6 | 2 |
| Superior | 21.40 | 26.28 | 22.8 | 8 | 881 | 825 | -6.4 | 7 |
| Valentine | 26.00 | 38.89 | 49.6 | 3 | 415 | 436 ^{p/} | +5.1 | 3 |
| Wahoo | 23.06 | 29.63 | 28.5 | 5 | 811 | 668 | -17.6 | 15 |
| West Point | 16.16 | 15.22 | -5.8 | 14 | 561 | 643 | +14.6 | 1 |

TABLE OF INDICATORS
(page 6)

| City | Tax Receipts Per Pupil 1970-78 ^{o/} | | | | Change in Pupils per Teacher ^{n/} Ratio 1970-78 | | | |
|--------------|--|--------------------|-------------------|------|---|-------|-------------------|------|
| | 1970 | 1978 ^{q/} | Percent Change | Rank | 1970 | 1978 | Percent Change | Rank |
| Auburn | 567.70 | 1,540.44 | 171.4 | 7 | 17.72 | 15.67 | -11.6 | 10 |
| Aurora | 593.22 | 1,647.12 | 177.7 | 6 | 17.78 | 17.01 | -4.3 | 14 |
| Broken Bow | 409.84 | 1,165.91 | 184.5 | 5 | 19.98 | 17.91 | -10.4 | 12 |
| Central City | 648.17 | 1,607.36 | 148.0 | 10 | 19.32 | 14.23 | -26.3 | 3 |
| Cozad | 455.60 | 1,148.85 | 152.2 | 9 | 17.80 | 15.67 | -12.0 | 9 |
| Crete | 581.64 | 1,484.28 | 155.2 | 8 | 14.98 | 16.91 | +12.9 | 15 |
| Gothenburg | 388.03 | 1,218.82 | 214.1 | 3 | 19.45 | 16.45 | -15.4 | 7 |
| Kimball | 834.74 | 1,762.29 | 111.1 | 14 | 16.54 | 12.23 | -26.1 | 5 |
| Minden | 721.81 | 1,634.67 | 126.5 | 12 | 17.76 | 14.36 | -19.1 | 6 |
| O'Neill | 379.67 | 1,285.37 | 238.6 | 2 | 19.49 | 14.36 | -26.3 | 3 |
| Schuyler | 836.70 | 1,063.83 | 27.1 | 15 | 16.79 | 14.97 | -10.8 | 11 |
| Superior | 476.76 | 1,382.29 | 189.9 | 4 | 17.98 | 15.57 | -13.4 | 8 |
| Valentine | 594.33 | 1,337.75 | 125.1 | 13 | 17.94 | 16.15 | -10.0 | 13 |
| Wahoo | 526.51 | 1,279.11 | 142.9 | 11 | 21.49 | 13.36 | -37.8 | 1 |
| West Point | 395.54 | 1,446.37 | 265.7 | 1 | 15.58 | 11.48 | -26.3 | 3 |

^{a/} U.S. Department of Commerce, Bureau of the Census, Current Population Reports: Population Estimates and Projections, Series P-25, No. 766. (January, 1979).

^{b/} League of Nebraska Municipalities, Nebraska Directory of Municipal Officials, (1970-1979).

^{c/} Nebraska Department of Revenue, State Funds Distributed to Local Government Subdivisions, (1971-1978).

^{d/} I.D. Score = number of acres x (control rating). The number of acres and nature of control available was determined after conversations with individual government officials.

^{e/} Nebraska Department of Health, Roster of Hospitals Licensed as of January 1, 1979.

^{f/} Nebraska Department of Health, Nebraska Health Facility Reports - Hospitals 1976.

^{g/} Nebraska Commission on Law Enforcement and Criminal Justice, Offenses Known to Police Uniform Crime Report - 1976.

^{h/} Nebraska Game and Parks Commission, State Comprehensive Outdoor Recreation Plan (1973).

i/ Nebraska Public Power District, Industrial Development Department, Industrial Facts and individual government officials.

j/ Nebraska Department of Revenue.

k/ R. L. Polk and Co., Polk's Banking Directory, (1971, 1979).

l/ Nebraska Department of Economic Development, Nebraska Annual Housing Report 1977, and individual government officials.

m/ Nebraska Department of Revenue.

