

A Survey of Attitudes of Agricultural Society Leaders
Toward Leadership Development Education

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Abstract

It was the purpose of this study to investigate attitudes toward leadership development education of one client group served by the Ontario Ministry of Agriculture and Food. The survey, answered by 175 participants, attempted to answer the following questions: (a) What is a common definition of leadership?, (b) What leadership concepts are important to leadership development education? and, (c) What are client attitudes toward leadership development education?

A descriptive research approach was used and the data were analyzed according to a model developed by Colaizzi. Concept maps were developed under the broad areas of: (a) Developing leader qualities; (b) Past experiences that developed leadership skills that worked on the job; (c) Leadership skills developed from present day positions; and (d) How leadership skills may be developed in future situations.

A description of the dynamics of leadership development was written and the essential dynamics of leadership skill development in one volunteer organization was described.

This study supports the linkages perspective of leadership within voluntary organizations developed by Vandenberg, Thullen and Fear (1987). The linkages

perspective consists of three major components: perception, property and process. As a perception, leadership is the set of beliefs each group member holds regarding the behaviours and qualities characteristic of effective leaders. As a property, leadership represents the qualities attributed by group members to persons perceived as effectively (or potentially) influencing the goal achievement process. As a process, leadership involves the use of non-coercive influence to facilitate group accomplishment of valued goals.

Leadership concepts important for development in a leadership development education program related to personal, organizational and societal development. The top five concepts in terms of rank order are communicating effectively, forming and working with groups, working creatively (tie), developing followers, managing meetings, directing projects or activities, understanding financial matters, managing negotiations (tie), developing resources and understanding and developing oneself (tie).

Several recommendations are relevant for extension personnel as educators. Theoretical concepts on leadership need to be shared to extension practitioners involved in leadership development. Currently used teaching materials for leadership development should be evaluated to see if they include concepts from preferred theoretical leadership perceptions.

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CHAPTER ONE: THE PROBLEM

Background of the Problem

In 1982, the Rural Organizations and Services Branch (R.O.S. Branch) of the Ontario Ministry of Agriculture and Food was established with a mandate:

to increase the leadership skills and knowledge of rural people, enabling them to develop themselves, their organizations and communities (Rural Leadership: Strategic Plan 1990-1993, Appendix A).

The mandate is achieved through the process of extension education. The process of extension education is one of working with people, not for them; of helping people become self-reliant, not dependent on others; of making people the central actors in the drama, not stage hands or spectators; in short, helping people by means of non-formal education through extension to put useful knowledge to work for them (Blackburn, 1984). Extension work has long made a policy of trying to give people the resources necessary for leadership, the opportunities to assume a leader's role and the experiences by which individuals can build their own self-confidence. This is accomplished through a continuum of leadership development experiences for individuals and organizations.

With the understanding that leadership skills can be taught, a taxonomy of leadership skills was developed in accordance with the organization mandate (see Appendix A). This taxonomy has been used in this study as a basis for determining client attitudes toward leadership development education, to gather information about leadership concepts important to leadership development education and to establish common definitions of leadership development among a particular group of stakeholders. One group of stakeholders, the agricultural societies in Ontario, has been surveyed to collect this information. There are 230 agricultural societies in the province of Ontario.

Statement of the Problem Situation

This study is based on a survey of one client group, or group of stakeholders that the Ministry of Agriculture and Food serves, to determine their attitudes toward leadership development education. Specifically, the study asks the following questions:

1. What are client/stakeholder attitudes toward leadership development education?
2. What leadership concepts are important to leadership development education?
3. What common definitions of leadership development emerge among this group of stakeholders?

As an extensive educator, I had always wondered what client attitudes were towards any formal leadership programs that I or other extension staff offered. Years of professional experience coupled with my own stage of life development led me to conclude that the concept of leadership was teachable, complex and interrelated to other concepts which I felt existed but did not know what they were.

I also believed that the process of leadership is a journey and that perhaps the role of a formal educational experience (that I was offering) had some part to play in the journey.

As an educator, I felt that what I was offering could be made richer for myself and the client groups if only I understood the experiences of leadership from another perspective. Assuming that each person will have his/her own theory of leadership development, and that in terms of knowledge about leadership, clients represent the best expertise available, the information gained from this study will be used to improve the delivery and the design of leadership education programs delivered by the Rural Organizations and Services Branch.

What are client attitudes toward leadership development education? What leadership concepts are important to leadership development education? This study attempted to explore these questions to gain an understanding of the

meaning and importance of leadership development education of one client group served by the Rural Organizations and Services Branch, Ontario Ministry of Agriculture and Food.

The data were collected by means of a survey consisting of a set of introductory questions to elicit basic demographic data, a series of questions to elicit clients' opinions on a taxonomy of leadership skills and knowledge, and a series of five open-ended questions based on the researcher's assumptions. A copy of the survey is included in Appendix E.

Rationale

Extension work has long made a policy of trying to give people the resources necessary for leadership, the opportunities to assume a leader's role and the experiences by which they can build their own self-confidence.

Rural leadership development programs represent one sub-category of the broader field of public policy education. The assumption here is that leadership development programs are a way to ensure an adequate supply of effective leaders.

Extension services in the United States and Canada have been advocates for rural areas, rural values and rural lifestyles, and rural and agricultural leadership programs are a vehicle to develop community and public affairs

leadership.

Large scale leadership development programs have been conducted by very few public institutions, and those only in the last 25 years. In rural Ontario, leadership training events sponsored by a few rural organizations -- Federated Women's Institutes of Ontario, like Ontario Federation of Agriculture and some commodity groups, have been limited.

Although formal leadership development programs have long been a program priority for Extension personnel in the United States and Canada, evaluation of these programs has focused on methodology, on statistical procedures and on pre-test/post-test changes in participants' knowledge and attitudes (Feeney and Millar, 1989).

Canadian and American studies have documented the need for influence of leadership development programs for various client/stakeholder groups. In the Jacobs Study (1986) participants found parliamentary procedure to be of most value followed by communication skills, public relations and motivation. McIsaac's study of the role of farm women in Prince Edward Island identifies the need for leadership training and communication skills development for farm women (cited in Jacobs, 1986, p. 14).

A Canadian study (Whittington, 1990) revealed that leadership development was seen as a shared responsibility by the Ontario Ministry of Agriculture and Food, and local and provincial levels of rural organizations.

The Whittington study asked participants to indicate topics that should be taught in a leadership development program. Results show that understanding communication methods, improving self-confidence and relating to people with varying lifestyles were the top choices.

A similar United States study, the Community/Family Leadership Evaluation Project (1989) revealed that communicating effectively, understanding leadership styles, forming and working with groups, planning and mobilizing for group action and understanding societal change were among the top leadership concepts important to a leadership education program.

Studies of formal leadership development programs in the United States (Cook, Howell & Weir, 1985; Williams, 1981) and in Canada (Marcou, 1990) showed that participants increased participation in public affairs especially in instrumental organizations (economic, professional, political) and in attitude and perception of their leadership abilities.

While studies of formal leadership programs in the United States (Williams, 1981; Cook, Howell & Weir, 1985; Rossing & Heasley, 1987) and Canada (Marcou, 1990) evaluated participants' changes in knowledge and attitudes using pre-test/post-test and comparison group methods, studies have not asked people with little or no formal study of leadership, what leadership means to them. Added to this is

confusion in terminology and definition of leadership development (Michael et al., 1990).

By asking people, "What does leadership mean to you?," and by inference, "What does leadership development education mean to you?" and by diagnosing the content of the responses, concepts may be developed in Ontario Extension leadership development programs for the Ministry of Agriculture and Food client base.

Definition of Terms

Applied Research: research designed to improve the delivery of programs through such activities as client needs assessment. (Fear, Thullen, & Vandenberg, 1987).

Attitude: a belief or perception about something (which may or may not be objectively accurate), plus a value referent, a standard against which the object looks good or not (Marcou, 1990).

