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**THE EFFECTIVENESS OF AFROTC LEADERSHIP TRAINING
AS EVALUATED BY THE COURSE INSTRUCTORS**

by

EDWIN C. FROST

B. A. Montana State University, 1955

**Presented in partial fulfillment of the requirements for the degree
of
Master of Arts**

MONTANA STATE UNIVERSITY

1956

Approved by:



Chairman, Board of Examiners



Dean, Graduate School



Date

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CHAPTER I

THE PROBLEM OF TRAINING FOR LEADERSHIP

I. INTRODUCTION

It becomes increasingly obvious that scientific and technological advancements continue to outstrip advancements in human relations. In a complex civilization, growing ever more complex, the need for competent leadership grows with each day, yet there are very few schools where an individual may enroll for a course in leadership training.

There are as yet no valid methods known for the selection of leaders and relatively little is known about training for leadership. It cannot be accurately predicted what will happen when a known leader is exposed to a known group with a known mission to accomplish. There are very few areas in which rigorous thinking and incisive research have greater potentiality.¹

II. THE PROBLEM

Approach to Leadership Training. Relatively little is known as yet concerning the subject of leadership. It was near the turn of the century before the Congressional Library listed a single book on the subject. However, during the last twenty years the overall concept of

¹F. H. Sanford, "Military Leadership" (unpublished lecture from the Armed Forces Familiarization Course in Psychology, copyright 1949 by the American Psychological Association, Inc.)

leadership has come under scientific examination, and the last ten years in sociology and social psychology have witnessed a considerable concentration upon the scientific analysis of leadership behavior.² Concepts concerning certain areas and relationships involved in leadership behavior are gradually coming into clearer focus, but as yet their treatment can not be too specific.

Sanford states that the problems concerned with the understanding and application of leadership behavior are decidedly worth worrying about. There are currently very few areas in which there is greater potential for improvement of human relationships and human endeavor. Very little is known about selecting and training for leadership, and many social scientists currently consider this to be a prime problem.³ Current knowledge, even though sketchy, is sufficient to warrant increased attention in the area of leadership training. Understanding of the selection and training of leaders could be the beginning of adaptive steps toward controlling the social and political future.⁴

Teaching leadership as an integrated classroom subject has always presented difficult problems, and many of the best educators maintain that it cannot be satisfactorily accomplished in the light of current knowledge. The approach to leadership training through the development of traits and qualities presents seemingly insurmountable problems involving the past environment and personal-social adjustment of the

²Cecil A. Gibb, Leadership. In Handbook of Social Psychology, Vol. II, ed., Gardner Lindsey (Cambridge, Mass.: Addison-Wesley, 1934), p. 877.

³Sanford, op. cit.

⁴Gibb, op. cit., p. 877.

student. Nor does the possession of all the desirable traits and qualities presage leadership ability. The varying patterns of traits observed in great leaders give us insufficient basis for specific objectives in training. Experts cannot agree on desired lists of traits necessary for good leadership. Consequently, it would appear necessary to approach the subject from some other basis.⁵

Leadership does not appear to be, in itself, a body of knowledge or qualities so much as it appears to be a pattern of behavior, an expression of attitudes, or a process of influence or inspiration which an individual exhibits as the result of motivation toward some objective. It does not appear to be the possession of knowledge or qualities pertinent to a situation so much as it appears to be the expression and application of pertinent knowledge and attitudes.⁶ In line with this reasoning one might say that a leader must possess the pertinent knowledge or qualities before he can hope to apply them; but one might also say that the mere possession of knowledge or qualities is of little value to a situation if not effectively applied toward goal accomplishment. The point here is that, if all the knowledge and qualities required for mastery of any situation cannot be determined and taught, then perhaps methods and processes can be determined and taught for the most advantageous application of the knowledge, qualities, and attitudes already developed by the leader.

Should not more attention be turned from the static approach of possession to the dynamic approach of application; that is, to con-

⁵Sanford, op. cit.

⁶Gibb, op. cit., pp. 884-889

sideration of the processes and techniques of leadership? Should not more effort be expended toward the maximum utilization of knowledge, capabilities and attitudes already developed, and less effort expended in attempting to change personalities into patterns which may be incompatible with aptitudes? In the classroom approach to the subject of leadership should not the instructor accept the whole person as he is, an existent product of inherent aptitudes and of years of environmental influences and personality development, and assist him in the advantageous expression and application of these existent qualities to the leadership situation? Is it not reasonable to approach leadership behavior as an art, as the expression in a leadership situation of those attitudes which will inspire others toward the accomplishment of the desired goals?

The Problem. In the dynamic approach to leadership training can not the application of the principles and techniques involved in influencing and inspiring others be viewed as closely akin to the art of drama? Few would deny that leadership behavior is an art.⁷ Then one might consider this hypothesis: If leadership behavior is an art, can it not be taught and learned in much the same manner as other arts? Cannot the techniques and the application of principles of psychology, sociology and communications be taught in the classroom in much the same manner as the techniques of drama? Cannot the pertinent facets of other fields of knowledge be drawn together into dramatic simulated leadership situations in the classroom, and studied in an integrated

⁷Ordway Tead, The Art of Leadership (New York: McGraw Hill Book Company, 1935).

relationship? Cannot realistic problem solving and role playing situations be established in which students must determine the contributing factors, synthesize solutions, and make personal application of leadership techniques? If this is done under the observation and supervision of the instructor and the other class members, will not critiques and discussion of the action assist each student to interpret the situations and solutions in terms of his own personality pattern, attitudes and capabilities?

Significance of the Problem. Is not the enhancement of leadership capability one of the ultimate, though perhaps indirect or obscure, objectives of a university education? Is it not a superimposed developmental objective, the resultant of many contributing disciplines?⁸ Is it not usually attained only by these fortunate few who develop, perhaps accidentally, a well integrated personal-social adjustment? Should not the university classroom provide the problem situations to challenge the student's leadership capabilities, regardless of the level of these capabilities? Certainly not all students would become leaders in the generally recognized connotation of that word, but all would have an opportunity to develop any existent aptitudes. They would have the opportunity to learn something of their areas of strength and weakness and might be motivated to pursue the development of these areas accordingly. It would appear that an integrated course in leadership training, embracing all the contributing disciplines, is to be desired in the university curriculum. It would also appear that such a course

⁸Seth A. Fessenden, Roy I. Johnson and P. Merville Larson, The Teacher Speaks (New York: Prentice-Hall, Inc.; 1954), pp. 4-6.

should be based primarily upon application of techniques, supplemented by training in theory and principles (skill training under supervision, with full recognition of individual personality patterns, as in the teaching of arts).

Regardless of the approach or philosophy concerning leadership training, the important point seems to be that such training in some form is definitely worth serious consideration. In an extremely complex civilization, growing ever more complex, leadership ability is in greater demand than at any time in history. The very survival of this civilization becomes more and more dependent upon capable leadership.

CHAPTER II

PURPOSE OF THE STUDY

This study has been made for the purpose of evaluating insofar as possible an existent course designed to teach leadership.

The Air Force Reserve Officers Training Corps is currently teaching a course in leadership training in 188 colleges and universities in the United States and its possessions. In this course, leadership is viewed dynamically as a process of inspiring effective individual and group effort toward the accomplishment of established objectives. The course integrates certain knowledge and principles in the areas of biology, sociology, psychology and management into a study of human behavior, and applies them directly to leadership situations wherein students learn through actual practice. In many respects the approach, philosophy, and methodology utilized in connection with the course are compatible with the hypothesis being considered. An evaluation of this training should provide the best available test of the hypothesis.

The data gathered for purposes of this survey should be of considerable value to Headquarters, AFROTC in further planning and improving their course of leadership training.

I. ASSUMPTIONS

For the purposes of this study the following assumptions have been made and adhered to throughout the gathering and treatment of data, and in the formation of conclusions:

1. Desired changes in leadership behavior of students were assumed to be the objectives of leadership training. This assumption was based upon the generally accepted statement that learning is evidenced by a change in behavior.

2. Instructors in the AFROTC leadership training program were assumed to be competent to observe and evaluate changes in leadership behavior in terms of their own teaching objectives. While ultimate evaluation can be made only in terms of behavior in real life situations years hence, the same is true of all other training and education. Evaluation of achievement in any course of instruction must be made by the instructor through utilization of the best methods available to him at the time.

3. The AFROTC program for advanced cadet training was assumed to provide adequate opportunity for observation and evaluation of leadership behavior. The program provides many situations involving individual and group responsibilities which must be fulfilled, and which involve leadership behavior. Cadets are required to organize and carry out programs which involve great numbers of subordinate cadets in training, reviews and ceremonies, and in the creation and maintenance of discipline, esprit de corps and morale. They are involved in individual and group problem solving situations in a structured organization, requiring continual cognizance of group and organizational framework, hierarchy of formal rank, and in promotion in that hierarchy. They are involved in the role playing of leadership situations and in critiquing the attitudes, actions, techniques and solutions involved in these situations.

4. For consistent communicative purposes, and for the mutual

understanding required in a subjective evaluation of the course, all instructors in the program were assumed to have a sufficiently common understanding of objectives, methodology, approach, and underlying philosophy, and of broad terminology in the leadership area. All have utilized the same textual materials and most have attended workshop conferences concerned with philosophy and methodology.

5. It was assumed that instructors would provide the requested data as sincerely and objectively as possible in the knowledge that it was in the best interests of advancement of their program. This assumption appears to have been justified by the enthusiasm and interest expressed in the personal comments on the evaluation forms.

6. It was assumed that the investigator, who was one of the instructors in the program, should understand the general situation of the other instructors adequately for the construction of a valid evaluation form.

II. LIMITATIONS OF THE STUDY

The scope of this study was limited by certain factors beyond control, as set forth below:

1. The AFROTC leadership course was only in its second year. There had been insufficient time or opportunity to observe or evaluate the true life application or effectiveness of the training. Most of the students who took the course in the 1954-55 academic year were in flight training status at a number of Air Force bases. A poll of personal opinions of these students could have been accomplished only through Air Force channels. Hence the best source of information concerning the effectiveness of the course was believed to be the instructors who had

been teaching it. These instructors were in the position of having evaluated the achievement of their students and of having observed the changes in their leadership behavior.