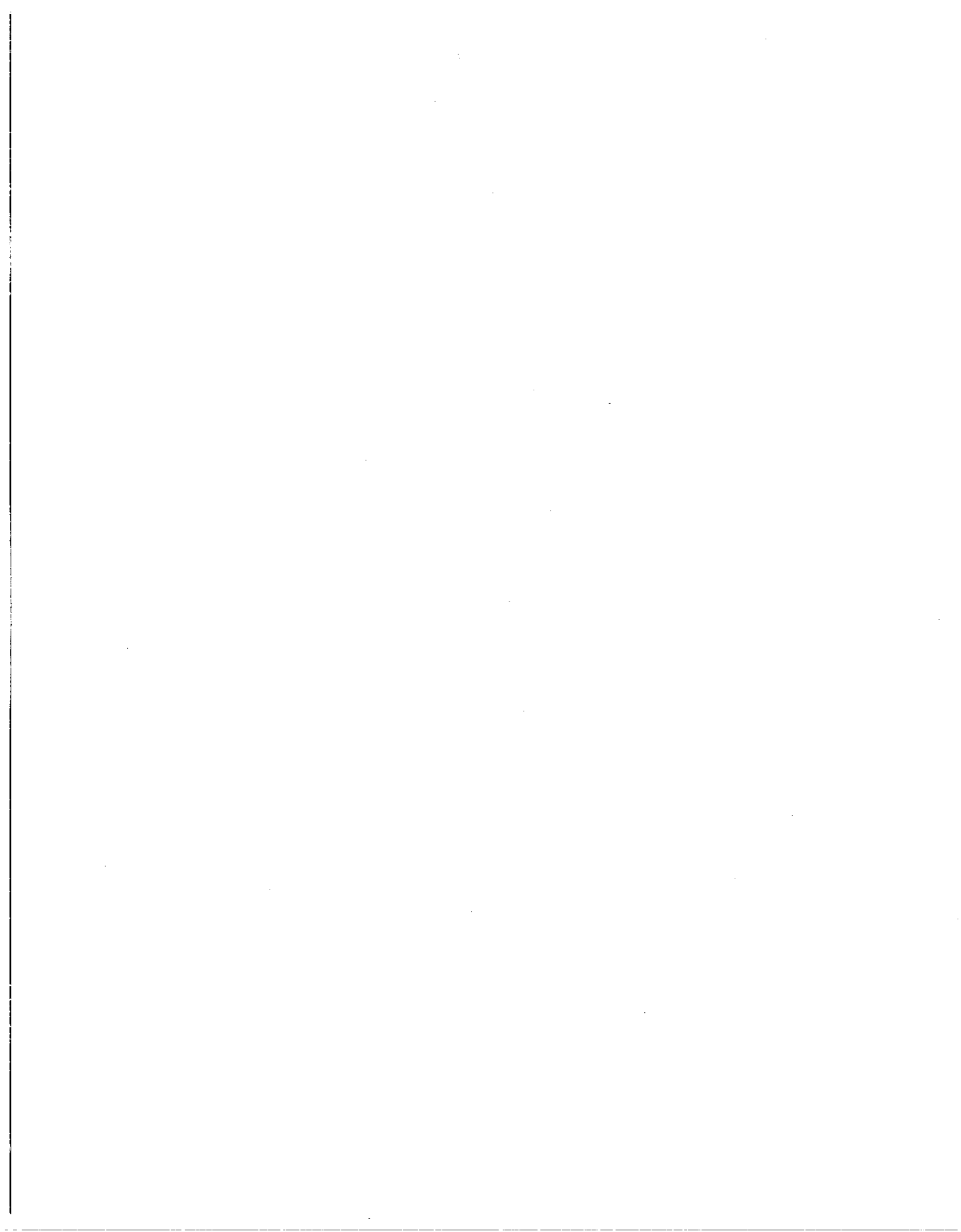
n/ Nebraska Department of Education, Nebraska Educational Directory (1970-71, 1978-79).

o/ Nebraska Department of Revenue, State Funds Distributed to Local Government Subdivisions (1971, 1978) and individual government officials.