Community Development: in the broadest sense, community development is an educational endeavour. It is a process that involves members of the community, community leaders, and consultants in learning how to create needed, desired, and effective changes in the social and biophysical environments (Lasseby, William R., & Sashkin, M. (1983). Leadership and Community Development. In W. R. Lasseby and M. Sashkin (Eds.),

Leadership and Social Change (pp. 251-259). San Diego, CA: University Associates.

Formal Education in Leadership: exposure coming in at least one of the following ways: as a topic in a course; as an entire course; through experiential field work; as a focus of research (Fear, Thullen, & Vandenberg, 1987).

Knowledge: deep and extensive learning. Knowledge is built when information is selectively assembled to serve a purpose (Marcou, 1990, p. 10).

Leadership Development: the educational process through which one acquires the ability to influence and facilitate the ideas and actions of others (M. Chris Paxson, 1989, p. 3).

by content analysis, leadership development in Extension consists of the teaching of specific skills and knowledge, (i.e., factual information and procedure). (Paxson, 1989, p. 7)

by psychological process, it is defined as an ongoing, hierarchical and sequential process to develop maturity that enhances leadership potential. (Sara A. Boatman, p. 1)

programming directed at existing or emerging

leaders which enhances their ability to lead others effectively. The broad definition includes technical education, leadership education, "train the trainer", and organization development. Narrowly defined, leadership development refers to programming directed at existing or emerging leaders which increases their skills and attitudes in carrying out leadership processes. The narrow definition refers to leadership education. (Rossing, 1987, p. 3)

Leading: influencing, guiding in direction, course, action, opinion (Bennis, W. & Nanus B., 1985, p. 21)

Ontario Ministry of Agriculture and Food: O.M.A.F.

Rural Organizations and Services Branch: R.O.S. A branch of the Ontario Ministry of Agriculture and Food, headquartered in Guelph and employing 88 people.

R.O.S. Mandate: an organization mission statement. The mission statement is to increase the leadership skills and knowledge of rural people, enabling them to develop themselves, their organizations and communities.

Taxonomy of Leadership Skills and Knowledge: categories of leadership skills and subject matter examples compiled by reviewing United States' state and county extension documents for specific examples of leadership development.

Scope and Delimitations of the Study

In terms of this study, the following assumptions have been made:

1. Each person has his/her own theory of leadership development.
2. In terms of knowledge about leadership, clients represent the best expertise available.
3. Leadership development has no single definition.
4. Leadership skills can be learned.

The most significant limitation of this study is that the survey includes only officers of the one organization receiving this questionnaire. Once the officers (secretaries) reviewed the questionnaire, they were asked to self-select someone in a leadership position to complete the questionnaire. Is there a difference between those who self-selected to respond and those who did not respond? Random assignment would have strengthened the inferences one could make. Thus, the results will be limited in their generalizations.

The study is designed:

1. to discover client/stakeholder attitudes toward leadership development education,
2. to identify leadership concepts important to leadership development education, and
3. to discover if there is a common definition of

leadership development among this group of stakeholders.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Organization of the Present Chapter

Leadership means many things to many people. It has been defined in terms of individual traits, individual behaviours, influence over other people, interaction patterns, and perception by others regarding legitimacy.

This chapter will explore the historical role of extension with leadership development programs and will review current theories of leadership. Current definitions of leadership will be presented.

It is my belief that leadership is complex and interrelated to several theories of leadership. I also believe that leadership development programs, such as those offered by the Ministry of Agriculture and Food, have a part to play in the development of leadership.

Definitions

Leadership is both a process and a property. The process of leadership is the use of non-coercive influence to direct and coordinate the activities of the members of an organized group toward the accomplishment of group objectives. As a property, leadership is the set of qualities or characteristics attributed to those who are

perceived to successfully employ such influence (Jago, 1982).

Leadership involves the influence of group members through interpersonal processes without resort to the authority or power derived from an employment contract (Jago, 1982). Leadership is the initiation and maintenance of structure in expectation and interaction (Yukl, 1989).

Leadership is courage to adjust mistakes, vision to welcome change and confidence to stay out of step when everyone else is marching to the wrong tune (Ontario Farm Women's Network Newsletter, volume 3, issue 4, Jan., Feb., 1991). Leadership is heading into the wind with such knowledge of oneself and such collaborative energy as to move others to wish to follow (Bennis & Nanus, 1985). Leadership is a helping process ... a process of meeting the needs of people through an understanding of human behaviour (Marcou, 1988).

Theoretical Framework of Leadership Within Voluntary Community Organizations: The framework consists of three major components ... perception, property, and process and represents an eclectic approach to leadership theory. As a perception, leadership is the set of beliefs each group member holds regarding the behaviours and qualities characteristic of effective leaders. As a property, leadership represents the qualities (traits) attributed by group members to persons perceived as effectively

influencing the goal achievement process. As a process, leadership involves the use of noncoercive influence to facilitate group accomplishment of valued goals (Vandenberg, Thullen, & Fear, 1987).

Historical Background

Extension work has long made a policy of trying to give people the resources necessary for leadership, the opportunities to assume a leader's role and the experiences by which they can build their own self-confidence.

Rural leadership development programs represent one sub-category of the broader field of public policy education. The assumption here is that leadership development programs are a way to ensure an adequate supply of effective leaders.

Extension services in the United States and Canada have been advocates for rural areas, rural values and rural lifestyles, and rural and agricultural leadership programs are a vehicle to develop community and public affairs leadership.

In rural Ontario, leadership training events sponsored by a few rural organizations -- Federated Women's Institutes of Ontario, like Ontario Federation of Agriculture and some commodity groups, have been limited.

Large scale leadership development programs have been

conducted by very few public institutions, and those only in the last 25 years.

Beginning in 1965, the Kellogg Foundation in cooperation with Michigan State University initiated the Kellogg's Farmer Study Program, an organized leadership development program. Similar programs were initiated in Pennsylvania, Montana and California in 1970 and 1971. Dubbed the Agricultural Public Affairs Leadership Development Programs, the program objectives sought:

to increase participation in public affairs by men and women from rural areas; to improve problem solving and leadership skills of participants, and encourage sponsoring educational institutions to expand their extension programs in the areas of public affairs education and rural leadership.

(Rossing & Heasley, 1987, p. 99)

These programs were between 20 and 123 days in length, over a one- to three-year period with a participant size of between 25 and 71 people. Topics covered in the program included government, economics, political, social and community issues, education, communication, leadership, arts and culture.

By 1987, 17 rural agricultural leadership programs were operating in the United States and one, the Advanced

Agricultural Leadership Program, was operating in Ontario.

Ontario's program objectives sought:

to increase the participants' awareness of Ontario's agricultural industry in relation to the national and international community; to expand the participants' understanding of the Canadian economic, political, cultural and social system; to broaden the participants' perspectives on the major issues facing society, and, to increase the participants' abilities to analyze and react to the complex problems facing people, agricultural systems, and rural communities. (Marcou, 1990, p. 3)

Evaluation and results of the programs, as well as the criteria used for judging the worth of the programs are worth noting. The United States studies documented increases by the participants in involvement in public affairs activities and organizations, involvement and communications at extra-local levels and self-assessed leadership and problem-solving knowledge, attitudes and skills (Cook, Howell, & Weir, 1985; Williams, 1981).

The Ontario program (Marcou, 1990) documented similar results to the American studies with the following additions: increase in knowledge of national and

international agriculture; increased general knowledge of leadership development; broadened perspectives on issues facing society; and improved understanding of local community systems.

Participants in these Canadian and United States organized leadership development programs were evaluated according to the following criteria using pre-test/post-test instruments designed to test for changes in participants' attitudes and knowledge:

1. involvement in public affairs activities and organizations -- officerships, membership by type of organization, participation in organizations operating at regional or higher levels;
2. involvement and communications at extra-local levels -- amount of communication among local community leaders and leaders of state or national level organizations; and
3. self-assessed leadership and problem-solving knowledge, attitudes and skills -- public affairs interest, leadership ability, advancement in public affairs, public speaking, leadership self-image and self-consciousness (Rossing & Heasley, 1987; Williams, 1981; Cook, Howell, & Weir, 1985).