2. Since no valid instrument existed for the measurement of leadership or leadership behavior, the validity of the data collected in this study was dependent to a great extent on the integrity, interest and observation of the responding instructors. The evaluation form was submitted as a subjective and intuitive appraisal requested in the absence of any known method of objective evaluation of the subject area. The nature of the subject required value judgments. Validity was probably enhanced through the stated interest of Headquarters AFROTC, to the effect that the value of the study would be in direct proportion to the validity of the responses. The keen interest expressed in personal remarks on the evaluation forms indicated that responding instructors had made a sincere effort to give worthwhile opinions.

3. No attempt was made to evaluate leadership potential or capabilities either before or after the training period, since it was considered somewhat impossible of accomplishment. The measure of effectiveness of the leadership training was limited to changes in leadership behavior of students as observed by their instructors.

4. The approximately 10,000 students studying the AFROTC leadership course during the 1955-56 academic year were, with few exceptions, university seniors of at least average intelligence and well above average physical qualifications. These characteristics were determined through a rigid flight physical examination and through the Air Force Officer Qualification Test Battery, which correlates very highly with

the American Council on Education Psychological Examination.¹ Leadership potential as observed during basic cadet training was an important criterion in their selection for the advanced training.

5. The 188 instructors of the course were all commissioned officers on active duty with the US Air Force; most were captains and majors; a few were lieutenants and lieutenant colonels. They were somewhat limited in their experience in formal instruction at university level.

6. This course of training is in many respects a pioneering project. A considerable amount of initiative and experimentation was required, since information and experience available to instructors was limited.

7. The investigator, as one of the instructors concerned, may in some cases have been too closely involved in the subject matter of this study to be purely objective in his treatment and evaluation of the data.

III. DATA USED

This is primarily a survey study of a current program of leadership training. Since this training program is in many respects a pioneering project, there has been no previous study concerning it, and no other data is known to exist which would be applicable to this study. This study is very broad in its approach and application. It may be considered as somewhat pioneering in nature and, it is hoped, may provide a basis or point of departure for other more specific studies.

¹United States Air Force, Personnel Evaluation Manual, 35-8, 1 July 1953.

Opinions of all instructors of the AFROTC leadership course have been solicited by means of an evaluation form.² This form was designed to reflect evaluations of textual materials, methodologies, over-all effectiveness, and the personal qualifications of the instructors for teaching the course. Evaluations of individual items were indicated by check marks in five columns labeled as unsatisfactory, poor, average, good, and excellent. This constituted a positive-negative reaction, with two degrees of each, and provided an average or undetermined column between. The forms were submitted to coincide as nearly as possible with completion of the course. Hence, the opinions expressed were held generally at or near the completion of instruction and evaluation of individual student achievement.

Of primary importance in evaluating the course is the one general opinion concerning the over-all effectiveness of the training. Of secondary importance are the opinions concerning those elements believed to contribute most to effectiveness, such as methodology, approach, and underlying philosophy, textual materials, and objectives of training. These opinions should have value in relation to the personal qualifications of the instructors, which can be measured somewhat more objectively in terms of years of training and experience.

These opinions and evaluations represent only subjective value judgments, and must not be construed to prove anything more factual than that a given number of instructors held certain opinions.

²Appendix A.

IV. COLLECTION OF THE DATA

The evaluation form³ was submitted to 188 AFROTC detachments at as many colleges and universities in the United States, Hawaii and Puerto Rico. This represented the total known population of instructors of the course. A total of 165 evaluation forms were completed and returned, and six other respondents gave reasons for non-compliance. This represented responses from 91 per cent of all detachments.

When the first one hundred evaluation forms were returned a consolidated data sheet was accomplished and sent to all these instructors who requested such information. Included with this data sheet was a second evaluation form,⁴ which consisted only of an expanded version of two particular items on the original form. Instructors were requested to carefully reconsider these two items in light of the hypothesis being tested, and to evaluate and return them. Eighty-three of the returned forms were identified and the ratings were tabulated for comparison with the ratings of the same instructors on their original forms.

This secondary data was collected in order to determine whether instructors would change their evaluations in light of further understanding of the hypothesis being considered. The original evaluation form carried extremely brief explanations concerning all items, and carried no hint as to the hypothesis being tested.

³Appendix A.

⁴Appendix B.

CHAPTER III

INSTRUCTOR EVALUATIONS OF AFROTC LEADERSHIP TRAINING

All data collected on the original evaluation forms, when consolidated on one table, were considered to be entirely too unwieldy for a single comprehensive treatment. They have been broken into several component groupings and tables for comparative study of patterns and relationships.

I. TEXTUAL MATERIALS

The first three items on the evaluation form were concerned with the textual materials used by all instructors of the AFROTC leadership course. These consisted of a textbook, an instructor's guide, and a student's handbook of illustrative readings.

The Basic Textbook. Principles of Leadership and Management is a textbook written especially for use with the AFROTC leadership course through the joint efforts of a number of civilian and Air Force curriculum specialists, psychologists, and sociologists. The text Acknowledgments express particular appreciation to a sizeable list of persons including such names as: Gordon Allport, Harvard University; John K. Hemphill, Ohio State University; Abraham Maslow, Brandeis University; Fillmore H. Sanford, executive secretary, American Psychological Association; and Elliot Stellar, Johns Hopkins University. It was printed in June, 1954, by the Government Printing Office in

sufficient quantity only for use by the Air Force ROTC.¹

The text sets forth a dynamic concept of leadership, summing it up as revolving around three simple, related propositions: (1) the leader must always be conscious of his ultimate mission or goal, (2) he must use his knowledge of human nature to stimulate others toward effective accomplishment or attainment of the goal, and (3) he must strive for effective accomplishment through good management practices. Of these three, the text is primarily concerned with knowledge of human relations as the basis for stimulating or inspiring others. The text utilizes as one of its basic doctrines the theory of "prepotency of needs" as advanced by Abraham Maslow.² According to this theory, all human behavior consists of action for the purpose of satisfying some unfulfilled need or needs. These needs, even though complex, can be analyzed and classified into relatively simple categories and arranged in a hierarchy according to their respective potencies. Needs, and their means of satisfaction, are accordingly the key to behavior and to its stimulation and/or control.³

The evaluation form asked the question, "In comparison with other senior level college textbooks, how well does it serve as a text for the course?" As indicated in Table I, a total of 21 per cent of the

¹Air University, USAF, Principles of Leadership and Management (Washington: Government Printing Office, 1954).

²A. H. Maslow, "A Dynamic Theory of Human Motivation," Psychological Review, 50: 370-96, July, 1943.

³A. H. Maslow, Motivation and Personality (New York: Harper, 1954).

instructors rated it as excellent, 51 per cent rated it as good, and 22 per cent rated it as average.

TABLE I
OPINIONS OF RESPONDENTS ON THE VALUE
OF TEXTUAL MATERIALS IN USE

| Item | No. of Respond. | Unsatis- factory | Poor | Average | Good | Excel- lent |
|--------------------|-----------------|---------------------|------|---------|------|----------------|
| Basic Textbook | 163 | 0% | 6% | 22% | 51% | 21% |
| Handbook | 159 | 3 | 6 | 43 | 38 | 12 |
| Instructor's Guide | 162 | 3 | 3 | 27 | 46 | 21 |

The Student Handbook. The handbook is a booklet of selected readings designed to illustrate more meaningfully some of the material presented in the text. It contains, among others, articles by Fillmore H. Sanford, Gordon F. Lippitt, Leland P. Bradford, and extracts from periodicals such as Factory Management and Maintenance, Armed Forces Management, and Time. It was printed in 1955 and distributed free to leadership students.⁴ For general usefulness as a supplement to the text, Table I shows that it was rated as excellent by 12 per cent of the responding instructors, good by 38 per cent, and average by 43 per cent.

⁴Air University, USAF, Student Handbook for Principles of Leadership and Management (Gunter Air Force Base, Alabama, 1955).

The Instructor's Guide. The Instructor's Guide was developed specifically for the AFROTC leadership instructors through a series of workshop conferences of civilian and Air Force personnel after the textbook had attained final form. The guide is concerned with methods and techniques of presentation of the course material and with means of accomplishment of the objectives of the course. It is suggestive, not directive, in nature. The guide contains sample lesson plans, problems and exercises, case studies, explanations of techniques, and briefings on some of the more difficult subject matter in the text. Elliot Stellar of Johns Hopkins University and Aaron J. Spector of the Air Force Officer Education Research Laboratory contributed these briefings. The guide was printed in 1954 and revised in 1955 to include experience gained during the first year of the training.⁵ On the basis of its value to the instructor, the guide was rated as excellent by 21 per cent of the responding instructors, good by 46 per cent, and average by 27 per cent.

Summary. The pattern of responses, as reflected in Table I, indicates a fairly high degree of instructor satisfaction with the textual materials utilized. Personal remarks on the evaluation forms indicated a few minor dissatisfactions, but they were not sufficiently consistent to establish any pattern or trend. The Student Handbook of illustrative readings appears to be the weakest of the three items utilized.

II. METHODS OF INSTRUCTION

Six items on the evaluation form are concerned with various

⁵ Air University, USAF, Instructor's Guide for Principles of Leadership and Management (Gunter Air Force Base, Alabama, 1955).

methods of instructing the leadership course. Methodology is considered to be of particular importance to the success of the training and is highly pertinent to the hypothesis under consideration. The evaluation form carried the following explanation for the respondents: "Teaching leadership requires a variety of methods and techniques, each in its place. Which methods should be used as much as possible and which least? Which methods do you rate most and/or least effective?"