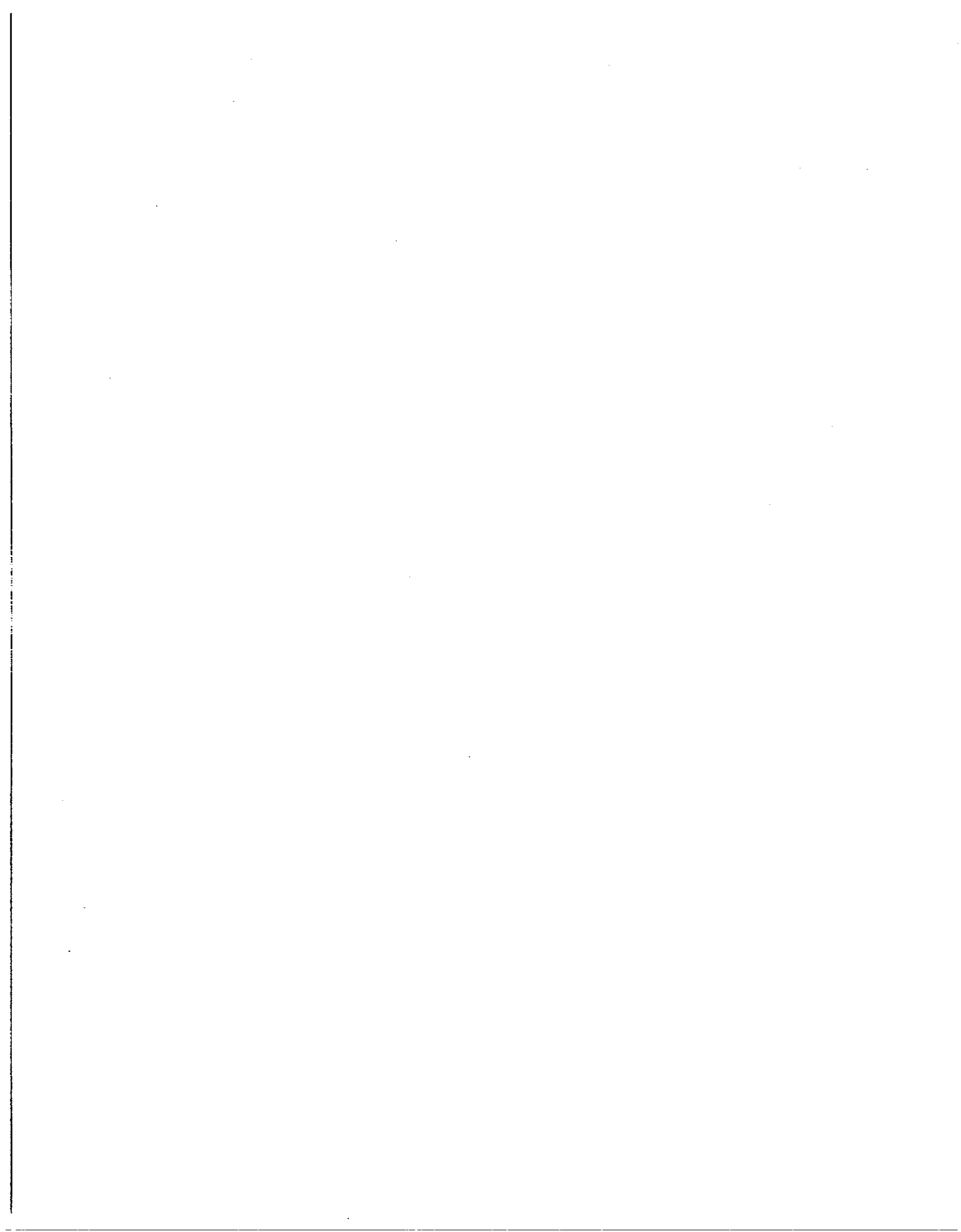
p/ Elementary enrollment only.

q/ Includes state aid.

r/ Estimated by CAUR.



APPENDIX IV
Original Data



APPENDIX IV

ORIGINAL DATA FOR FACTORS INFLUENCING
COMMUNITY DEVELOPMENT

| County | Distance from Urban Center <u>a/</u> | | | 1976 County Labor Force <u>b/</u> (by residence) | | |
|--------------|--------------------------------------|----------|------|---|----------------------|------|
| | Nearest Urban Center | Distance | Rank | County | Number of Workers | Rank |
| Auburn | Beatrice | 52 | 11 | Auburn | 2,243 | 11 |
| Aurora | Grand Island | 24 | 3.5 | Hamilton | 2,579 | 8 |
| Broken Bow | Kearney | 65 | 13 | Custer | 3,438 | 5 |
| Central City | Grand Island | 24 | 3.5 | Merrick | 2,267 | 10 |
| Cozad | North Platte | 45 | 9.5 | Dawson | 7,375 | 1.5 |
| Crete | Lincoln | 26 | 5 | Saline | 4,304 | 4 |
| Gothenburg | North Platte | 35 | 8 | Dawson | 7,375 | 1.5 |
| Kimball | Scottsbluff | 45 | 9.5 | Kimball | 1,607 | 14 |
| Minden | Kearney | 20 | 2 | Kearney | 2,240 | 12 |
| O'Neill | Norfolk | 75 | 14 | Holt | 2,940 | 6 |
| Schuyler | Columbus | 10 | 1 | Colfax | 2,720 | 7 |
| Superior | Hastings | 55 | 12 | Nuckoll | 1,936 | 13 |
| Valentine | North Platte | 132 | 15 | Cherry | 1,501 | 15 |
| Wahoo | Lincoln | 30 | 6 | Saunders | 5,306 | 3 |
| West Point | Fremont | 33 | 7 | Cuming | 2,563 | 9 |

| City | Leadership Occupations <u>c/</u> | | 1978 Level of Manufacturing <u>d/</u> | |
|--------------|---|------|--|------|
| | Percent in Leadership Occupations | Rank | Number of Manufacturing Employees 1978 | Rank |
| Auburn | 30.8 | 9 | 411 | 6 |
| Aurora | 46.2 | 5 | 333 | 7 |
| Broken Bow | 10.0 | 15 | 505 | 4 |
| Central City | 33.3 | 8 | 171 | 12 |
| Cozad | 62.5 | 2.5 | 1,452 | 1 |
| Crete | 36.4 | 7 | 1,224 | 2 |
| Gothenburg | 21.5 | 13 | 327 | 8 |
| Kimball | 38.9 | 6 | 137 | 13 |
| Minden | 60.0 | 4 | 191 | 11 |
| O'Neill | 64.3 | 1 | 51 | 14 |
| Schuyler | 27.3 | 11 | 1,008 | 3 |
| Superior | 23.5 | 12 | 294 | 9 |
| Valentine | 62.5 | 2.5 | 42 | 15 |
| Wahoo | 30.0 | 10 | 250 | 10 |
| West Point | 11.8 | 14 | 473 | 5 |