Although formal leadership development programs have long been a program priority for Extension personnel in the United States and Canada, evaluation of these programs has

focused on methodology, on statistical procedures and on pre-test/post-test changes in participants' knowledge and attitudes (Feeney and Millar, 1989).

In addition to these large scale leadership development programs, the United States Co-operative Extension Service was conducting leadership development programs across the country. The scope, context, and duration of these leadership development programs were very diversified.

A 1984 Survey of 147 Community Leadership Programs by the North Central Regional Interest Network, North Central Regional Centre for Rural Development, Iowa State University, summarized content information of these programs. The content of the programs were grouped into four topic areas: personal leadership skills and knowledge, organizational skills and knowledge, process skills and knowledge, and specific community issues.

Fewer than half of these leadership programs were evaluated.

The most common kind of evaluation reported was that which elicited testimonials from participants. The only programs that indicated a measure of impact evaluation were those that were large, funded, and were being implemented on a multi-state basis (Community Leadership Development,

1986, n.p.).

Vandenberg, Fear, Thullen and Williams (1985) identified four categories of knowledge and skills applicable to community leadership development: human behaviour, dynamics of leadership, community leadership contexts and community development process.

American-based leadership development programs had little semblance of uniformity and no consistency in evaluation. To address this situation, the Extension Committee on Organization and Policy on Program and Personnel Development recommended a national evaluation system. As part of the national evaluation system, a taxonomy of leadership skills and knowledge was compiled by reviewing United States state and county extension documents for specific examples of leadership development.

In 1983, the Extension Service, United States Department of Agriculture, commissioned the National Impact Study of Leadership Development in Extension (NISLDE) (see Appendix B). Phase 1 (1985) completed work on a classification scheme of leadership competencies offered through extension leadership programs. This Taxonomy of Leadership Skills and Knowledge included 13 categories of competencies being taught or learned to develop leadership competencies. These were:

Forming and Working with Groups;

Managing Meetings;

Solving Problems;
Planning for Group Action;
Mobilizing for Group Action;
Understanding Leadership;
Developing Proficiency in Teaching;
Communicating Effectively;
Understanding and Developing Oneself;
Understanding Society;
Directing Projects or Activities;
Understanding Financial Matters; and
Understanding Social Change. (Northeast Regional
Center for Rural Development, 1986).

From this taxonomy came a new definition of leadership development: "Leadership development is the ability to influence the ideas and actions of others" (Northeast Regional Center for Rural Development, 1986, p. 10) and a standard reference for establishing a leadership development program.

These conceptual and measurement bases were used to survey Extension Staff about their leadership development practices with clientele in Phase 2 of the NISLDE study.

The study defined leadership development as: "the fostering of competencies that enable one to influence people's thoughts, feelings and behaviour" (Michael, Paxson and Howell, 1990, p. 2).

As well as a new definition of leadership development,

additional competencies were volunteered by Extension Staff and were grouped into six additional categories. These categories were:

- Arbitrating;
- Developing Resources;
- Developing Followers;
- Changing Behaviour;
- Clarifying Attitudes; and
- Creativity (Michael, Paxson, & Howell, 1990).

While Phase 1 of the NISLDE identified a core of skills and knowledge that could be incorporated into a leadership taxonomy, Phase 2 of the study identified six additional categories for developing leadership competencies and revealed that Extension Staff Personnel had no common definition of leadership development. Extension personnel definitions of leadership centred around four aspects of educational work: audience, purpose, content, and method, or who they taught, the reasons for teaching specific subject matter, what they taught and the methods used (Michael, Paxson, and Howell, 1990, p.2).

The conclusion, according to Paxson: "Respondents do not share a uniform conception of leadership development by which to classify their work" (Paxson, 1989, p. 1). The lack of shared understanding and common language among Extension personnel implies difficulty in collaboration and coordination among personnel where leadership development is

concerned. It also has consequences and implications for extension staff as educators in the delivery of leadership development education programs.

Astroth and Robbins (1987) stated that the Extension role as educator was becoming very important and in order:

to enhance our (Extension staff) abilities as professional educators we'll need to learn how to establish educational objectives, gather and interpret data, design appropriate learning situations, use a variety of teaching methods, develop lesson plans and employ evaluation techniques.

(Astroth & Robbins, 1987, p. 12)

The Community/Family Leadership Education Evaluation Project (1989) merged the taxonomy of leadership development competencies with an evaluability assessment process. The resulting matrix identified the stakeholders involved in the process by stakeholder category, and leadership education by definition, need, concept, result indicators and form suggested to promote the program (see Appendix C).

The project produced a summary definition statement by stakeholder category and a concluding summary definition statement.

Definition of Community Leadership Education

<u>Stakeholder Category</u>	<u>Definition Summary</u>
Those Who Provide Funds	Informal education for leaders on techniques, skills and players in community setting on public issues.
Those Who Use Results	Increasing individual skills in leadership activities for participation in problem solving in a community setting.
Those Involved in Program Delivery	Working with others to increase their ability to apply knowledge to community problems to improve the quality of life.
Those Who Provide Data	Training (education) that empowers people to participate in community issues and become leaders

Summary Definition: A program that teaches skills and techniques for addressing community issues, and empowers people with the confidence to participate in public policy decisions (Community/Family Leadership Evaluation Project, 1989).

Research within the field of Extension Education has paralleled research developments in leadership theory. The Taxonomy of Leadership Skills developed by Extension Staff is very similar to the one developed by Yukl (1989). Yukl identified 19 behaviour categories in his taxonomy of leadership behaviour:

performance emphasis, consideration
inspiration, praise recognition,
structuring reward contingencies,
decision participation, autonomy-
delegation, role clarification, goals
setting, training-coaching, information
dissemination, problem solving,
planning, coordinating, work
facilitation, representation,
interaction facilitation, conflict
management, and criticism-discipline.

(Community Leadership Development
Implications for Extension, 1986, p.

14).

His model relates leader traits and skills, leadership behaviour and situational variables within an organizational context. It allows for reciprocal influence processes. It means that leadership is not a property of the individual, but a complex relationship among those variables in a variety of ways through a variety of behaviours.

Attributional approaches to leadership proposed by Hunt (1987) and Calder (1977) offers a complementary approach to Yukl's behavioural theory by its emphasis on the individual's perceptions of, or beliefs about leadership. Called an implicit leadership theory (ILT), this individual conception about what constitutes "good" leadership then becomes the perceptive filter and the standard against which leader behaviour is judged. Attributional approaches to leadership are part of "a growing awareness of the limits of science and the benefits of people-focused research" (Jimmerson, 1989, p. 18).

This emerging paradigm recognizes the importance of helping people discover their own reality. According to Beckley and Smith (1985): "Extension professionals are in the business of helping people identify their needs, and then responding with the information necessary to meet those needs" (Journal of Extension, Spring, 1985. pp. 28-29).

Research associated with behaviour approaches to leadership have been questioned due to the filtering effects that implicit leadership theories have on one's observational objectivity. These studies undermine the assumption that leadership is objectively observable and support the existence of implicit leadership theories.

Canadian and American studies have documented the need for influence of leadership development programs for various client/stakeholder groups. In the Jacobs Study (1986)

participants found parliamentary procedure to be of most value followed by communication skills, public relations and motivation. McIsaac's study of the role of farm women in Prince Edward Island identifies the need for leadership training and communication skills development for farm women (cited in Jacobs, 1986, p. 14). The Jacobs Study (1986) further notes:

Upon assessing the various statewide public affairs leadership development programs sponsored by the Kellogg Foundation these recommendations were made:

1. to stimulate participation in public affairs ... statewide affairs leadership development programs should be undertaken by educational institutions with public service responsibilities.
2. to improve the problem solving and leadership skills of men and women who show potential for public affairs, leadership ... programs in public decision-making and leadership skills development should be undertaken.
3. to increase the participation in public affairs ... individuals who also

show potential for leadership should be encouraged to participate in a ... leadership program.