The Lecture Method. The traditional college lecture method of instruction has been utilized throughout much of the history of education, and is believed to be familiar to all who have attended college. It is usually considered as an expeditious means for the instructor's presentation of a great deal of information to a number of people in a personalized and understandable manner, specifically tailored to fit the situation and the persons involved. However, the acceptance and retention of this information by students is dependent upon many factors such as motivation, readiness, understanding, mental alertness, memory, application, and others. Although the reading and lecture combination might carry the greatest potential for transferring the greatest amount of knowledge in a given time, one may question its relative over-all effectiveness for certain purposes.⁶ In training for leadership the question arises as to whether the primary objective is the transfer of knowledge or the development and application of attitudes and abilities. A few personal remarks on the evaluation

⁶Lloyd A. Cook and Elaine F. Cook, A Sociological Approach to Education (New York: McGraw-Hill Book Company, 1950), pp. 30-37; Jacob Levine and John Butler, "Lecture VS Group Decision in Changing Behavior," Journal of Applied Psychology, 36:29-33, February, 1952.

forms indicated that for specific purposes the lecture method was considered to be the most effective method. However, as indicated in Table II, it was rated as unsatisfactory by 26 per cent of all responding instructors, as poor by 38 per cent, average by 30 per cent, and above average by 8 per cent.

TABLE II
A COMPARISON OF OPINIONS OF RESPONDENTS ON THE EFFECTIVENESS
OF CERTAIN METHODS OF INSTRUCTION

| Item | No. of Respond. | Unsatis- factory | Poor | Average | Good | Excel- lent |
|--|--------------------|---------------------|------|---------|------|----------------|
| Lecture Method | 160 | 26% | 38% | 30% | 8% | 1% |
| Lecture-Discussion- Recitation Combi- nation | 163 | 2 | 3 | 31 | 40 | 24 |
| Group Problem Solving | 155 | | 3 | 12 | 39 | 46 |
| Role Playing Sit- uations | 161 | 5 | 7 | 12 | 30 | 46 |
| Case Studies | 156 | 2 | 13 | 31 | 39 | 15 |
| Round Table Discussion of Subject Matter | 157 | 1 | 4 | 26 | 43 | 26 |

Informal Lecture-Discussion-Recitation Combination. This is an informal classroom procedure with a minimum of structure for the attainment of certain learning objectives. It is a compromise combination rather than a formally recognized method of instruction. It

is a means of establishing an informal atmosphere and of involving student participation insofar as may be considered desirable by the instructor. The instructor may utilize at his discretion the desirable characteristics of the lecture as described above, the personal views and questions of students through discussion, and the evaluation of learning and achievement through recitation. The instructor may give broader consideration to fewer subject areas than with the lecture method in order to improve student understanding of relationships, and may stimulate mental activity through discussion and recitation. Since this method is only a combination of other methods, little importance can be attached to it in this study. It is included here because it has been used, and the instructor's evaluation of the procedure is believed to be of some interest. In effectiveness and usefulness as compared with the other methods utilized, it has been rated as excellent by 24 per cent of the responding instructors, good by 40 per cent, and average by 31 per cent.

Group Problem Solving. The business conference, the staff meeting and the committee meeting are three of many types of activities which exemplify group problem solving through discussion. In the classroom the students attack a problem situation through applying scientific problem solving methods to group action. Through group action they define and limit the problem, establish the objective, determine and evaluate various solutions, select the most promising solution, and determine methods for its accomplishment.⁷ Through

⁷ R. H. Wagner and C. C. Arnold, Handbook of Group Discussion (Boston: Houghton Mifflin Co., 1950), pp. 68-87; L. A. Allen, "Getting Results from Conferences," Personnel, 27:276-81, January, 1951; Air Force Manual 50-8, Conference Leadership.

group interaction in these situations the dynamics of the small group come into play. Group action may be interrupted and critiqued at the discretion of the instructor in order to point up and to recognize the dynamics and the underlying forces which are affecting its progress. The basic research carried on by Kurt Lewin and his associates has established the principles and provided the background understanding of the dynamics and forces of the small group, and the instructor may utilize his knowledge and familiarity with these forces in critiquing the group action.⁸ The study and understanding of group dynamics has been popularized and expanded considerably through the work of the National Training Laboratory for Group Development at Bethel, Maine,⁹ and the Research Center for Group Dynamics at the University of Michigan.¹⁰ A considerable amount of literature has recently become available on the subject area.¹¹

In comparison with the lecture method, this type of instruction

⁸Kurt Lewin, Resolving Social Conflicts (New York: Harper and Brothers, 1948), pp. 71-83; Kurt Lewin, Ronald Lippitt, and Ralph K. White, "Patterns of Aggressive Behavior in Experimentally Created Social Climates," Journal of Social Psychology, 10:271-301, May, 1939; Alex Bavelas and Kurt Lewin, "Training in Democratic Leadership," Journal of Abnormal and Social Psychology, 37:115-119, January, 1942; Ronald Lippitt, Norman Pelansky and Sidney Rosen, "The Dynamics of Fever," Human Relations, 5:37-64, February, 1952.

⁹Merle E. Ogle, "What Happened to Me at Bethel," Journal of Communication, Fall, 1955, pp. 102-109.

¹⁰The Research Center for Group Dynamics at the University of Michigan, a department of the Institute for Social Research, conducts extensive research programs concerning problems of human behavior in groups. It is a direct outgrowth of the work carried on by Lewin and his associates at the University of Iowa and Massachusetts Institute of Technology.

¹¹Samuel Constantine and Alvin Zander (eds.), Group Dynamics: London, Ill.: Row, Peterson, 1953); J. R. Gibb, and Elaine F. Miller, Dynamics of Participative (It and Co., 1951).

covers very little direct transfer of information or knowledge. The student will have difficulty in explaining what he may have learned. This method may prove frustrating to student and instructor alike if they have had little previous experience with it. One instructor remarked on his evaluation form that "the course has caused me more thought, worry, frustration, and at the same time accomplishment, than anything I have ever tried to do." The Instructor's Guide for the leadership course states in the Introduction:

For students accustomed to a teacher-centered approach, the student-centered technique may be a baffling, bewildering experience at first, and for a while they may turn angrily on the instructor, blaming him for their nonproductive predicament. Almost invariably in these situations, this proves to be a natural transition to productive work.¹²

Although the method is difficult to use and perhaps even more difficult to evaluate in terms of effectiveness, it was rated the highest of the six methods considered in the evaluation form. As indicated in Table II, on page 19, it was rated as excellent by 46 per cent of the responding instructors, as good by 39 per cent, average by 12 per cent, and below average by only 3 per cent.

Role Playing Situations. This method involves the attempted solution of a problem situation through the interaction of the persons involved, all of whom are playing roles established by the situation. A problem situation and characters are assigned by the instructor for role playing by students, at least one of whom is responsible for bringing about a solution. Regardless of the degree of success of the role players, the action is interrupted at the discretion of the instructor and critiqued by the observing students, the role players

¹²Instructor's Guide, op. cit., p. xiv.

themselves, and the instructor. The critique is concerned with the roles as they are being played by the actors, not with the actors themselves. The emotions and emotional effect of one role upon another is analyzed, the psychological needs or forces involved are determined, and their degree of satisfaction is discussed. When the critique is completed, the action is resumed or repeated by the same or other role players. The same situation may be repeated as long as there is learning from the critiques.

Role playing is designed to demonstrate the application of principles and techniques which are pertinent to the particular situation. The role players may be expected to learn by doing, while the observers may be expected to learn through observing realistic situations, and by analyzing, critiquing, and determining relationships in terms of their own personalities. Role players who take a keen interest in this activity may bring these situations very close to the level of real life experience. In these situations as in group problem solving, the principles established by the late Kurt Lewin and his associates may be utilized and demonstrated by the instructor.¹³ According to Sanford, role playing methods are designed to give the leader keener insights into the dynamics of groups, to equip him with leadership skills and to give him, through the technique of role playing, actual experiences at leadership and fellowship.¹⁴ According to Argyris, role playing may be used in teaching any kind of skill training where

¹³Lewin, Lippitt and White, op. cit., pp. 271-301.

¹⁴Sanford, op. cit.

human relationships are involved.¹⁵ The most popular is in supervisory training in human relations and leadership. Role playing especially provides plenty of opportunity for practicing the principles of leadership and human relations that are usually given in training. It is an excellent method through which to study the problems involved in supervisor-worker communications.¹⁶ Supervisors, for example, by taking the role of the workers are able to see how it feels when they are ignored or not spoken to pleasantly. Skill in seeing the other person's point of view is important, and role playing is especially suited for teaching it. The technique is being used increasingly in industrial supervisory training.¹⁷

Role playing is a comparatively difficult method of instruction, particularly for the instructor who may be lacking in experience or in background in social studies. Several personal comments on the evaluation forms indicated instructor difficulties with the method. There were a few comments to the effect that role playing situations were not sufficiently realistic; they were merely play acting and were considered as such by the students. However, in over-all rating the method was rated very nearly highest of the six methods evaluated. As indicated

¹⁵Chris Argyris, Role Playing in Action, Bulletin No. 16, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York, 1951, p. 2.

¹⁶Norman B. Maier, Principles of Human Relations (New York: John Wiley, 1952).

¹⁷B. Wilkinson and J. H. Myers, "What Good Are Role Playing Techniques?" Advanced Management, 5:23-24, May, 1954; A. A. Liveright, "Role Playing in Leadership Training," Personnel Journal, 28:412-16, April, 1951.

in Table II, on page 19, it was rated as excellent by 46 per cent of the responding instructors, as good by 30 per cent, and as average by 12 per cent, with 12 per cent rating it below average.

Case Studies. This method involves individual or group study and analysis of complicated situations to which there may be a number of satisfactory approaches and solutions. The method also lends itself to a wide variety of techniques. According to Lee, small-group study of complicated cases broadens the individual's views and approach to problem solving. It causes him to approach a problem with a questioning attitude and a readiness to learn first what others may think, rather than with a premature self-conceived viewpoint, which he is determined to defend at the cost of further learning. Case study is designed to be the antithesis of argumentation when entered into by a group in a problem solving situation.¹⁸ Small buzz-groups, confronted with a complicated case study, seek mutual support and assistance in arriving at understanding and solution, thus broadening each other's concepts in the problem area.¹⁹ An important by-product in the area of communication is the technique of communicating through the questioning approach rather than the statement approach.²⁰

A few personal comments on the evaluation forms indicated that the method was not used as extensively as the other methods and was

¹⁸Irving J. Lee, Customs and Crises in Communication (New York: Harper and Brothers, 1954), pp. 1-41.