APPENDIX IV

| City | Number of Leaders | Level of Education ^{e/} | | | | | | Average Rank | | |
|--------------|-------------------------|----------------------------------|-----------------------|------------------------|----------------|---------------------------|--------------|--------------|------|-----|
| | | (6) Elem. NA School | (5) High School | (4) Some College | (3) College | (2) Graduate School | (1) Prof. | | | |
| Auburn | 10 | - | - | 5 | 3 | - | 1 | 1 | 4.00 | 14 |
| Aurora | 7 | - | 1 | - | 2 | 4 | - | - | 3.71 | 11 |
| Broken Bow | 5 | - | - | 1 | 1 | 1 | 1 | 1 | 3.00 | 2.5 |
| Central City | 8 | - | - | 3 | 3 | 1 | - | 1 | 3.88 | 13 |
| Cozad | 10 | 1 | - | 1 | 2 | 4 | 1 | 2 | 3.22 | 5 |
| Crete | 7 | - | - | 1 | 2 | 2 | 2 | - | 3.29 | 7 |
| Gothenburg | 8 | - | - | 2 | 3 | 1 | 2 | - | 3.63 | 10 |
| Kimball | 12 | - | - | 3 | 3 | 4 | - | 2 | 3.42 | 8 |
| Minden | 6 | - | - | - | 1 | 4 | - | 1 | 2.83 | 1 |
| O'Neill | 6 | - | - | 2 | 1 | 1 | - | 2 | 3.17 | 4 |
| Schuyler | 5 | - | - | 1 | 2 | - | - | 2 | 3.00 | 2.5 |
| Superior | 7 | - | - | 1 | 3 | 2 | 1 | - | 3.57 | 9 |
| Valentine | 4 | - | - | 1 | 1 | 1 | - | 1 | 3.25 | 6 |
| Wahoo | 6 | - | - | 1 | 5 | - | - | - | 4.17 | 15 |
| West Point | 13 | - | - | 5 | 2 | 5 | - | 1 | 3.77 | 12 |

| City | Number of Leaders | Training ^{f/} | | Rank |
|--------------|-------------------------|--------------------------------|---------------------------------|------|
| | | Number Attended Training | Percent Attended Training | |
| Auburn | 10 | 9 | 90.0 | 6.5 |
| Aurora | 7 | 6 | 85.7 | 9 |
| Broken Bow | 5 | 4 | 80.0 | 110 |
| Central City | 8 | 7 | 87.5 | 8 |
| Cozad | 10 | 9 | 88.90 | 6.5 |
| Crete | 7 | 7 | 100.0 | 3 |
| Gothenburg | 8 | 8 | 100.0 | 3 |
| Kimball | 12 | 12 | 100.0 | 3 |
| Minden | 6 | 6 | 100.0 | 3 |
| O'Neill | 6 | 4 | 66.7 | 12 |
| Schuyler | 5 | 3 | 60.0 | 14 |
| Superior | 7 | 7 | 100.0 | 3 |
| Valentine | 4 | 1 | 25.0 | 15 |
| Wahoo | 6 | 5 | 83.3 | 10 |
| West Point | 13 | 9 | 69.2 | 12 |

APPENDIX IV

| City | Number of Leaders | Length in Town ^{g/} | | | Average | Rank |
|--------------|-------------------|------------------------------|------------------------|---------------|---------|------|
| | | (3) Natives | (2) Most of Adult Life | (1) Newcomers | | |
| Auburn | 10 | 5 | 4 | 1 | 2.40 | 10 |
| Aurora | 7 | 2 | 4 | 1 | 2.14 | 6.5 |
| Broken Bow | 5 | 1 | 3 | 1 | 2.00 | 4 |
| Central City | 8 | 4 | 4 | 0 | 2.50 | 12 |
| Cozad | 10 | 3 | 6 | 1 | 2.20 | 9 |
| Crete | 7 | 3 | 2 | 2 | 2.14 | 6.5 |
| Gothenburg | 8 | 2 | 3 | 3 | 1.88 | 3 |
| Kimball | 12 | 4 | 5 | 3 | 2.08 | 5 |
| Minden | 6 | 3 | 3 | 0 | 2.50 | 12 |
| O'Neill | 6 | 2 | 3 | 1 | 2.17 | 8 |
| Schuyler | 5 | 1 | 1 | 3 | 1.60 | 1 |
| Superior | 7 | 5 | 2 | 0 | 2.71 | 15 |
| Valentine | 4 | 1 | 1 | 2 | 1.75 | 2 |
| Wahoo | 6 | 3 | 3 | 0 | 2.50 | 12 |
| West Point | 13 | 10 | 2 | 1 | 2.69 | 14 |