4. to stimulate the development of new extension programs related to public affairs and leadership development, educational institutions ... should be encouraged to initiate statewide public affairs leadership development programs.

(Jacobs, 1986, p. 15)

Studies of formal leadership development programs in the United States (Williams, 1981; Cook, Howell & Weir, 1985) and in Canada (Marcou, 1990) showed that participants increased participation in public affairs especially in instrumental organizations (economic, professional, political) and in attitude and perception of their leadership abilities.

A Leadership Impact Study (Rossing, 1987) rated Co-operative Extension as a more important influence on leadership development of community leaders than other organizations, its greatest influence on changes being in leadership skills.

A Canadian Study (Whittington, 1990) revealed that leadership development was seen as a shared responsibility by the Ontario Ministry of Agriculture and Food, and local and provincial levels of rural organizations.

The Whittington study asked participants to indicate topics that should be taught in a leadership development program. Results show that understanding communication methods, improving self-confidence and relating to people with varying lifestyles were the top choices.

A similar United States study, the Community/Family Leadership Evaluation Project (Feeney and Millar, 1989) revealed that communicating effectively, understanding leadership styles, forming and working with groups, planning and mobilizing for group action and understanding societal change were among the top leadership concepts important to a leadership education program.

Extension has a long history of leadership with its rural clientele. Recent studies have shown differing definitions of leadership among various stakeholder groups. Added to this is a theory base of leadership from several different approaches.

The literature review will look at current theories and approaches to leadership and its implications to practise. Conceptions of leadership can be approached from the following perspectives: trait, behavioural, situational-contingency, transactional and attributional.

Trait Leadership Theory

The universal trait explanation of leadership begins with the assumption that effective leaders share a set of personal characteristics that set them apart from their less effective counterparts. People with these traits can lead almost any individual in any situation.

A trait is defined as any distinctive physical or psychological characteristic of the individual to which the individual's behaviour can be attributed (Baetz & House, 1979).

Stogdill (1948 & 1974) reviewed 70 years of trait research (280 reviews and articles) and found five traits most consistently associated with leadership:

1. intelligence;
2. dominance;
3. self-confidence;
4. energy or activity; and
5. task relevant knowledge (Baetz & House, 1979, p. 349).

Bennis (1985) interviewed 90 leaders and identified four types of competencies or skills shared by these leaders:

1. attracting and maintaining commitment to a goal;
2. communicating the goal so that followers identify with it and see it as meaningful and important;

3. inspiring trust by consistently acting to achieve the goal; and
4. knowing and using one's skills while recognizing and working to overcome one's weaknesses (cited in Vandenberg et al., 1986).

Behavioural Leadership Theory

The universal behaviour explanation starts with the assumption that effectiveness in leadership stems from the way the leader behaves, (i.e., certain leaders' behaviours cause certain responses in followers) and that these intrinsic behaviours will work in all situations. Leadership research focused on leader behaviours (the doing) as opposed to the traits (what is).

Early studies at Iowa State by Lewin, Lippit, & White (cited in Vandenburg, Thuller & Fear, 1986) identified styles of decision-making behaviour as:

1. autocratic: centralizes power, authority and decision-making;
2. democratic: delegates authority, consults with followers, relies on expert power to lead employees; and
3. laissez-faire: limited contact with employees.

Studies at the Ohio State and Michigan State Universities identify two broad categories of leader

behaviour towards employees: initiation of structure/job centred and consideration/employee-centred. The former described behaviour that was related primarily to the task at hand while the latter described behaviour that showed a concern for people and relationships among people (psychological closeness) (cited in Vandenberg et al., 1986).

Consideration and initiating structure are relatively independent behaviour categories. Some leaders are high on consideration and low on initiating structure; some leaders are low on consideration and high on initiating structure; some leaders are high on both; and some leaders are low on both (Jago, 1982; Vandenberg et al., 1986).

Following research on supportive and task-oriented leadership came a conceptualization that one style of leadership was best for all situations: both high structure and high consideration. This "one-best-way" or universal theory postulated that the same style of leadership is optimal in all situations. The assumption with this theory was that the leader behaviour dimensions relating to style and consideration were the only behaviours relevant to leadership. This was a non-contingency theory in that differences in situational requirements were not considered.

The "one-best-way" of leadership has been criticized for ignoring the influences of belief structures and value systems on leadership and for ignoring many important

leaders' behaviours.

Situational Contingency Leadership Theory

The search for the characteristics or the behaviours of effective leaders changed to an attempt to identify and match characteristics of situations and subordinates with characteristics and behaviours of leaders. Those theories were based on the premise that effective leadership depends on the fit between leader trait/variables and situational variables (Vandenberg, et al., 1986). In other words, effective leadership appears to depend on variables that differ from situation to situation.

By definition, leadership is a variable set of traits or behaviours, determined by the circumstances of each situation, that enable a leader to influence the behaviour of others.

Three approaches to this model are the Contingency Theory developed by Fiedler, the Path-Goal Theory, and the Normative Decision Theory, also known as the Vroom-Yetton Normative model (House & Baetz, 1979; Vandenberg et al., 1986; Yukl, 1989).

Fiedler's Contingency Model, developed in 1967, was a derivative of the focus of leadership as a trait and on the measurement of individual differences. Leader effectiveness was correlated between a single personality trait and

situation favourableness (quality of leader/member relations, degree to task structure, extent of position power). In other words, the situation must match the qualities of the leader.

The assumption behind this model is that situations must be matched to fit the leader's orientation, because personality orientations are stable and difficult, if not impossible to change. This model had been criticized for its focus on the quality of the Least Preferred Co-worker scale as a measure of relationship or task-oriented behaviour, and on the nature and separateness of the three situational variables chosen. This model says little about how leaders can effectively manage the individuals, groups, and external challenges that they face, nor does it provide any guidance to leaders in carrying out their roles effectively (Vandenberg et al., 1986).

Path-goal theory is rooted in expectancy theory of motivation. In expectancy theory, motivation depends on an individual's belief that effort will lead to rewards that are valued. The leader's most important role is motivating employees by matching an appropriate style with a particular situation. The leader's task is to clarify paths to desired goals and to provide subordinates with rewards to supplement those found in the environment. Four types of leader behaviour (compared to only two types of behaviour in earlier theories) are regarded as significant: supportive,

directive, participative, and achievement oriented.

When compared to Fielder's Model, path-goal theory deals more specifically with the concept of participation and its expected efforts. The model has been criticized, however, for its assumption that conceptually separate moderators have been assumed to operate similarly and for its lack of attention to the interaction of situational variables (leader characteristics, environmental factors, and follower characteristics). While the foregoing models have been focused on leader behaviour and are descriptive in nature, the Vroom-Yetton and Hersey and Blanchard models to be discussed below are prescriptive in nature, allowing for leader-decision making to be based on specific situational variables (Vandenberg et al., 1986; Yukl, 1989).

Normative decision theory is a prescriptive theory of leader decision-making behaviour that prescribes how leaders should make decisions, given specific situational variables as opposed to a descriptive theory which describes how leaders do behave.

Vroom-Yetton's Normative model focuses on the extent to which subordinates should be involved in decision-making. Three criteria are considered for this approach: the quality of the decision, the acceptance of the decision, and the time required to make the decision. A manager is assumed to be able to switch styles depending on the degree of follower participation in decision-making -- from

autocratic to consultative to group or participative.

The Blanchard Model of Situational Theory, another prescriptive theory specifies those leader behaviours that would be most effective given the follower maturity level. Situational leadership defines effectiveness in terms of increased productivity, and is prescribed by leader behaviour (task or relationship) and follower's maturity level as related to task. Task maturity has two aspects: job maturity or the ability to do the work based on an individual's skill, knowledge, or experience to perform a task, and psychological maturity or the person's willingness to assume responsibility for his or her own behaviour. It is assumed that the leader has excellent diagnostic ability and will adapt his/her leadership style to meet the demands of the environment (Vandenberg et al., 1986, Yukl, 1989).