¹⁹Harry R. Boyd, "The Buzz Technique in Training," Personnel Journal, 31:49-50, June, 1952.

²⁰Lee, op. cit., pp. 20-41.

perhaps not so well understood. While the Instructor's Guide included samples of case studies, it did not give much explanation or guidance in the techniques of utilization. Case studies may be used by students for individual study and solution and may be assigned as problems for work outside the classroom. This is perhaps the more generally used method which, however, overlooks the potential value of the interchange of ideas and broadening of understanding through group discussion.

Case study methods of instruction, through the utilization of buzz groups and group discussion, merge into the group problem solving method explained above and the round table discussion methods explained below. Case studies often provide excellent material for role playing situations.²¹

As in other student participative types of instruction, the transfer of knowledge through case studies is difficult to evaluate. The method is not easy to utilize effectively. As indicated in Table IX on page 19, responding instructors have rated the method comparatively low, with 15 per cent rating it below average, 31 per cent rating it average, 39 per cent rating it good, and 15 per cent rating it as excellent.

Round Table Discussion of Subject Matter. The discussion or conference method of instruction compares quite closely with group problem solving as described above. Through group action in a face to face situation the subject matter of the lesson is discussed in a

²¹ Hugh Cabot and Joseph A. Kahl, Human Relations: Concepts and Cases in Concrete Social Science (Cambridge, Mass.: Harvard University Press, 1953).

democratic atmosphere. The group leader monitors the discussion, exerting only such leadership as is necessary to keep the discussion goal-oriented and productive. He is assisted by a recorder, who records the main points of the discussion, summarizes as necessary, and assists in keeping the action productive and within bounds. One member of the group, acting as an observer, observes only the interaction and dynamic relationships of the group members, analyzing their effect upon one another and upon the trends and productivity of the discussion. He reports his observations to the group and critiques their action in order to assist in the improvement of group interaction and accomplishment.²² Round table discussion differs primarily from the group problem solving described above in that its goal or objective cannot be so clearly defined. It is exploratory, in search of understanding of the subject area, and is not apt to arrive at consensus in a limited time.²³ As in role playing and group problem solving, it is usually difficult for the student or instructor to evaluate the transfer of knowledge. The method provides considerable skill training in human relations, since it elevates the ordinary haphazard discussion or argument to a level of conscious organization and directs individual efforts toward productive transfer of thought and the formation of concepts and relationships.²⁴ It is a difficult

²²Gibb, Platts and Miller, op. cit., pp. 1-47.

²³Wagner and Arnold, op. cit., pp. 89-134.

²⁴Thomas Gordon, Group Centered Leadership (Boston: Houghton-Mifflin Co., 1955).

technique for the instructor to utilize profitably, but when properly employed it utilizes and demonstrates the principles, forces and dynamics of group action as established by Kurt Lewin and his associates.²⁵

Round table discussion was rated by the responding instructors as one of the better methods for teaching leadership. As indicated in Table II, it was rated as excellent by 26 per cent, good by 43 per cent, average by 26 per cent, and less than average by 5 per cent.

Summary. According to the opinions expressed by the responding instructors, student centered methods of instruction which involve a great deal of activity on the part of the students are superior to the instructor centered methods. As indicated in Table II, Group Problem Solving is rated highest, followed closely by Role Playing. Round table discussion rates a little better than the lecture-discussion-recitation combination, and case studies rate well above the straight lecture method. The lecture method is definitely rated as unsatisfactory for leadership training, except in the particular situations which require its use.

It would appear that instructors consider the skill training in human relations derived from such activities as self-controlled group discussion, problem solving, and role playing to be of greater importance to leadership training than is the transfer of knowledge involved in these activities.

III. OBJECTIVES FOR LEADERSHIP TRAINING

Four items on the evaluation form are concerned with behavior characteristics as objectives for leadership training. For the purpose

²⁵ Bavelas and Lewin, op cit., pp. 115-119.

of simplification an attempt was made to classify the traits and characteristics of leadership behavior under the four very broad headings of Consideration, Dominance, Managerial Initiative, and Sense of Mission. With proper explanation a fair case might be established for such a classification, but the evaluation form could not provide such a full explanation. Accordingly, the respondents' ratings are of somewhat questionable validity, particularly concerning the term of Dominance, which was not well understood by some.

Consideration. Fundamental concepts of democracy and the observance of the golden rule are based on consideration for others. In the area of leadership, consideration is involved in maintaining good human relations through understanding and respecting the opinions and desires of others, and assisting in the satisfaction of their needs. Consideration for one's subordinates is implied as well as consideration for peers and superiors. Component behavior characteristics are courtesy, respect, understanding, helpfulness and the ability to project one's self into the other fellow's situation.²⁶

As indicated in Table III, consideration was rated as an excellent objective for leadership training by 42 per cent of the responding instructors, as good by 40 per cent, as average by 16 per cent, and lower than average by 2 per cent.

²⁶ Andrew W. Halpin, Studies in Aircrew Composition III: The Combat Leader Behavior of B-29 Aircraft Commanders (Bolling Air Force Base, Washington, D.C.: HFORL Memo. No. TN-54-7, September, 1953); Andrew W. Halpin, "The Leadership Behavior and Combat Performance of Airplane Commanders," Journal of Abnormal and Social Psychology, 49:19-22, 1954; Andrew W. Halpin, "The Leader Behavior and Leadership Ideology of Educational Administrators and Aircraft Commanders," Harvard Educational Review, Winter 1955, p. 18.

TABLE III
A COMPARISON OF THE OPINIONS OF RESPONDENTS CONCERNING
THE OBJECTIVES FOR LEADERSHIP TRAINING

| Item | No. of Respond. | Unsatis- factory | Poor | Average | Good | Excel- lent |
|-----------------------|-----------------|---------------------|------|---------|------|----------------|
| Consideration | 162 | 0% | 2% | 16% | 40% | 42% |
| Dominance | 159 | 27 | 33 | 28 | 11 | 1 |
| Managerial Initiative | 162 | 0 | 2 | 19 | 43 | 36 |
| Sense of Mission | 163 | 1 | 2 | 18 | 24 | 55 |

Dominance. Dominance may be considered as behavior involving definite individual ideas and the imposition of those ideas upon others. It involves active assertion of leadership, the imposition of authority, and personal domination of a situation and the personnel concerned.²⁷ Dominance involves an authoritarian approach and attitude.

The term was not adequately explained on the evaluation form and several remarks indicated the explanation to be contradictory within itself. A number of respondents marked the average or undetermined column, as instructed to do when items were not well understood. The evaluation is considered to be of doubtful validity. As indicated in Table III, it was rated above average by 12 per cent, average by 28 per cent, poor by 33 per cent, and unsatisfactory by 27 per cent of the

²⁷ Paul Pigors, Leadership or Domination (Boston: Houghton-Mifflin Co., 1935), pp. 21-25.

responding instructors.

Managerial Initiative. Management may be considered as the effective utilization of all available resources in the accomplishment of a mission or an objective. Managerial initiative includes creativity and initiative in the planning, structuring, organizing, assuming of responsibility, and supervising involved in goal attainment. It is approximately the same as the term "Initiating Structure" used by Halpin in his studies at Ohio State University.²⁸ It is accomplishing the most with the least, utilizing the principles of good management and all the traits and characteristics that go to make up efficiency and effectiveness with a minimum of direction and supervision from above. Management of physical resources may approach the area of science, but personnel management is an art closely allied to the over-all concept of leadership.²⁹ Management, per se, may be studied as a science, but personnel management and managerial initiative are more closely concerned with attitudes and skill training in human relations.

As an objective for leadership training, managerial initiative was rated by 86 per cent of the responding instructors as excellent, as good by 43 per cent, average by 19 per cent, and lower than average by 2 per cent.

²⁸ Andrew W. Halpin and B. J. Winer, The Leadership Behavior of the Airplane Commander (Columbus, Ohio: Ohio State University Research Foundation, 1952).

²⁹ United States Air Force, Manual 25-1, The Management Process.

Sense of Mission. Sense of mission is an Air Force term for an intangible concept of service. It is goal orientation and loyalty to a purpose or cause and to the organization and personnel concerned therewith. It is inspiration, idealism, and enthusiasm.³⁰ It is an understanding of relationships between ultimate goal attainment and all the other activities with which one is concerned. It is the drive which carries one forward to attainment of the goal in face of difficulties.³¹

Sense of mission is an exceedingly difficult concept to teach, as indicated by several comments on the evaluation forms. It is learned by the student through participation and practice, and through intuition and inspiration. The instructor can only establish a background and the favorable conditions and climate for this type of learning, and then guide ever so lightly. Although it was considered as an exceedingly difficult concept to teach, it was rated by the responding instructors as highest of the four objectives for leadership training. As indicated in Table III, on page 30, it was rated as excellent by 58 per cent, good by 24 per cent, average by 15 per cent and lower than average by 3 per cent.

Summary. All leadership behavior may be loosely classified as falling within the four broad headings of Consideration, Dominance, Managerial Initiative, and Sense of Mission. It might also be classified in any number of other ways. While the method used here is not considered to be particularly satisfactory, it is probably as satis-

³⁰United States Air Force, Manual 50-21, Living for Leadership.

³¹Air University, Principles of Leadership and Management (Washington: Government Printing Office, 1954), pp. 10-20.

factory as any other over-simplified classification which might have been used. This area is considered to be worthy of further study and research.

Since instructors were asked to rate the over-all effectiveness of the training, it was deemed necessary to determine, as simply as possible, the relative importance of their over-all training objectives. It was assumed that instructors would evaluate effectiveness of training in terms of accomplishment of those objectives which they considered as being most important. This assumption, however, may not be valid.

While not too much importance may be attached to the evaluation of these areas of leadership behavior, it is interesting to note that Sense of Mission, or a concept of service, is rated highest as an objective for training. It is followed in order by Consideration and Managerial Initiative. Dominance is apparently rejected as an objective for training. In view of the fact that all instructors are commissioned officers of the United States Air Force, these ratings seem to indicate a trend toward bringing Air Force concepts of leadership into consonance with the prevailing democratic culture of the nation. This evaluation indicates that the objectives for leadership training in the AFROTC are in accord with the principle that leadership, whether it be military, industrial, social or political, normally reflects the culture from which it springs.