| City | Number of Leaders | Family Ties ^{h/} | | | Average Strength | Rank |
|--------------|-------------------|---------------------------|-------------|----------|------------------|------|
| | | (3) Strong | (2) Average | (1) Weak | | |
| Auburn | 10 | 2 | 5 | 3 | 1.90 | 9 |
| Aurora | 7 | 0 | 2 | 5 | 1.29 | 3 |
| Broken Bow | 5 | 0 | 3 | 2 | 1.60 | 5.5 |
| Central City | 8 | 3 | 2 | 3 | 2.00 | 10.5 |
| Cozad | 10 | 3 | 2 | 5 | 1.80 | 7 |
| Crete | 7 | 2 | 2 | 3 | 1.86 | 8 |
| Gothenburg | 8 | 0 | 2 | 6 | 1.25 | 2 |
| Kimball | 12 | 1 | 2 | 9 | 1.33 | 4 |
| Minden | 6 | 2 | 3 | 1 | 2.17 | 13 |
| O'Neill | 6 | 0 | 1 | 5 | 1.17 | 1 |
| Schuyler | 5 | 1 | 1 | 3 | 1.60 | 5.5 |
| Superior | 7 | 3 | 2 | 2 | 2.14 | 12 |
| Valentine | 4 | 1 | 2 | 1 | 2.00 | 10.5 |
| Wahoo | 6 | 3 | 2 | 1 | 2.33 | 14 |
| West Point | 13 | 7 | 5 | 1 | 2.46 | 15 |

APPENDIX IV

a/ An urban center is defined as a community containing a population of 10,000 or more. Estimates prepared by CAUR staff from data provided by the Nebraska Department of Roads.

b/ Nebraska Department of Labor, unpublished estimates.

c/ Persons in occupations that might be related to community development in the performance of their job; i.e., bankers, lawyers, city administrators, chamber managers, builders, realtors, and developers. This total for each town was divided by the total number of leaders identified.

d/ Nebraska Department of Economic Development, unpublished employment figures.

e/ The level of education score was calculated by assigning the following values to levels of education: 1 - professional degree; 2 - graduate school; 3 - college graduate; 4 - some college; 5 - high school; 6 - grade school. These values were multiplied by the number of leaders per category and then summed by community. This sum was then divided by the total number of leaders interviewed per town to determine the average level of education per community. They were then ranked in ascending order, the lowest value representing the highest degree of education.

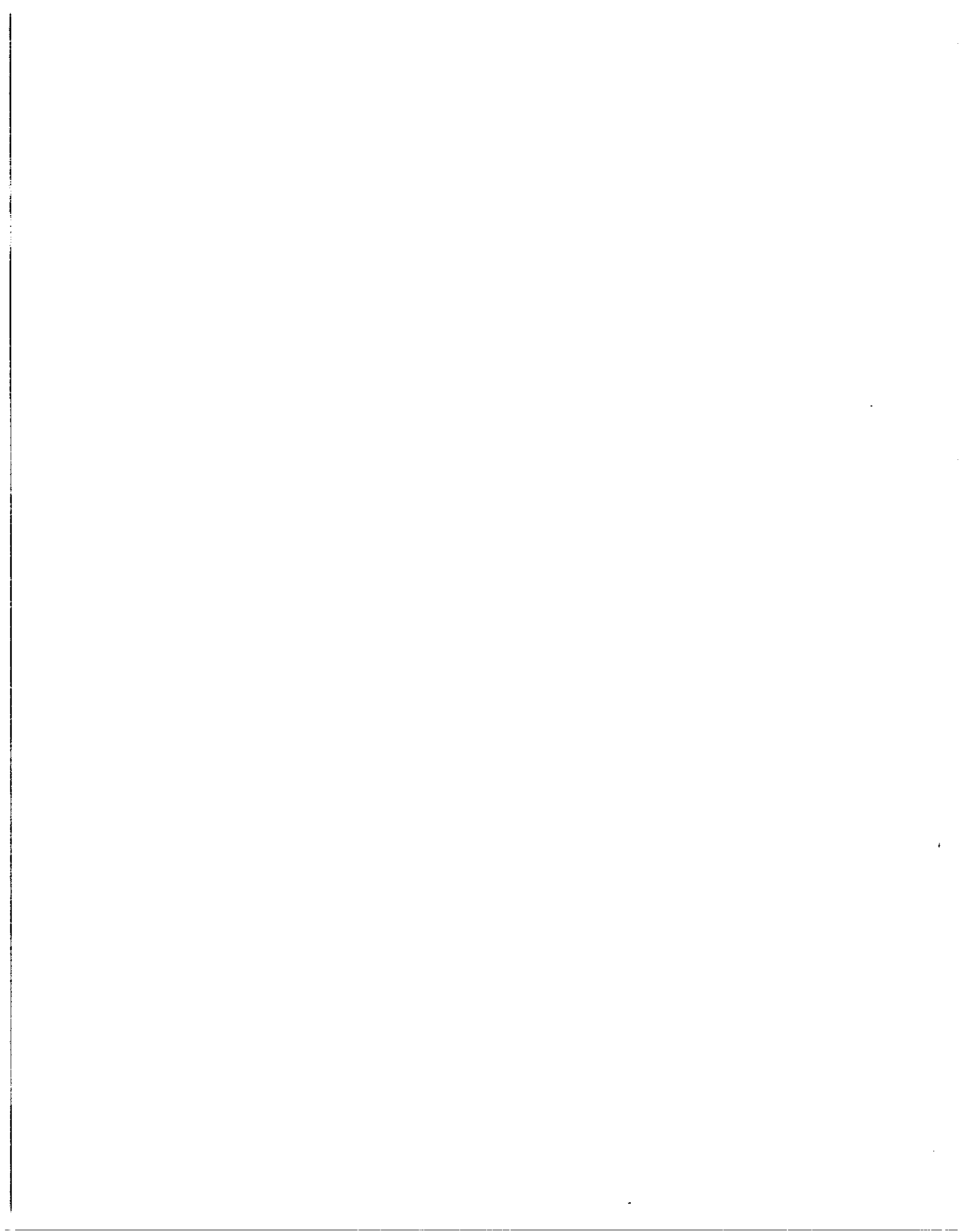
f/ The percent having training was those leaders who had attended any form of training whether it was related to their business or public office or not. This total was divided by the total number of leaders interviewed to determine the percent of the total leadership who have experienced some form of training. These percents were then ranked in descending order with 100 percent (everyone had training) representing the highest.