This model has been criticized for its oversimplification of situational demands (one dimension -- the maturity level of the subordinates) and lack of recognition that groups may have "multiple maturities" depending on such variables as external demands, role requirements, tasks to be accomplished, and personal psychological or emotional states. The model does, however, have merit because it acknowledges flexible, acceptable leader behaviour and recognizes followers as the most important situational variable.

Transactional Leadership Theory

Transactional approaches to leadership take the Blanchard model one step further by acknowledging that leadership "is expressed through interaction between people and implies its complement followership" (Jago, 1982, p. 316).

Leadership is defined: "as a process in which leaders and followers influence each other, and that leadership status is earned through such behaviours as trustworthiness, competence, and innovativeness" (Community Leadership Development, 1986, p. 18). "To this, I would add reciprocity" (Hunt, 1987, p. 127).

Transactional approaches focus on the communication process between leader and followers and the interpersonal dynamics of the leader/follower relationship. Two theories that address this concept are the Idiosyncrasy Credit Theory and the Vertical Dyad Linkage Theory.

Status or idiosyncrasy theory assumes leadership as a mutual influence process within groups. Leaders emerge by earning status in exchange for conforming to followers' perceptions of group norms. Leadership is acknowledged as a dynamic process occurring over time (House & Baetz, 1979; Yukl, 1989).

The Vertical Linkage Theory shares similarities with the Idiosyncrasy Theory in the realm of emerging leadership.

The difference, though, is that this theory focuses on the relationship/influence of the follower on the leader's behaviour (Vandenberg et al., 1986; Yukl, 1989).

Vertical Dyad Linkage Theory was the first theory to highlight the influence of individual followers on leader behaviour.

Two types of leader-follower relationships evolve: those with "in-groups", and those with "out-groups" (Community Leadership Development, 1986, p. 19). Both relationships are characterized by degrees of mutual influence. "In-group" followers exchange loyalty, commitment, and assistance for autonomy, influence, and responsibility. "Out-group" followers exchange presumably the same behaviours but at a lower level of influence.

Attributional Leadership Theory

Attribution theory has its roots in social psychology and is concerned with the psychological processes by which individuals analyze and attribute meaning to each other's behaviours.

In the sense that other theories discussed have been "outside-in", attribution theory is "inside-out" in that the individual's beliefs about leadership provide the standard against which the behaviour is evaluated for evidence that it indeed represents leadership. This implicit leadership

theory (ILT) is based on four criteria:

1. Is the behaviour distinctive?
2. Is the behaviour typical of how leaders are expected to act?
3. Is the behaviour consistent across time and place?
4. Can other trait causes of the observed behaviour be rejected? (Jago, 1982, p. 318).

The theory is dynamic and reciprocal as leaders and followers analyze each other's behaviour and attribute leadership based on behaviour that "fits" the situation. Hunt (1987) calls this an Inside-Out approach because the process brings out ideas and beliefs to yourself and operates in reciprocal relation to Outside-In approaches to leadership. According to Hunt, "reciprocity is the fundamental ingredient in human affairs" (Hunt, 1987, p. 30).

Hunt takes the attributional theory one step further by providing an arena for sharing of agreed upon language to communicate with each other.

Attribution theory has increased awareness of the filtering effects ILT's have on an individuals' observational objectivity.

While most leadership research has focused on effective leadership within organizations, the nature of extension education has been to try to give people the resources necessary for leadership, and the opportunities to assume a

leadership role within the context of non-hierarchical community groups and organizations.

Vandenburg, Thullen and Fear (1987) have argued for a new framework for community leadership based on three components: perception, property, and process.

This framework combines a focus on the followers (their needs and desires for leadership), and a focus on the dynamics of leadership (the interaction among followers, leaders and situational variables). This approach is follower centred in that it acknowledges how followers perceive ideal leadership and evaluate actual leaders, and on the process through which followers confer leadership status.

Although different assumptions underlie leadership theories, all share a common element: groups of people working together for some end. Leadership is expressed or displayed through interaction between people and necessarily implies its complement followership. For one to influence another, that person must permit himself or herself to be influenced. This diversity of viewpoints in approaches to, and definitions of, leadership development education inhibits communication about leadership development.

Perhaps the most integrated framework for leadership is Yukl's model called an integrating conceptual framework. This model assumes that organizational effectiveness is mediated by a core set of variables including leader traits

and skills, personal power, leadership behaviour, situational variables and intervening variables such as subordinate effort, role clarity and ability, organization at work, cooperation/teamwork, resources and external coordination (Yukl, 1989).

The model relates leader traits and skills, leadership behaviour and situational variables within an organizational context. It allows for reciprocal influence processes. It means that leadership is not a property of the individual, but a complex relationship among those variables. It also means that leaders can influence intervening variables in a number of ways.

Evaluation Theory

Needs assessment research produces information about people's ideas, attitudes and preference. Best (1981) describes assessment as a "fact-finding activity, describing conditions that exist at a particular time" (p. 23). Assessment may involve prevailing opinion, knowledge, practices or conditions. Evaluation is concerned with the application of findings (assessment) and implies judgement of a product, process or program. Boyle (1981) defines "educational evaluation as the process of delineation, obtaining and providing information useful in decision alternatives" (p. 231). Bennetts' Model (Bennett, 1982),

Levels of Evidence in Extension Program Evaluation, provides a tool for evaluating extension education programs, based on seven categories of evidence. These are:

1. level One: Inputs (Extension Resources: staff time);
2. level Two: Activities (content or subject matter and methodology for conveying subject matter);
3. level Three: People Involvement (number and characteristics);
4. level Four: Reactions (participants interest in and approval of Extension activities);
5. level Five: KASA change (shifts in client's knowledge, attitude, skills and aspirations);
6. level Six: Practice change (application and adoption of knowledge, attitudes, skills and aspirations by individuals or groups); and
7. level Seven: End results (intended and unintended objectives).

The Extension education evaluation has focused on program effectiveness or how well the objectives were accomplished -- level 5 or level 6 of the levels of evaluation (Cook, Howell & Weir, 1985; Jacobs, 1986; Marcou, 1990; Williams, 1981). In an era of evaluation and accountability for Extension education, Boyd's concept of educational evaluation is being recognized.

Judgements as to potential importance must be made about the program design before it is

actually implemented. We need more evaluation of programs when they're in the design state but our traditional concept of evaluation focuses on the extent to which an objective has been reached. It doesn't challenge the objectives. Sometimes those objectives should have been evaluated and altered before the program was launched.

(Boyle, 1981, p. 229)

Forest and Rossing (1982) suggest that humanistic program evaluation should operate under these assumptions:

1. involvement of key people to determine their questions, needs, values, goals and criteria;
2. open lines of communication between all people in evaluation; and
3. inclusion of quantitative and qualitative information in the evaluation process.

Astroth and Robbins (1987) suggested that educational efforts should be aimed at changing attitudes as a means of changing behaviour (qualitative --- quantitative).

Smith and Lincoln (1984) state:

In general, the use of qualitative methods has proceeded from a model of research typically used by the hard or biological sciences. That model of research and evaluation -- usually called naturalistic

and/or responsive -- depends on assumptions that aren't permitted by the older classical model. For instance, it relies on the belief that causality in human organizations is difficult, if not impossible to determine; and that what human beings experience is largely a result of the values, beliefs, attitudes and frameworks they impose on situations to make sense of them. (p. 7)

Jimmerson's (1989) table of Counter Paradigms is a framework for understanding the quantity/quality continuum that in a micro-sense represents competing world views in industrialized societies.

The Dominant Social Paradigm places confidence in science and technology; the alternative environmental paradigm recognizes the importance of helping people discover their own reality.

This alternative environmental paradigm is echoed in Hunt's (1987) inside-out psychology, and in Kolb's (1984) experimental learning model, and in Fox's (1983) personal theories of teaching.