IV. PHILOSOPHY AND APPROACH TO LEADERSHIP TRAINING

In order to determine the philosophy, attitudes and thinking of the instructors in their approach to the subject of leadership training,

six statements were included in the evaluation form to be rated from unsatisfactory through excellent. These statements pertained primarily to the means, methods, and possibilities of changing leadership behavior.

Character Traits. The time honored approach to leadership training has been through the development of fundamental character traits such as integrity, honesty, fairness, judgment, etcetera. While it cannot be denied that such traits are fundamental to good leadership, the question arises as to the feasibility of teaching them in the classroom or leaving them to the over-all developmental environment of the student.³² The statement, "Significant change in leadership behavior can be accomplished through classroom training in fundamental character traits," was rated as average or undetermined by 39 per cent of the responding instructors. It was rated as good by 22 per cent and poor by 23 per cent, as excellent by 8 per cent and unsatisfactory by 10 per cent. The evaluation appears to indicate only that instructors are undetermined on the point.

Changes in Attitudes. The statement, "Leadership behavior can be changed significantly through changes in attitudes toward objectives and toward the personnel concerned therewith," was evaluated quite highly by the responding instructors. As indicated in Table IV, it was rated as excellent by 25 per cent, good by 46 per cent, average by 24 per cent, and below average by only 5 per cent. This would indicate

³²F. H. Sanford, "Military Leadership" (Unpublished lecture from the Armed Forces Familiarization course in Psychology, copyright 1949 by the American Psychological Association, Inc.); C. A. Gibb, "The Principles and Traits of Leadership," Journal of Abnormal and Social Psychology, 42:287-84, July, 1947.

that most instructors considered that one's attitudes are reflected in his leadership behavior, and that leadership behavior can be improved in a particular situation through change and improvement in one's attitudes toward his objectives and the personnel concerned therewith.³³

TABLE IV
OPINIONS OF RESPONDENTS CONCERNING PHILOSOPHY AND APPROACH
TO LEADERSHIP TRAINING

| Item | No. of Respond. | Unsatis- factory | Peer | Aver- age | Good | Excel- lent |
|--|--------------------|---------------------|------|--------------|------|----------------|
| Leadership Behavior Can Be Changed Through: | | | | | | |
| Changing Character Traits | 159 | 10% | 23% | 30% | 22% | 6% |
| Changing Attitudes toward Objectives and Personnel | 163 | 1 | 4 | 24 | 46 | 25 |
| True Life Experiences Only | 160 | 12 | 24 | 27 | 24 | 13 |
| Reading, Lecture, Discussion, Without Experiences | 161 | 15 | 27 | 37 | 10 | 1 |
| Experiences in Simulated Leadership Situations | 163 | 2 | 1 | 24 | 45 | 28 |
| Training in a Similar Manner to Other Arts | 163 | 5 | 7 | 34 | 36 | 18 |

³³Principles of Leadership and Management, *op. cit.*, pp. 10-20.

True Life Experiences. The statement "Leadership behavior can be changed significantly only through true life experiences" was confusing due to the use of the word "only" in its construction. Because of personal comments to that effect, and the broad pattern of responses grouped symmetrically around the average or undetermined column, the evaluation of the statement, as reflected in Table IV, is considered to have no useful meaning. The intended purpose of this statement was to determine how strongly the instructors might believe that, in the final analysis, there is no substitute for experience.

Reading, Lecture and Discussion, without Experience. The statement, "Leadership behavior can be changed significantly through reading, lecture and discussion, without experiences," was rated as unsatisfactory by 18 per cent, poor by 37 per cent, average by 37 per cent and good by 10 per cent of the responding instructors. Since this rating correlates with their low rating of the lecture method of instruction, it would appear that, in their estimation, the transfer of knowledge resulting from reading, lecture, and ordinary discussion is, in itself, not adequate to change leadership behavior significantly. This statement was designed to be the antithesis of the statement above regarding true life experiences and a valid rating of that statement would have rendered this evaluation more meaningful. This rating of the effectiveness of reading and lecture in leadership training tends to support current authors in that area.³⁴

³⁴Earl C. Kelly, Education for What Is Real (New York: Harper and Brothers, 1947), pp. 73-112; Jacob Levine and John Butler, "Lecture vs. Group Decision in Changing Behavior," Journal of Applied Psychology, 36:29-33, February, 1952.

Experience in Simulated Leadership Situations. The statement, "Leadership behavior can be changed significantly through creating simulated leadership situations and experiences in the classroom as substitutes for real life experiences (role playing, problem solving, case studies)" was rated as excellent by 28 per cent of the responding instructors, as good by 45 per cent and average by 24 per cent. This rating agrees with their ratings of student centered methods of instruction such as role playing and group problem solving, but does not agree with their ratings of the lecture method of instruction or with the statement above concerning reading, lecture and discussion, without experience. The rating for this statement agrees closely with that of the statement above concerning change in leadership behavior through changing attitudes. This would indicate some agreement in the minds of the instructors between changing attitudes and changing leadership behavior through simulated experiences such as role playing and group problem solving. This rating tends to support such recent writing in the subject area.³⁵

Leadership Training in a Manner Similar to Other Arts. The statement, "Leadership behavior is an art which can be taught and learned in somewhat the same manner as music and drama; that is, classroom instruction in theory, coupled with practice and performance under supervision (such as critiqued role playing)," was rated as ex-

³⁵ A. A. Liveright, "Role Playing in Leadership Training," Personnel Journal, 29:412-16, April, 1951; Argyris, op. cit., pp. 2-6; Ronald Lippitt, "The Psychodrama in Leadership Training," Sociometry, 6:286-92, August, 1943; L. A. Allen, "Getting Results from Conferences," Personnel, 27:276-81, January, 1951.

cellent by 18 per cent of the responding instructors, as good by 36 per cent, an average by 34 per cent and below average by 12 per cent. This rating compares fairly well with their rating of the statement above concerning simulated situations and experiences. This statement is actually the hypothesis under consideration. Pertinent literature in the subject area which has been examined by the writer does not include any similar statement.³⁶ Hence it is reasonable to assume that it presented somewhat of a new idea and that instructors arrived at their opinions as a result of experience.

Upon closer scrutiny the statement is found to be closely related to the one above concerning simulated situations and experiences. In meaning they are not so different from each other, but they are radically different in their approach to the same basic idea. The statement under consideration suggests a whole new viewpoint and approach to the subject of leadership training without appreciably changing either the methodology or underlying philosophy. In other words, instead of attempting to reduce leadership to a science or a transferrable body of knowledge, this statement suggests that leadership be accepted as an art and taught accordingly. In effect, that is what is being done through the techniques of group problem solving, role playing, and organized round table discussion. Recognition and approach to leadership training as training in the dynamic art of expression of attitudes, and as skill training in human relations, with full recognition of individual personality patterns, as in the

³⁶Ordway Tead, The Art of Leadership (New York: Hill Book Company, 1935).

teaching of other arts, might clear up a number of the problems which have always beset leadership training in the past. Sanford, in making a distinction between the art and science of leadership, states that such a distinction may help organize our thinking and talking about leadership problems.³⁷

Summary. As reflected in Table IV on page 35, the three statements concerning changing of attitudes, experiences in simulated leadership situations and training in a similar manner to other arts were all rated highly, and nearly the same, by the responding instructors. This indicates some agreement in their thinking concerning the methods and means for changing leadership behavior. In other words, a consistency is indicated between simulated leadership situations, role playing and problem solving situations, and changing attitudes through training in a similar manner to other arts. The statement, "Leadership behavior is an art which can be taught and learned in somewhat the same manner as drama" is a statement of the hypothesis under consideration.

The ratings for the two statements concerning character traits and true life experiences are grouped symmetrically around the average or undetermined column in a broad pattern, and are consequently of questionable importance to the study.

The statement concerning change in leadership behavior through reading, lecture and discussion without experiences was rated quite low, agreeing with the rating of the lecture method of instruction.

³⁷Sanford, op. cit.

The data considered up to this point tends to indicate a fairly definite pattern of instructor satisfaction with certain training materials and methods, with a particular philosophy and approach to training, and with the statement of the hypothesis under consideration.

V. EFFECTIVENESS OF LEADERSHIP TRAINING

The effectiveness of the AFROTC leadership training was the primary data sought by the evaluation form. This evaluation of the training should have meaning in terms of the methodology and materials utilized, the instructors' approach and underlying philosophy, their objectives for training, and their qualifications for teaching the course. Two items on the evaluation form were concerned with the effectiveness of the training, one being concerned with the effect on student behavior and the other with the effect on the instructor's personal behavior. Since evaluation of change in students' leadership behavior was considered to be very difficult, and perhaps not too valid, it was considered that the instructors' evaluations of their own changes in leadership behavior might be pertinent.

Change in Leadership Behavior of Students. The question, "In your opinion, how effectively has the AFROTC Leadership Course changed leadership behavior in your students?" was answered as excellent by 10 per cent of the responding instructors, as good by 56 per cent, as average by 31 per cent and below average by 3 per cent. The validity of these responses is open to question. The instructions on the first page of the evaluation form stated "This is a subjective and intuitive appraisal requested in the absence of any known method of objective evaluation of the subject area." It was assumed that instructors

had ample opportunity to evaluate their students and, in fact, were required to evaluate them for academic grading purposes, on the basis of their learning or change in behavior. Five of the six assumptions set forth in Chapter II are directly concerned with this evaluation.

TABLE V
RATINGS OF RESPONDENTS CONCERNING THE OVER-ALL EFFECTIVENESS
OF AFROTC LEADERSHIP TRAINING

| Item | No. of Respond. | Unsatisfactory | Peer | Average | Good | Excellent |
|--|-----------------|----------------|------|---------|------|-----------|
| Over-all Effectiveness on Student Behavior | 160 | | 3% | 31% | 56% | 10% |
| Effect on Instructor's Personal Behavior | 159 | 1 | 1 | 24 | 53 | 21 |

Effect on Instructor's Personal Behavior. The question, "How effective has the course been in changing your own leadership behavior?" was answered as excellent by 21 per cent of the responding instructors, as good by 53 per cent, as average by 24 per cent, and below average by 2 per cent.