g/ The average length in town was calculated by assigning the following values: 3 - natives; 2 - those living in town all or most of their adult life; 1 - newcomers to town. These values were multiplied by the number of leaders interviewed in each of the three categories and then divided by the total number interviewed. This score was then ranked in ascending order with the lowest rank representing the community where the leadership has lived the longest in that community.

h/ The average family tie per community was calculated by assigning the following values: 1 - strong family ties; 2 - average family ties; and 3 - weak family ties. These values were multiplied by the number of leaders falling into each category and divided by the total interviewed. This score was then ranked in ascending order with the lowest rank representing the strongest family ties.

APPENDIX V

Code Book



CODING INSTRUCTIONS

| <u>VARIABLE</u> | <u>COLUMN #</u> | <u>DESCRIPTION</u> | <u>CODE</u> | <u>VALUE LABEL</u> |
|-----------------|-----------------|----------------------|-------------------|---|
| VAR01 | 1-2 | City | 01 | Auburn |
| | | | 02 | Aurora |
| | | | 03 | Broken Bow |
| | | | 04 | Central City |
| | | | 05 | Cozad |
| | | | 06 | Crete |
| | | | 07 | Gothenburg |
| | | | 08 | Kimball |
| | | | 09 | Minden |
| | | | 10 | O'Neill |
| | | | 11 | Schuyler |
| | | | 12 | Superior |
| | | | 13 | Valentine |
| | | | 14 | Wahoo |
| | | | 15 | West Point |
| VAR02 | 3-4 | Survey I.D. | 01-N | |
| | 5 | SPACE | | |
| VAR03 | 6-9 | Population | 2500-N 88-N.A. | |
| VAR04 | 10-11 | Age | 00-N | |
| VAR05 | 12 | Sex | 1 | Male |
| | | | 2 | Female |
| VAR06 | 13 | Last Grade Completed | 1 | Did not finish grade school |
| | | | 2 | Only grade school education |
| | | | 3 | Some high school |
| | | | 4 | High school degree |
| | | | 5 | Some college |
| | | | 6 | B.A. degree |
| | | | 7 | Some graduate school |
| | | | 8 | Master's degree |
| | | | 9 | Professional degree Ph.D., lawyer, M.D. |
| VAR07 | 14 | Length in town | 1 | Always lived here |
| | | | 2 | Lived here except for temporary circumstances (e.g. WWII, College, etc |
| | | | 3 | Lived here all adult life |
| | | | 4 | Lived here most of adult life |
| | | | 5 | Relatively new in town (2-5) |
| | | | 6 | New in town |
| | | | 7 | Raised in town, left, then returned after number of years |