The Community/Family Leadership Evaluation Project (Feeney & Millar, 1989) merged qualitative and quantitative evaluation methods in its Leadership Taxonomy and Evaluation Matrix (see Appendix C). This model provides a framework for evaluating stakeholders' skills and knowledge and

provides an accountability mechanism for Extension's work in leadership development education.

This study will assess one stakeholder group, "Those Who Provide Data," on attitudes toward leadership development education.

Where program evaluation is the process of judging the value or worth of a program, assessment then becomes part of the evaluation process.

David Kolb's work with the experiential learning model emphasizes the role that experience plays in the change/learning process (Kolb, 1984).

The core of the model is a simple description of the learning cycle -- of how experience is translated into concepts, which, in turn, are used as guides in the choice of new experiences (Holtzclaw, 1983, p. 2).

Learning, change and growth are seen to be facilitated best by an integrated process that begins with here and now experience followed by collection of data and observation about that experience. The data are then analyzed and the conclusions of this analysis are fed back to the actors in the experience for their use in the modification of their behaviour and choice of new experiences. (Kolb, 1984, p. 21)

Immediate, personal experience is the focal point for learning, giving life, texture and subjective personal meaning to abstract concepts and at the same time providing a concrete publicly shared reference point for testing the implications and validity of ideas created during the learning process (Kolb, 1984, p. 21).

Shared meaning, change and learning have strong advocates in the work of Hunt, Fuller, Fox, and Jimmerson.

In terms of values, Jimmerson (1989) states:

The Dominant Social Paradigm places high confidence in science and technology to solve societal problems. The alternative paradigm warns that science has limits, that science deals only with concrete, convergent, technical problems and not with divergent, subjective, "what should be problems." The Dominant Social Paradigm views knowledge as out there to be discovered while the Alternative Environmental Paradigm recognizes the importance of helping people discover their own reality. (Jimmerson, 1989, p. 18)

Fullan states that any change effort must "understand the subjective world -- the phenomenology -- of the role incumbents" (Fullan, 1982, p. 120). Jimmerson (1989) recognizes people-focused research "so that they have

ownership of their own knowledge and understandings"
(Jimmerson, 1989, p. 18).

Any change/learning must integrate value and fact. Perhaps Hunt's view that practice makes theory (inside out) is a good starting point for testing validity of ideas in a public arena.

Bringing out personal beliefs sets the foundation for communicating more effectively. This "commonwealth of learning" (Bennis & Nanus, 1985, p. 42) communicates meaning and provides leadership.

Any change effort is a learning process, a leadership process and an educational process. Shared realities are an excellent starting point for constructing a practical theory.

Kolb echoes Hunt's view of "practice makes theory" by stating:

If the education process begins by bringing out the learner's beliefs and theories, examining them and testing them and then integrating the new more refined ideas into the person's belief systems the learning process will be facilitated. (Kolb, 1984, p. 28)

These implicit theories involve personal goals and approaches to try to attain these goals. According to implicit leadership theory and constructivist theory

"leadership is the exercise of authority considered in relationship to a person's implicit philosophy or construction of reality" (Kegan & Lahey, 1984, p. 199).

The language determines to some extent a learning style, a communication style, and a strategy for leading.

Fox (1983) posits a conceptual model for thinking about the process of teaching and learning based on how teachers respond to the question "What do you mean by teaching?"

Response to this question reveals a teacher's thought process and strategies for teaching, attitudes to students and to training programs to be provided by the teacher (see Appendix D).

Fox's approach to the process of teaching and learning has relevancy for Extension educators in their role as developers of leadership education programs. A study by Michael, Paxton, and Howell (1990) found that Extension personnel held many different conceptions of leadership development centering around four aspects of educational work: audience, purpose, context and method. Similar results were obtained in a study by Feeney and Millar (1989).

Several approaches to leadership have been described from the trait perspective, the behavioural perspective, the situational perspective and the transactional and attributional perspectives. Assumptions and limitations to each approach have been presented. While each theory

provides some insight into the concept of leadership, I believe that an integrated, holistic approach would build on the strengths of each theory and avoid some of the limitations. This approach, using as its core the attributional or implicit leader theory, suggests that the individual is the starting point for any discussion on leadership.

I believe that leadership is a combination of many factors -- personal and environmental -- and that these factors change with the maturity and life stage of the individual. I believe that the constant thread throughout is the individual's value system, and it is this value system that provides the filter through which all leadership approaches are filtered.

Implicit Leader Theory (ILT) offers a complementary approach to behavioural theory by emphasizing a leader's or a follower's perception of leadership. Diagnosing the content of implicit leader's/follower's theories may provide direction as to key concepts that should be considered when developing and marketing Extension leadership development programs.

CHAPTER THREE: METHODOLOGY AND PROCEDURES

Description of Research Methodology

This research was designed to improve the development and marketing of Extension leadership development programs through such activities as client needs assessment. Within the realm of such applied research, it was also designed to be descriptive in its approach, as it attempted to promote understanding of a situation (in this case, leadership development) from the perspective of the persons being studied. In other words, the research questions were aimed at tapping the clients' experiences related to leadership and leadership training. The researcher examined the clients' descriptions to uncover the meaning of their experiences. With this goal in mind, the researcher approached the dynamic being studied without firmly preconceived expectations or a particular theoretical framework.

The data were collected by means of a survey consisting of a set of introductory questions to elicit basic demographic data, a series of questions to elicit clients' opinions on a taxonomy of leadership skills and knowledge, and a series of five open-ended questions based on the researcher's assumptions.

Colaizzi (1978) suggested that researchers consider and

reflect upon their assumptions about the phenomenon to be studied. Upon reflection, certain biases, beliefs and hunches surface which form the basis for developing research questions. Upon reflection and reading, the researcher uncovered assumptions regarding this study. The researcher has assumed that:

1. Each person has his/her own theory of leadership development. Called an implicit leadership theory (Calder, 1977), a theory of practice (Hunt, 1987) or a theory in use (Brookfield, 1987), these intuitively based activities are about what approaches work well in particular contexts.
2. In terms of knowledge about leadership, clients represent the best expertise available. Theories in use, which are privately developed and proven ways of performing for the individual that are context specific, become the criteria or framework from which all leadership knowledge is judged.
3. Leadership development has no single definition. To a certain extent it is multidimensional (Fullan, 1982, p. 30). Identifying existing definitions provides a basis for determining their validity and value compared with formal theories and provides common language and understanding.

These assumptions formed the basis for the survey which was used to gather data from the client groups.

Pilot Studies

The survey instrument was pilot tested in March 1991 with five rural organization specialists (the researcher's professional peers) and one rural organization manager. The field review held with field staff lasted two hours and was in the form of a small group interview. During the interview, the survey questions were reviewed item-by-item for format, clarity and comprehension. The questionnaire was revised after the field review on the basis of participant responses.

The review with the rural organization manager was conducted differently. A copy of the survey was mailed to the manager for critique. Subsequent written comments provided by the manager were incorporated into the survey.

The cover letter and survey were pretested with a small sample of subjects having characteristics similar to those in the desired larger sample. In April, 1991, the Executive and Directors of the Norfolk Agricultural Society consented to critique the survey as part of the agenda for its April Board of Directors meeting. Twenty-eight people completed the survey and provided comments on the survey regarding clarity, comprehension, and length of time to complete the questions. The questionnaire was revised based on subjects' suggestions.

Further refinements to the survey were made following a

meeting with the thesis committee on June 11, 1991.

A Second Peer Review and final pilot test of the survey was held July 9, 1991 with six Rural Organization Staff members located in Guelph, the Head Office of the Rural Organizations and Services Branch. Staff comments related to survey layout and question order were incorporated into the survey.

Selection of Subjects

In consultation with Peter Fleming, Manager of 4-H and Organization Development for the Rural Organizations and Services Branch, Ontario Ministry of Agriculture and Food, the Agricultural Societies of Ontario were selected as subjects. There were several reasons for this: The client group was provincially based; the mailing list for this organization was complete and on file at Head Office; the probability that clients would have interest and motivation to complete the survey would be high and would ensure a high response rate.