This evaluation was included in the belief that it would perhaps have some bearing on the validity of the over-all effectiveness rating. The fact that instructors rated their own change of behavior higher than that of their students may or may not be pertinent. It would appear to indicate enthusiasm and approval for the training, whereas a rating lower than that of the students might tend to indicate

a position in defense of their job of instructing, even though they learned little themselves. There is the viewpoint that one should learn more from a course of this nature after having attained a background of experience. However, if USAF Commissioned Officers with years of leadership and training experience can learn a great deal from the course, then university students can reasonably be expected to profit from it.

Summary. The responding instructors' rating of the over-all effectiveness of the AFROTC leadership training is considered to be a fairly strong endorsement for that training. Although there may be some question as to its validity, this is the best known approach at this time for making such a determination. Accordingly, this data is assumed to be sufficiently valid for the purposes of this study.

This favorable rating is considered to be meaningful in terms of the particular approach, philosophy, and methodology which was rated favorably and discussed in previous paragraphs of this chapter. The personal qualifications and capabilities of the instructors of the course are also pertinent to the meaning and value of this over-all rating of effectiveness.

VI. QUALIFICATIONS OF INSTRUCTORS

The qualifications of the Air Force Commissioned Officers who have been instructing the AFROTC leadership course can be determined somewhat more objectively than many of the other items concerned. However, such objective facts as years of college work completed, years of leadership experience, and years of formal teaching experience also blend into subjective evaluations where human capabilities, attitudes,

interests, and goals are concerned.

Years of College Work Completed. The data reveal that 16 per cent of the responding instructors have completed more than five years of college work, 23 per cent have completed five years, 45 per cent have completed four years, and 16 per cent have completed less than four years of college work. No determination was made as to what fields of study had been pursued in the college work. It is considered safe to assume that the fields varied widely and may not have contributed directly to the instruction of this particular course of training.

Courses in Psychology, Social Science, and/or Management. It was not considered practical in the scope of this study to delve more deeply than these three subject areas into the background studies of the instructors which would serve to qualify them for teaching leadership. Courses in Education were not included, since it was known that all had completed at least the Academic Instructor's Course at the Air University.³⁸ The data reveal that 24 per cent have completed more than five college courses in the subject areas under consideration, 13 per cent have completed five courses, 24 per cent have completed four courses, and 39 per cent have completed less than four courses.

Years of Leadership Experience. Leadership experience is a difficult term to define. The evaluation form stated "military and/or civilian leadership experience (command or managerial)." This is also difficult to define and subjective in nature. However, the data are

³⁸The Academic Instructors Course at the USAF Air University, Maxwell Air Force Base, Alabama, is a full-time, concentrated six-weeks course in teaching and training methods and procedures, presented at university graduate level.

considered to be sufficiently valid for the purposes of this study, since all evaluations are of a subjective nature. The data indicate that 45 per cent of the instructors had more than five years of leadership experience, 16 per cent had five years, 25 per cent had four years and 14 per cent of the instructors had less than four years of leadership experience. It is considered that this practical experience could perhaps, in many cases, overcome the deficiencies in formal schooling reflected in the years of college work and course material completed.

TABLE VI
 QUALIFICATIONS OF INSTRUCTORS FOR TEACHING LEADERSHIP

| | No. of Respond. | Unsatisfactory | Poor | Average | Good | Excellent | |
|--|-----------------|----------------|------|---------|------|-----------|------|
| | | 1 | 2 | 3 | 4 | 5 | More |
| Over-all Personal Evaluation (Attitudes, Interest) | 163 | 0% | 0% | 23% | 46% | 31% | |
| Years College Work Completed | 163 | 1 | 2 | 13 | 45 | 23 | 16 |
| Courses in Psych, Sociology or Management | 181 | 8 | 7 | 24 | 24 | 18 | 24 |
| Years of Leadership Experience | 162 | | 4 | 10 | 25 | 16 | 45 |
| Years of Formal Teaching Experience | 163 | 12 | 10 | 24 | 27 | 13 | 14 |

Years of Formal Teaching Experience. The data reveal that 14 per cent of the responding instructors had completed more than five years of military and/or civilian formal instruction experience, 13 per cent had completed five years, 27 per cent had completed four years, and 24 per cent had completed three years, and 22 per cent had completed two years or less of formal teaching experience.

Over-all Personal Qualifications. Instructors were requested to "rate your over-all personal qualifications for teaching this particular course. This rating has no bearing on your qualifications for teaching other subjects in the AFROTC curriculum. (Consider attitude, interest, etc.)." This rating was designed to cover those areas which were pertinent to the job but not otherwise covered in the other ratings. It is entirely a subjective self evaluation, and its validity is questionable. The data reveal that 31 per cent of the responding instructors rated themselves as excellent instructors, 46 per cent rated themselves as good, and 23 per cent rated themselves as average instructors. There is a strong possibility that wherever possible the best qualified instructors in the AFROTC Detachments are assigned to this particular course of instruction. It is believed to be generally considered as a difficult subject to teach, it is considered to be of relatively high importance in the AFROTC curriculum, and it is a senior level course.

Summary. The data reveal that, according to generally accepted standards for university faculty members, many of the Air Force Officers acting as instructors of the AFROTC leadership training were not highly qualified. This rating is based upon their academic achievement. The data also reveal that they were generally well quali-

fied in terms of years of practical leadership experience and formal teaching experience. Their over-all self evaluation would indicate a high degree of interest and favorable attitudes toward the job.

VII. SUMMARY OF EVALUATION

The data indicate that the course was considered by the instructors to be very effective. As indicated in Table V on page 41, a total of 66 per cent considered the training to be good or excellent while only 8 per cent considered it to be poor. Instructors generally considered the course to be even more effective in changing their own leadership behavior than it was in changing the behavior of students.

A subjective evaluation such as that above may be considered as more meaningful when broken into contributing factors. It should have meaning in terms of the objectives of the training, the underlying philosophy and approach to training, the textual materials and the methodology utilized. The validity of the evaluation should depend somewhat on the personal qualifications of the instructors who did the rating.

Based on their academic achievement, and according to generally accepted standards for university faculty members, many of the Air Force Officers acting as instructors of the AFROTC leadership training were not highly qualified. They were, however, well qualified in terms of practical leadership experience. They were fairly well qualified in terms of years of formal teaching experience, and they indicated a high degree of interest and favorable attitudes toward the instruction work. They were fairly well qualified for teaching the leadership course and very well qualified for making a subjective

evaluation concerning its effectiveness.

As indicated in Table III on page 30, the development of a sense of mission, or concept of service, was rated highest as an objective for leadership training. This was followed closely by consideration, or good human relations, and by managerial initiative, in that order. Dominance was not favorably considered as an objective for leadership training.

As indicated in Table IV on page 35, the underlying philosophy and approach to leadership training which was favored by the instructors included change of leadership behavior through change of attitudes and through experience in simulated leadership situations. The latter could be accomplished through creating simulated leadership situations in the classroom and through training in a similar manner to other arts. Item number 19 on the evaluation form, which was a brief statement of the hypothesis under consideration, was rated as a good or excellent statement of philosophy by 54 per cent of the respondents. It was rated as poor or unsatisfactory by only 12 per cent.

As indicated in Table II on page 19, student centered methods of instruction, which involve a great deal of activity on the part of the students, were considered as being superior to instructor centered methods of instruction. Group problem solving was rated highest, followed closely by role playing situations; round table discussion rated a little better than the lecture-discussion-recitation combination; and case studies rated well above the formal lecture method of instruction. The lecture was considered as unsatisfactory for leadership training, except for certain specific purposes. The favored instructional methods agreed well with the philosophy and approach indicated as favorable in the paragraph above.

CHAPTER IV

COMPARATIVE PATTERNS OF DATA

As summarized in the previous chapter, certain data and patterns of the data are fairly obvious and pertinent to the problem under consideration. Physical limitations of this study do not permit of statistical treatment of the data. It is questionable whether statistical treatment would be at all conclusive, since the data are entirely subjective in nature. However, in order to test roughly for other correlations which might have some significance beyond that already discussed, several patterns of data were established for certain selected items on the evaluation form.

A total of one hundred and six individual responses which rated the over-all effectiveness of the leadership training as good or excellent were used to establish one pattern of data. The fifty-four individual responses which rated the over-all effectiveness as average or below were used to establish another pattern of data. As indicated in Table VII, the two patterns are very similar except for the one item concerning over-all effectiveness. It is assumed that no significance could be determined by further study or treatment of these particular patterns of data.

Ninety individual responses which rated as good or excellent the statement that "Leadership is an art which can be taught in a manner similar to other arts such as music or drama" were used to

establish a pattern of data for the same selected items as the patterns above. The seventy-six individual responses which rated the statement lowest were used to establish a similar pattern of data. Table VIII shows a comparison of the data in the two patterns. While there is some difference to be noted in the two patterns of data reflected in Table VIII, they are not considered sufficiently different to warrant any conclusions. On the basis of these and other similar attempts it is assumed that no significant patterns of data are to be discovered by further study.

Comparative Evaluations of the Hypothesis. It was assumed early in the study that item number 19 on the evaluation form,¹ which was a very brief statement of the hypothesis under consideration, would constitute a novel and unfamiliar approach for many of the instructors. Consequently a second evaluation form was prepared.² It consisted of only two items, which were expanded versions of items 18 and 19 on the original evaluation form. This second form was sent out to more than one hundred of the responding instructors, along with a consolidated data sheet which most of them had requested. A short letter of explanation concerning the study and the hypothesis was included with the request for careful consideration and re-evaluation of the items.

Respondents who completed the second form did so with some understanding of its relationship to the study and with knowledge concerning the original ratings by one hundred instructors. These facts may or may not have influenced their ratings. Approximately one half

¹Appendix A.

²Appendix B.