| <u>VARIABLE</u> | <u>COLUMN #</u> | <u>DESCRIPTION</u> | <u>CODE</u> | <u>VALUE LABEL</u> |
|-----------------|-----------------|--|-------------|----------------------------------|
| VAR08 | 15 | Family Ties | 1 | Strong |
| | | | 2 | Average |
| | | | 3 | Weak |
| VAR09 | 16-17 | Occupation | 01 | Financial Manager |
| | | | 02 | Newspaper Editor/Publisher |
| | | | 03 | Engineers |
| | | | 04 | Lawyers |
| | | | 05 | Superintendent of Schools |
| | | | 06 | Clergyman |
| | | | 07 | Manager, Manufacturing |
| | | | 08 | Manager, Retail/Wholesale |
| | | | 09 | Manager, Chamber |
| | | | 10 | Manager, Housing |
| | | | 11 | Manager, Grain Elevator |
| | | | 12 | Owner/Mgr, Retail/Wholesale |
| | | | 13 | Owner/Mgr. Real Estate/Developer |
| | | | 14 | Owner/Mgr. Insurance |
| | | | 15 | Business Mgr. College |
| | | | 16 | President College |
| | | | 17 | City Clerk |
| | | | 18 | City Administrator |
| | | | 19 | City Acct./Treasurer |
| | | | 20 | Deputy Sheriff |
| | | | 21 | Mortician |
| | | | 22 | Investment Broker |
| | | | 23 | Cattle Feeder |
| | | | 24 | Farmer |
| | | | 25 | Retired |
| | 18 | SPACE | | |
| VAR10 | 19 | Leadership Position (at influence peak) | 1 | Institutional Leaders* |
| | | | 2 | Policy Makers* |
| | | | 3 | Activists/Innovators* |
| | | | 4 | Nonclassifiable |

*Definitions: Institutional Leaders - those who are leaders by virtue of family background or are titular heads of community organizations (those who are on boards, committees, business heads, etc. but who are not real active in policy making

Policy Makers - those in public (mayor, council, administrators, clerks, etc.) or private (developers, chamber mgr. or Corporation heads) who are active in setting development policy goals.

Activist/Innovators - those who, by sheer commitment of time and energy bring about or assist the development of the community.

| <u>VARIABLE</u> | <u>COLUMN #</u> | <u>DESCRIPTION</u> | <u>CODE</u> | <u>VALUE LABEL</u> | | | |
|-----------------|-----------------|-----------------------------------|-------------|--|--|--|--|
| VAR11 | 21-22 | Factors in Leadership development | 01 | Private in-service experience | | | |
| | | | 02 | Public in-service experience | | | |
| | | | 03 | Military experience | | | |
| | | | 04 | Education | | | |
| | | | 05 | Association with family business | | | |
| | | | 06 | Devotion to community betterment & willingness to work | | | |
| | | | 07 | Financial success | | | |
| | | | 08 | Result of professional position | | | |
| | | | 09 | Personal ego building/desire to improve oneself | | | |
| VAR12 | 23 | Training Attendance | 1 | Private in-service training for private goals | | | |
| | | | 2 | Private in-service training for public goals | | | |
| | | | 3 | Public in-service training for public goals | | | |
| | | | 4 | None | | | |
| | 24 | SPACE | | | | | |
| VAR13 | 25-26 | First useful skill | 01 | Willingness to work/devotion to job | | | |
| VAR14 | 26-28 | Second useful skill | 02 | Ability to organize | | | |
| | | | 03 | Management abilities | | | |
| VAR15 | 29-30 | Third useful skill | 04 | Ability to confront problems & find solutions | | | |
| | | | 05 | Ability to get along with people | | | |
| | | | 06 | Compassion for others | | | |
| | | | 07 | Knowledge of banking & finance | | | |
| | | | 08 | Knowledge of city operation | | | |
| | | | 09 | Honesty, frankness, integrity, fairness, | | | |
| | | | 10 | Knowledge of women & domestic skills | | | |
| | | | 11 | Have lots of contacts | | | |
| | | | 12 | Journalistic knowledge | | | |
| | | | 13 | Common sense | | | |
| | | | 14 | Ability to get at facts/do research | | | |
| | | | 15 | Promotional ability | | | |
| | | | | 16 | | | |
| | | | | 17 | | | |
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| | 20 | | | | | | |
| | 21 | | | | | | |
| | 22 | | | | | | |
| | | | 88 | N.A. | | | |

| <u>VARIABLE</u> | <u>COLUMN #</u> | <u>DESCRIPTION</u> | <u>CODE</u> | <u>VALUE LABEL</u> |
|-----------------|-----------------|---|-------------|--------------------|
| | 31 | SPACE | | |
| VAR16 | 32 | Area of Interest Industrial Development | 0 | N.A. |
| | | | 1 | Yes |
| | | | 2 | No |
| VAR17 | 33 | Area of Interest Agriculture | 0 | N.A. |
| | | | 1 | Yes |
| | | | 2 | No |
| VAR18 | 34 | Area of Interest Planning | 0 | N.A. |
| | | | 1 | Yes |
| | | | 2 | No |
| VAR19 | 35 | Area of Interest Private Industry | 0 | N.A. |
| | | | 1 | Yes |
| | | | 2 | No |
| VAR20 | 36 | Area of Interest Health Care | 0 | N.A. |
| | | | 1 | Yes |
| | | | 2 | No |
| VAR21 | 37 | Area of Interest Culture | 0 | N.A. |
| | | | 1 | Yes |
| | | | 2 | No |
| VAR22 | 38 | Area of Interest Education | 0 | N.A. |
| | | | 1 | Yes |
| | | | 2 | No |
| VAR23 | 39 | Area of Interest Retail | 0 | N.A. |
| | | | 1 | Yes |
| | | | 2 | No |
| VAR24 | 40 | Area of Interest Tourism | 0 | N.A. |
| | | | 1 | Yes |
| | | | 2 | No |
| VAR25 | 41 | Area of Interest Other | 0 | N.A. |
| | | | 1 | Yes |
| | | | 2 | No |