The initial letter and survey were mailed to the secretary of each organization. A total of 236 surveys were sent. The letter asked that the survey be completed by either the secretary or someone in a leadership position in the organization. This was done so that information on leadership development could be collected from one client

group's viewpoint.

To our knowledge, no research of this type had been conducted by the Ontario Ministry of Agriculture and Food.

Data Collection

After obtaining approval from the Brock University Standing Sub-Committee on Research with Human Participants to conduct the research, I prepared the mail survey and cover letter following the Total Design Method (Dillman, 1987). The following procedure was used:

1. Survey package mailed July 16, 1991 (see Appendix E -- cover letter and survey).
2. First follow-up letter mailed July 23, 1991 (see Appendix F).
3. Second follow-up letter mailed August 7, 1991 to non-participants (see Appendix G -- cover letter and survey).

Survey envelopes were stamped with individual identification numbers in the lower right corner on the back so that follow-up mailings were sent only to those not responding to earlier mailings.

A total of 236 surveys were mailed, one to each secretary of an agricultural society listed on file with the Rural Organizations and Services Branch. A total of 177 surveys were returned; one was unopened and one was

unanswered. The response rate was 76 percent. A total of 175 valid surveys were used for the analysis of data.

Instrumentation

What are client attitudes toward leadership development education? What leadership concepts are important to leadership development education? This study attempted to explore these questions to gain an understanding of the meaning and importance of leadership development education of one client group served by the Rural Organizations and Services Branch, Ontario Ministry of Agriculture and Food.

The data were collected by means of a survey consisting of a set of introductory questions to elicit basic demographic data, a series of questions to elicit clients' opinions on a taxonomy of leadership skills and knowledge, and a series of five open-ended questions based on the researcher's assumptions. A copy of the survey is included in Appendix E.

The open-ended questions were analyzed according to the method outlined by Colaizzi (1978).

1. Reading the Answers: I read and reread the participants' answers to acquire a feeling for them and to make sense of them.
2. Identifying Significant Statements: As I reread the answers, I underlined those statements that I

considered significant. I reread the answers again and made additions or deletions to the underlined statements. These statements were transcribed onto index cards. Each card was coded according to participant number and question.

3. Formulating Meanings: Meanings were formulated from the significant statements. As the researcher, I had to develop meanings from the data which involved using creative insight to leap from what the client said to what the client meant. The data were transcribed in blue ink and the meanings were transcribed in green ink for clarity. For example, in response to the question "How might these leadership skills from Q18 and Q19 be developed in future situations?", one participant responded, "Learn how to deal with many different types of people simply by starting out as a good listener." I formulated the following meaning: the participant values good listening skills as an end in itself and as a means of getting along with many people.
4. Discovering themes: As I formulated meanings on the cards, I attempted to sort them into piles of cards with similar meanings to discover theme clusters as revealed by the data. For example, for Q13, I grouped the cards into categories: leader values, leader code of ethics, leader skills, leader altruism, leader perceptions of his/her working with people, work

habits, understanding oneself, recruiting followers, managed educational experiences, organizations, families, life experiences, organizational development, personal development, leader behaviours of listening to others, team building, role modelling, openness to change. At this point, I developed a concept map to organize the theme clusters into a framework which answered four questions:

1. Name three best methods of developing these qualities.
2. Can you describe a past experience where either you or a colleague(s) developed leadership skills that worked on the job?
3. From your present day position, could you explain how the leadership skills were developed? and
4. How might these leadership skills be developed in future situations?

Next, I developed four tables, based on these questions, which outlined categories that were derived from the theme clusters and in which the specific themes that made up each theme cluster were summarized.

5. Writing an Exhaustive Description: I prepared a description of the qualitative data by using the concept map and the tables as a guide to direct my writing.
6. Describing the Essential Structure of the Data: I

formulated a description of the essential structure of the data on leadership development for each question based on my reflections about the data elicited from the clients.

The Taxonomy of Leadership Skills and Knowledge was taken from the results of the National Impact Study of Leadership Development in Extension (NISLDE). This taxonomy is found in Appendix B.

With the four exceptions outlined below, the categories of leadership competencies developed in the United States are similar to the Taxonomy of Leadership Skills and Knowledge developed by the Rural Organizations and Services Branch of the Ontario Ministry of Agriculture and Food (Appendix A):

Exception number one: Developing resources category has been renamed Volunteer Management.

Exception number two: Solving Problems category has been renamed Responding to Community Concerns.

Exception number three: Mobilizing for Group Action has been renamed Influencing Community Decision.

Exception number four: Six categories were added to the United States Taxonomy as a result of additional competencies volunteered during the study's survey of United States Extension Staff. These categories were: managing negotiations, developing resources, developing followers, changing behaviour, clarifying attitudes and working

creatively. These categories are included in my survey.

The taxonomy of leadership skills and knowledge for this study was developed from the National Impact Study of Leadership in Extension (NISLDE) and the Taxonomy of Leadership Skills and Knowledge, Rural Organizations and Services Branch, Ontario Ministry of Agriculture and Food. The taxonomy is included in Questions 14 and 16 of the survey found in Appendix C.

Data Processing and Analyses

Once the surveys were returned, quantitative data were entered into files on a personal computer. To analyze the data, the Statistical Package for the Social Sciences (SPSS) was used. Frequency distributions were generated for each variable. The data were summarized and are presented in chapter four.

The open-ended questions were analyzed separately as follows:

1. (Q8) Name the courses or programs that you have taken.
 1. College and University
 2. Non-college and non-university programs.

I transcribed the answers on to index cards by category. The data were summarized and are presented in chapter four.

2. (Q12) Name 3 top qualities that you feel a leader has.

The participants' answers were read and reread in total to acquire a feeling for them and make sense of them. Significant statements were transcribed onto index cards. Four hundred forty-five cards were prepared. The cards were categorized by the Taxonomy of Leadership Skills and Knowledge. Any answers that did not relate to the established classifications were set aside until all the cards had been categorized.

If, upon reviewing those segregated cards a second time, I felt it was necessary to establish additional categories, I did so at the time. A similar process was used for Questions 13, 18, 19, and 20 that follow

3. (Q13) Name 3 best methods of developing these qualities.
- (Q18) Can you describe a past experience where either you or a colleague(s) developed leadership skills that worked on the job.
- (Q19) From your present day position, could you explain how the leadership skills were developed?
- (Q20) How might these leadership skills from Q18 and Q19 be developed in future situations?

Limitations

The limitations of the study are related to the methodology used. My ability to collect, analyze and describe the data, plus the ability and willingness of the clients to describe and share their experiences, were among the limitations of this study. This study deals with the research questions as specified. Certain elements of the data base which do not describe these questions are not included in the study.

In the study, I attempted to answer questions related to client attitudes toward leadership development education and to discover concepts viewed by clients as important to leadership development education. The information is valid only insofar as this group of participants is concerned as there is no data on the larger population. These "theories in use" (Brookfield, 1987) represent contextually specific ideas about what works in one particular organization at one point in time.

Since these theories vary from organization to organization, it is difficult to generalize these theories to a larger population. This study makes no claim to generalize these results to the general population.

Since this sample is skewed through self-selection of participants and gender (eighty percent of the participants were female), the study results cannot be generalized to the

population at large. As there is limited information available on gender composition of other client groups that have a relationship with the Ministry of Agriculture and Food, it is difficult to say if the gender breakdown is representative of the sample population.

Conclusion

I hope this study is used as a starting point for further studies into leadership development attitudes and concepts with other client groups associated with the Ministry of Agriculture and Food. I also hope the concepts developed in this study prompt discussion and dialogue among Extension educators as they assess and develop their leadership development practices.

CHAPTER FOUR: FINDINGS

Demographic data were obtained from the participants through several introductory questions.

Profile of Organization Members

The survey was mailed to the secretaries of Agricultural Societies of Ontario. A total of 236 surveys were sent.