TABLE VII
A COMPARISON BETWEEN THE HIGH AND LOW GROUPINGS
FOR "OVER-ALL EFFECTIVENESS" AND OTHER SELECTED ITEMS

| Item | No. of Respond. | Unsatis- factory | Poor | Aver- age | Good | Excel- lent |
|---|--------------------|---------------------|------|--------------|------|----------------|
| Over-all Effectiveness | High 106 | % | % | % | 86% | 14% |
| | Low 54 | | 3 | 97 | | |
| Group Problem Solving | High 101 | | 1 | 13 | 38 | 50 |
| | Low 53 | | 6 | 12 | 45 | 37 |
| Role Playing Situations | High 103 | 4 | 7 | 7 | 33 | 40 |
| | Low 53 | 6 | 8 | 20 | 26 | 40 |
| Case Studies | High 99 | 2 | 11 | 29 | 40 | 18 |
| | Low 53 | 1 | 16 | 36 | 38 | 9 |
| Round Table Discussion | High 98 | | 5 | 24 | 44 | 27 |
| | Low 54 | 1 | 1 | 27 | 46 | 25 |
| Changing Attitudes | High 105 | | 4 | 20 | 49 | 27 |
| | Low 54 | 1 | 6 | 37 | 40 | 16 |
| Simulated Leadership- Situations | High 104 | 1 | | 22 | 49 | 28 |
| | Low 54 | 2 | 4 | 20 | 39 | 25 |
| Training Similar to Other Arts | High 105 | 4 | 5 | 29 | 43 | 19 |
| | Low 53 | 8 | 12 | 37 | 28 | 15 |
| | | 1 | 2 | 3 | 4 | More |
| Years of College Work Completed | High 105 | 1 | 2 | 16 | 43 | 38 |
| | Low 53 | 1 | 1 | 11 | 49 | 36 |
| Years of Teaching Experience | High 106 | 8 | 10 | 30 | 26 | 26 |
| | Low 54 | 19 | 15 | 15 | 31 | 20 |

TABLE VIII

A COMPARISON BETWEEN THE HIGH AND LOW GROUPINGS
FOR "TRAINING SIMILAR TO ARTS" AND OTHER SELECTED ITEMS

| Item | No. of Respond. | Unsatisfactory | Peer | Average | Good | Excellent | |
|---------------------------------|-----------------|----------------|------|---------|------|-----------|------|
| Training Similar to Other Arts | High 90 | % | % | % | 69% | 31% | |
| | Low 76 | 11 | 17 | 72 | | | |
| Over-all Effectiveness | High 90 | | 2 | 23 | 65 | 10 | |
| | Low 73 | | 4 | 38 | 48 | 10 | |
| Group Problem Solving | High 87 | | 1 | 9 | 43 | 47 | |
| | Low 73 | | 5 | 17 | 33 | 45 | |
| Role Playing Situations | High 89 | 1 | 6 | 7 | 30 | 56 | |
| | Low 73 | 10 | 8 | 19 | 29 | 34 | |
| Case Studies | High 84 | 1 | 13 | 23 | 40 | 23 | |
| | Low 74 | 1 | 14 | 42 | 35 | 8 | |
| Round Table Discussion | High 85 | | 4 | 28 | 41 | 27 | |
| | Low 73 | 1 | 5 | 21 | 44 | 29 | |
| Changing Attitudes | High 89 | | 2 | 25 | 43 | 30 | |
| | Low 76 | 1 | 7 | 25 | 50 | 17 | |
| Simulated Leadership Situations | High 90 | | 1 | 13 | 44 | 42 | |
| | Low 76 | 4 | 1 | 38 | 47 | 10 | |
| | | | 1 | 2 | 3 | 4 | More |
| Years of College Work Completed | High 90 | 2 | 1 | 12 | 45 | 40 | |
| | Low 75 | | 3 | 15 | 45 | 37 | |
| Years of Teaching Experience | High 90 | 12 | 10 | 23 | 33 | 22 | |
| | Low 75 | 9 | 15 | 24 | 23 | 29 | |

of the ninety forms which were returned contained remarks which indicated increased interest and broader understanding of the statements.

Some examples of these remarks follow:

Both seem to be clear and adequate statements of the philosophy and approach.

Like any other art or skill, leadership cannot be taught or learned by any one easy method. Number 19 as expressed above seems to approach the most complete philosophy for the building of a leader.

Amen.

I still maintain my position on no. 19 because I believe that the theory or hypothesis expressed is really a vicarious experience and at best a poor substitute for the actual situation...

I believe you hit it! These statements should assist future instructors in the understanding of the approach to the block of instruction. However, great care must be exercised by the instructor in setting the stage for this type of instruction.

Leadership is a skill; it can make better leaders of potential leaders. If it is a skill, then the instruction of this skill can be accomplished thru #18.

Question #19 is rather confusing.

I am not willing to distinguish so closely between "ART" and "SCIENCE"...I agree fully with, and would rate very high, your second sentence in item #19, but I would place a much lower rating on the 1st and 3rd sentences of item #19.

#19 - I seriously doubt if the "ART" or the "ultimate technique" of leadership behavior can be acquired without a complete mastery of the fundamentals which in turn necessarily presupposes at least a comprehensive knowledge of the many variables in this matter...

These look pretty good to me as they are now - I would find it difficult to improve them.

...I believe that a facility for leading may be innate, but agree that anyone can improve his leadership ability by study and practice. Accordingly, I feel that our aim should be to improve leadership ability from whatever level it may start.

18 and 19 can be considered the crux of L & M Pedagogy. There is no other way to handle.

TABLE IX

A COMPARISON OF ORIGINAL AND RECONSIDERED OPINIONS OF RESPONDENTS
CONCERNING STATEMENTS OF PHILOSOPHY FOR LEADERSHIP TRAINING

| Item | No. of Respond. | Unsatisfactory | Poor | Average | Good | Excellent |
|--|-----------------|----------------|------|---------|------|-----------|
| Leadership behavior can be changed through creating simulated situations and experiences in the classroom. (Item 18) | 163 | 2% | 1% | 24% | 45% | 28% |
| Reconsidered expanded version | 82 | | 1 | 15 | 40 | 44 |
| Original rating by same instructors | 82 | 2 | 1 | 28 | 45 | 24 |
| Leadership behavior is an art which can be taught and learned in somewhat the same manner as other arts. (Item 19) | 163 | 5 | 7 | 34 | 36 | 18 |
| Reconsidered expanded version | 83 | | 4 | 23 | 44 | 29 |
| Original rating by same instructors | 82 | 7 | 10 | 28 | 39 | 16 |

As indicated in Table IX, the ratings on the second evaluation form were considerably higher than the ratings by the same instructors on the original form. The percentage of identical instructors rating Item 18 as excellent increased from 24 to 44 per cent. The percentage of identical instructors rating Item 19 as excellent increased from 18 to 29 per cent, and those rating it as good increased from 39 to 44

per cent. After increased understanding and consideration of the hypothesis a total of 73 per cent of the responding instructors rated Item 19 favorably as compared to 55 per cent on the original rating. These ratings are considered to indicate an indorsement of the hypothesis under consideration.

CHAPTER V

FINDINGS AND CONCLUSIONS

Findings. The data indicate that, in the opinion of the instructors, the leadership training carried on by the Air Force ROTC at 188 colleges and universities was very effective. It was considered by 66 per cent to be above average for university courses. The instructors making this evaluation were all commissioned officers of the United States Air Force. They were, by generally accepted university faculty standards, not highly qualified academically for teaching such a course, which involved a great deal of social science, but were fairly well qualified insofar as practical experience was concerned. They had in general a good background in leadership experience and a fairly good background in formal teaching experience. They are believed to be generally well qualified for making this evaluation.

In the area of underlying philosophy and approach to leadership training the instructors believed that leadership attitudes and behavior could be changed significantly through experiencing simulated leadership situations in the classroom, through problem solving experiences, and through critiques of the human behavior and dynamics involved in such experiences. Group problem solving, role playing situations, round table discussion and buzz-group case study methods of instruction were considered to be very effective methods for teaching leadership in the classroom. In all methods, critiques of the

individual behavior and the dynamics of the group involved in working out the problem situations were considered to be of prime importance for learning and change of behavior.

Attitudes and behavior leading to a sense of mission, or concept of service, were considered to be the most important objective for leadership training. This objective was followed closely in importance by those attitudes and behavior which involved consideration for others and good human relations. This, in turn, involved understanding of individual and group behavior, and skill in the techniques involved in attaining desired human relationships. A third desirable objective was the understanding and application of good management practices and management initiative, which implies an attitude of resourcefulness and responsibility in the application of management procedures.

Textual materials utilized in the training were considered quite satisfactory. However, in view of the fact that this course has been somewhat pioneering in nature, it is considered that the textual materials can be improved considerably in light of current experience.

Conclusions. In view of the findings above it would appear that an effective course of training has been established through moving away from past accepted practices and methodology, and through movement toward the approach and methodology for teaching the arts, and toward what is ordinarily spoken of as skill training. The results of this study, then, suggest somewhat of a complete change of approach; that is, starting from the area of the arts and working back toward the methodology as currently used in the course of training. It is believed that this approach should clear up some confused thinking in the area of leadership training. In order to more clearly understand

this approach, some further consideration of the art of leadership is considered pertinent at this point.

Leadership is an intangible which is exceedingly difficult to define either simply or comprehensively. It may be defined as a complex ability of an individual to channel the efforts or thinking of others toward accomplishment of desired objectives. It may also be defined as a process through which the leader inspires effective individual and group effort to accomplish an assigned objective or to attain a desired goal.¹ One definition is static, the other is dynamic. Regardless of specific definitions of the term, it is recognized that various styles or types of leadership may serve equally well in like situations to attain like objectives. Over-all patterns of widely varying qualities may, through variations in application, arrive at the same desired ends.²

An individual's leadership ability is an intangible which is recognized, accepted and followed by other members of a group in a given situation. It may or may not be of lasting duration or applicable in other situations.³ In this complex civilization it becomes increasingly difficult for any one individual to possess all the

¹Air University, USAF, Principles of Leadership and Management (Washington: Government Printing Office, 1954).