| <u>VARIABLE</u> | <u>COLUMN #</u> | <u>DESCRIPTION</u> | <u>CODE</u> | <u>VALUE LABEL</u> |
|-----------------|-----------------|--|-------------|--------------------|
| | 42 | SPACE | | |
| VAR42 | 43 | Area of Influence Industrial Development | 0 | N.A. |
| | | | 1 | None |
| | | | 2 | Some |
| | | | 3 | Great |
| VAR43 | 44 | Area of Influence Agriculture | 0 | N.A. |
| | | | 1 | None |
| | | | 2 | Some |
| | | | 3 | Great |
| VAR44 | 45 | Area of Influence Planning | 0 | N.A. |
| | | | 1 | None |
| | | | 2 | Some |
| | | | 3 | Great |
| VAR 45 | 46 | Area of Influence Private Industry | 0 | N.A. |
| | | | 1 | None |
| | | | 2 | Some |
| | | | 3 | Great |
| VAR46 | 47 | Area of Influence Health Care | 0 | N.A. |
| | | | 1 | None |
| | | | 2 | Some |
| | | | 3 | Great |
| VAR47 | 48 | Area of Influence Culture | 0 | N.A. |
| | | | 1 | None |
| | | | 2 | Some |
| | | | 3 | Great |
| VAR48 | 49 | Area of Influence Education | 0 | N.A. |
| | | | 1 | None |
| | | | 2 | Some |
| | | | 3 | Great |
| VAR49 | 50 | ARea of Influence Retail | 0 | N.A. |
| | | | 1 | None |
| | | | 2 | Some |
| | | | 3 | Great |
| VAR50 | 51 | Area of Influence Tourism | 0 | N.A. |
| | | | 1 | None |
| | | | 2 | Some |
| | | | 3 | Great |
| VAR51 | 52 | Area of Influence Other | 0 | N.A. |
| | | | 1 | None |
| | | | 2 | Some |
| | | | 3 | Great |

| <u>VARIABLE</u> | <u>COLUMN #</u> | <u>DESCRIPTION</u> | <u>CODE</u> | <u>VALUE LABEL</u> |
|-------------------------------------|-----------------|---|-------------|---|
| | 53 | SPACE | | |
| VAR52 | 54 | First support Group | 1 2 | Key Influentials Organization channels |
| AREAS CITY NEEDS OUTSIDE ASSISTANCE | | | | |
| VAR53 | 55-56 | First Area | 00 | N.A. |
| | | | 01 | None, can do it with local resources |
| VAR54 | 57-88 | Second Area | 02 | Don't want government assistance |
| | | | 03 | Financing development |
| VAR55 | 59-60 | Third area | 04 | Grantsmanship |
| | | | 05 | Engineering |
| | | | 06 | Attracting industry |
| | | | 07 | Promoting city (salesmanship) |
| | | | 08 | Establishing information systems |
| | | | 09 | |
| | | | 10 | |
| | | | 11 | |
| | | | 12 | |
| | | | 13 | |
| | | | 14 | |
| | | | 15 | |
| VAR56 | 61 | ARE CITY & CHAMBER EFFECTIVE LEADERS | 0 1 2 | Don't Know Yes No |
| DESCRIPTION | | | | |
| VAR57 | 62-63 | First Comments | 00 | Don't know |
| | | | 01 | Chamber mgr. not innovative |
| | 64-65 | Second Comments | 02 | City officials too conservative |
| | | | 03 | Chamber members not willing to work |
| | 66-67 | Third Coments | 04 | Need full-time chamber mgr. |
| | | | 05 | Need full-time city mgr. |
| | | | 06 | Both doing good job-are coordinated |
| | | | 07 | |
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| <u>VARIABLE</u> | <u>COLUMN #</u> | <u>DESCRIPTION</u> | <u>CODE</u> | <u>VALUE LABEL</u> |
|-----------------|-----------------|---------------------------|-------------|--|
| | | ATTITUDES TOWARD TRAINING | | |
| VAR58 | 68-69 | First Attitude | 00 | Don't Know |
| | | | 01 | Should train city officials before they take office |
| VAR59 | 70-71 | Second Attitude | 02 | Training is useful |
| | | | 03 | Trainer should be someone familiar with Nebraska small towns |
| VAR60 | 72-73 | Third Attitude | 04 | Sessions should be held in community |
| | | | 05 | Trainer should not be too technical |
| | | | 06 | Problem of enough time/attendance |
| | | | 07 | Leaders think they know everything-- won't attend |
| | | | 08 | Best source Federal government |
| | | | 09 | Best source State government |
| | | | 10 | Best source colleges |
| | | | 11 | Best source private consultants |
| | | | 12 | Best source other small towns |
| | | | 13 | Best source League of Municipalities |
| | | | 14 | Training can confuse more than help |
| | | | 15 | |
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