²F. H. Sanford, "Military Leadership" (unpublished lecture from the Armed Forces Familiarization Course in Psychology, copyright 1949 by the American Psychological Association, Inc.); Cecil A. Gibb, "Leadership," Handbook of Social Psychology, Vol. II (Cambridge, Mass.: Addison-Wesley, 1954), pp. 900-05.

³John Hemphill, Situational Factors in Leadership (Columbus: Bureau of Educational Research, Ohio State University, 1949).

necessary knowledge or qualifications for leading others in any and all situations which may be encountered. For this reason there seems to be a current tendency toward greater acceptance of the dynamic approach to leadership; that is, a process of inspiring individual and group effort in a given situation. It becomes increasingly evident that leadership is concerned with application rather than mere possession of abilities. Character, personal-social adjustment, and personality are the foundations of leadership. Leadership is their dynamic application. Gibb states that leadership is a function of personality and of the social situation, and of these two in interaction.⁴

Personal-social adjustment and personality development are superimposed developmental objectives of all education, the resultant of many contributing disciplines. They are as much the goal of education as the acquiring of skills and knowledge. Personality is an observable pattern of behavior, not what we are, but what we show ourselves to be.⁵ Leadership is also an observable pattern of behavior, not necessarily what we are, but what we show ourselves to be in the leadership situation. It is the expression of attitudes in such a manner as to inspire others to action and accomplishment.

A course of study devoted to the psychology of leadership, sociological aspects of leadership, communicative processes of leadership, principles of management, sources of intense motivation, or any number of other titles or subject areas directly concerned with the

⁴Gibb, op. cit., p. 917.

⁵Seth A. Fessenden, Roy I. Johnson and F. Merville Larson, The Teacher Speaks (New York: Prentice-Hall, Inc., 1954), pp. 1-10.

subject of leadership, and presented in the traditional manner, should enrich the student's knowledge and background in the subject area. But the question arises, would it change his leadership behavior? A course in the history of music or the life of Chopin would increase the student's knowledge of the field of music, but would it aid him appreciably in playing the violin?

Education aims at an accumulation and interpretation of knowledge and experience resulting in desirable changes in behavior.⁶ Accordingly all knowledge gained should result in some change in behavior. In this line of reasoning it might be said that one could adequately change his behavior so as to become a leader if he studied the subject of leadership long enough and broadly enough. However, many of the great leaders of history never read a paper on the subject of leadership, and, conversely, many of the world's best educated men never became leaders.

Sanford, in Military Leadership, describes an interesting situation concerning two officers who have attained recognition as leaders; one as a combat leader and the other as an administrative staff officer. Each in his own way has shown a functional grasp of the art of leadership. But when they sit down to talk they are trying, whether they know it or not, to create a science of leadership.

A science of leadership, if one is ever created, will consist of a number of valid general statements about leadership phenomena. When these two officers try to make such general statements, they have a rough time of it. They do not get far because they implicitly make a

⁶Earl C. Kelly, Education for What is Real (New York: Harper and Brothers, 1947).

couple of assumptions which prevent progress in thinking about leadership. They also run into the fact that art is essentially not communicable. The man who can sell the Brooklyn Bridge to six successive passers-by is not necessarily the best man to write a book on salesmanship. Many salesmen have written books on their art but still we don't really know much about selling, and the beginner still must start from scratch and learn the art for himself.⁷

The skills, knacks and insights involved in an art are rarely, if ever, verbalized by the artist. Art is not really communicable; science, by definition is communicable. When the artist tries to put his art into words, when he tries to make general statements about it, he is likely to fail, or even to lead himself and others astray. An outsider, systematically studying a thousand artists in operation, may succeed in making communicable and valid observations. But such observations are no longer art. They are science.⁸

If leadership behavior is an art, then leaders may be considered as artists, at least insofar as their leadership behavior is concerned. Artists are usually trained; few have attained prominence without specific training. Why then should leaders be expected to attain prominence without specific training? If leaders are artists and artists must be trained, the question arises, how are leaders being trained? So long as leadership training continues to be only a super-imposed or indirect objective of education, the possibilities of inherent aptitude being developed along the most desirable or effective line will

⁷Sanford, op. cit.

⁸Ibid.

be almost entirely subject to chance.

As indicated in Table IV on page 35, 66 per cent of the responding instructors rated as good or excellent the statement of the hypothesis under consideration, "Leadership behavior is an art which can be taught and learned in somewhat the same manner as music and drama; that is, classroom instruction in theory, coupled with practice and performance under supervision (such as critiqued role playing)." In view of the fact that this rating was corroborated by other ratings concerning contributory methodology and philosophy, and in view of the high over-all effectiveness rating for the course of training, it would appear that a more definite posture can now be assumed in respect to leadership training.

In view of the data collected, leadership training may be safely approached as skill training, supplemented with theory and such scientific knowledge as is pertinent and applicable in the areas of psychology, sociology, communications and management. Such an approach would be contrary to the more generally accepted approaches through the development of character traits and qualities, or treatment as a science within itself. It is, of course, to be desired that leadership, in the due course of scientific experiment and research, be reduced to a science if possible. In the meantime, let it be recognized as a dynamic art of human relations in which individual patterns of personal-social capabilities and behavior may be developed through guided experience and practice in the classrooms.

It is believed that leadership training may be successfully incorporated into the university curriculum and taught as an art in much

the same manner as drama. Simulated leadership situations which integrate pertinent facets of the contributing fields of knowledge can be created, experienced and practiced in the classroom in preparation for real life experiences of the future.

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APPENDIX A

INSTRUCTOR'S EVALUATION
of the
AFROTC LEADERSHIP TRAINING COURSE

This is a subjective and intuitive appraisal requested in the absence of any known method of objective evaluation of the subject area. Any comments which will assist in making the evaluation more meaningful are cordially invited in the remarks section.

If you have no definitely formed opinion on any item, please answer in the average column. Please rate every item, using either the verbal or numerical scale for rating, whichever you consider most applicable.

If you wish to qualify any answer, please do so in the remarks section at the end.

INSTRUCTOR EVALUATION OF AFROTC
LEADERSHIP TRAINING COURSE

Un satisfactory
Poor
Average
Good
Excellent

0 1 2 3 4 5 More

1. In comparison with other senior level college textbooks, rate the AFROTC text "Principles of Leadership and Management." (How well does it serve as a text for the course?)
2. As a supplement to the text, rate the "Student Handbook for Principles of Leadership and Management." (General usefulness to you and your students in illustrating textbook material)
3. Rate the "Instructor's Guide for Leadership and Management" on the basis of its value to you, personally.

Teaching leadership requires a variety of methods and techniques, each in its place. Which methods do you rate most and/or least effective? Which should be used as much as possible and which least?

4. Lecture
5. Informal lecture-discussion-recitation combination
6. Group problem solving through discussion
7. Role playing situations with critiques
8. Case studies
9. Round table discussion of subject matter

Un satisfactory
Poor
Average
Good
Excellent

0 1 2 3 4 5 More

Rate the following behavior characteristics as objectives for leadership training.

10. **Consideration:** Helps others to satisfy their needs, seeks understanding of others' opinions and desires, follows golden rule, approaches a situation democratically, strives for good personal relations.
11. **Dominance:** Imposes opinions on the group, authoritarian, has definite ideas, persuasive, actively seeks leadership.
12. **Managerial initiative:** Initiates action, organizes, plans, structures, manages, uses initiative and creativity.
13. **Sense of mission:** Goal orientation, concept of service, loyalty, purpose, inspiration, idealism, enthusiasm.

Rate the following statements individually as underlying philosophy and/or approach to leadership training.

14. **Significant change in leadership behavior can be accomplished through classroom training in fundamental character traits. (Such as integrity, judgment, etc.)**
15. **Leadership behavior can be changed significantly through changes in attitudes toward objectives and toward the personnel concerned therewith.**
16. **Leadership behavior can be changed significantly only through true life experiences.**
17. **Leadership behavior can be changed significantly through reading, lectures and discussion. (Without experiences.)**

Excellent
 Good
 Average
 Poor
 Unsatisfactory

0 1 2 3 4 5 More

18. Leadership behavior can be changed significantly through creating simulated leadership situations and experiences in the classroom as substitutes for real life experiences. (Role playing, problem solving, case studies, etc.)
19. Leadership behavior is an art which can be taught and learned in somewhat the same manner as music and drama; that is, classroom instruction in theory, coupled with practice and performance under supervision. (Such as critiqued role playing.)
20. In your opinion, how effectively has the AFROTC Leadership course changed leadership behavior in your students?
21. How effective has the course been in changing your own leadership behavior?

Rate your personal qualifications for teaching the Leadership course.
22. Formal academic background, in years of college work completed.
23. Number of college courses completed in psychology, social science and/or management.
24. Years of military and/or civilian leadership experience. (Command or managerial)
25. Years of military and/or civilian experience in teaching. (Formal instruction)
26. Rate your over-all personal qualifications for teaching this particular course. This has no bearing on your qualifications for teaching other subjects in the AFROTC curriculum. (Consider attitude, interest, etc.)

Page 4

REMARKS:

APPENDIX B

**Please rate the following statements
as underlying philosophy and/or approach to
Leadership Training**

**Please rate numerically, 1 to 5,
or Uns to Ex as in original form**

18. **Group problem solving, role playing of leadership situations, and case studies solved through group action, constitute leadership situations in the classroom which simulate true life experiences. These situations and experiences, when critiqued by students and the instructor, accomplish significant changes in leadership behavior. They provide both observation and practice in changing human behavior through expression of attitudes.**
19. **Leadership behavior is an art, an expression of attitudes and emotions, which influences human behavior in much the same manner as drama. It can be taught and learned in much the same manner as the other arts, that is, through classroom instruction in theory and techniques, coupled with practice and performance under supervision. We should recognize it as an art or skill, rather than to try in our teaching to make a science out of it. (Attempts at reducing an art to a science may result in a near scientific approach to technique, but skill can be learned only through practice, as in 18 above.)**

Remarks:

Fold and staple. Sheet is already addressed on back for mailing.