Demographic information obtained from the responses is presented in the following tables: Position within the Agricultural Society, Length of Time in an Elected or Appointed Position, Number of Hours at Agricultural Society Work Per Month, Gender, Age, Level of Formal Education and Leadership Development Education Programs or Courses.

Position Within The Agricultural Society

A breakdown of position within the Agricultural Society is given in Table 1.

Eighty-three percent of the participants who answered the survey occupied the position of secretary. This is not surprising given that the survey was mailed to the secretary of each Agricultural Society. Although the survey was mailed to the Secretary, the covering letter asked the

Table 1. Position in Agricultural Society (N = 172 or 175).

Characteristic	Percent of All Volunteers Responding
President	6
Past President	2
Secretary	83
Treasurer	2
Vice-President	1
Director	1
Other	5

secretary or someone in a leadership position in the organization to complete the questionnaire. It is possible that the secretary saw herself/himself in a leadership position. Of the secretaries who responded, eighty-five percent were female and fifteen percent were male.

The remainder of the surveys were answered by Other (secretary-manager, manager) - 5%; President - 6%; Past President - 2%; Treasurer - 2%; Vice-President - 1%; and Director - 1%. Fifty-five percent of these positions were occupied by women and forty-five percent of these positions were occupied by men.

Length of Time With Agricultural Society in an Elected or Appointed Position

Forty-four percent of the participants had been involved with the Society for nine or more years (see Table 2). Twenty-six percent had been involved with the society for three to five years, followed by six to eight years (13%), one to two years (8%) and less than one year (9%).

Number of Hours at Agricultural Society Work per Month

Sixty-four percent of survey participants worked 10 hours or more per month (or 2.5 hours per week) at Agricultural Society work. This is slightly less than

Table 2. Length of Time in an Elected or Appointed Position
(N = 142 of 175).

Characteristic	Percent of All Volunteers Responding
Less than 1 year	9
1 to 2 years	8
3 to 5 years	26
6 to 8 years	13
9 or more years	44

national statistics on Canada's Volunteer Force that states "A volunteer averages about 191 hours a year (3.7 hours per week) at her or his unpaid job" (Collins, Spring 1991, p. 6). Twenty-eight percent of participants devoted four to ten hours to Agricultural Society work per month followed by eight percent who volunteered three hours or less at her or his unpaid job (see Table 3).

The number of hours devoted to Agricultural Society work per month would change if hours of work during fair time were included in this question.

Gender

Eighty percent of the participants were female and twenty percent were male (see Table 4).

Age

The breakdown of age is shown in Table 5. Forty-nine percent of participants were between the ages of 35 and 54. This is higher than the national profile where the peak age for volunteer service is between 25 and 44 (Collins, Spring 1991, p. 6). Twenty percent of the participants were between 55 and 64 years and 11% were 65 and over. Eighteen percent of the participants were 25 to 34 years and 2% were 20 to 24 years.

Table 3. Number of Hours at Agricultural Society Work Per Month (N = 174 of 175).

Characteristic	Percent of All Volunteers Responding
3 hours or less	8
4 to 10 hours	28
10 hours or more	64

Table 4. Gender (N = 174 of 175).

Characteristic	Percent of All Volunteers Responding
Male	20
Female	80

Table 5. Age (N = 174 of 175).

Characteristic	Percent of All Volunteers Responding
15 - 19 years	-
20 - 24 years	2
25 - 34 years	18
35 - 44 years	24
45 - 54 years	25
55 - 64 years	20
65 and over	11

Level of Formal Education

Thirty-nine percent of the participants completed high school, sixteen percent completed college, fourteen percent had some high school, and twelve percent had completed university. Eight percent of the participants had some college courses and five percent had completed some university courses. One percent had completed grade school and six percent were in the "other" category and the responses included nursing, B. Ed., teachers college, diploma in physical education, music degree, trade school, upgrading in computers, C.F.P., a diploma: radiological technician, accounting clerk course and a one year business course (see Table 6).

Leadership Development Education Programs or Courses

The majority of the participants had not taken any programs or courses in leadership development education (71%). Twenty-nine percent of the participants had taken a leadership program or course and seventeen percent of this group cited a non-formal setting as the location for their leadership programs or courses (see Table 7).

The breakdown of leadership development courses taken through college or university is shown in Appendix H.

Colleges named included Lakehead Teachers' College,

Table 6. Level of Formal Education (N = 174 of 175).

Characteristic	Percent of All Volunteers Responding
Some grade school	-
Completed grade school	1
Some high school	14
Completed high school	39
Some college	8
Completed college	16
Some university	5
Completed university	12
Other	6

Table 7. Leadership Development Education Programs or Courses (N = 174 of 175).

Characteristic	Percent of All Volunteers Responding
Have not taken any courses or programs	71
Programs or courses through a college or university	7
Programs or courses through a non- college or non-university setting	17
Courses or programs through college, university and through non-college or non-university setting	5

Kemptville College of Agricultural Technology, University of Regina, St. Lawrence College, Fanshawe College and the University of Western Ontario.

The breakdown of leadership development education courses taken through non-college and non-university programs is shown in Appendix I. The numbers in brackets behind courses (e.g., Junior Farmers [2]) are a raw frequency or actual number of times that the program was mentioned.

The most often mentioned non-college/non-university programs are volunteer activities associated with groups affiliated with the Ontario Ministry of Agriculture and Food. These groups include 4-H, Junior Farmers, Women's Institutes, Agricultural Societies and Farm Safety. This is not surprising given the fact that Agricultural Societies were surveyed for this study and the close and long-standing relationship between Agricultural Societies and the Ministry of Agriculture and Food.

Church, and Home and School volunteer groups were also mentioned as a source of programs or courses in leadership development education. Also mentioned were courses provided through on-the-job training.

Courses named included people skills, volunteer management, accounting, communication, problem solving, managing stress and leadership in negotiating salaries.

Other programs mentioned by course or sponsoring agency

include June Lemmox and Associates, educational development, S.T.E.P. and T.R.U.S.T. programs, crisis intervention, Quetico Park Leadership Training, Annual District meetings, Youth Leadership Week, Ministry of Intergovernmental Affairs, Secretary Workshop, Communicating Effectively, President's Workshop, Convention -- Toronto round table discussion, one-day Seminar -- Appin, and L'Union Culturelle Franco Ontarrienne. It is beyond the scope of this study to examine how these courses or programs relate to leadership.

Top Qualities of a Leader

This section is in the form of a description of the qualities of a leader and how best to develop these qualities.

Participants mentioned 450 qualities of a leader. These responses, with the exception of personal characteristics, were categorized by related categories, theme clusters and themes.

The question, "name three top qualities that you feel a leader has" was answered by 92% of the participants. The results are shown in Table 8.

The top categories, representing 70% of the total responses, were personal characteristics, communicating effectively, task relevant knowledge and directing projects or activities.

Table 8. Top Qualities of a Leader by Category Number of Responses and Percent of Total ($n = 450$).

Category	Number of Responses	Percent of Total
Personal characteristics	126	28
Communicating effectively	71	16
Task relevant knowledge	63	14
Directing projects or activities	54	12
Understanding & developing oneself	29	6
Developing followers	22	5
Managing negotiations	20	4
Managing meetings	19	4
Understanding leadership	17	4
Forming and working with groups	13	3
Solving problems	7	2
Working creatively	7	2
Understanding financial matters	2	-

The remaining categories are understanding and developing oneself, developing followers, managing negotiations, understanding leadership, forming and working with groups, working creatively, and understanding financial matters. The tables outlining the theme clusters and themes for each of these categories are listed in Appendix J.

Personal Characteristics

The personal characteristics most often mentioned are self-confidence, enthusiasm and drive, patience, personality, diplomacy, friendliness, and responsibility - to get the job done and not be reminded (Table 9).

A table outlining all the personal characteristics of a leader mentioned by the participants is found in Appendix K. Besides Personal Characteristics, other leader traits that were valued by survey participants included the ability to communicate effectively, the ability to organize and be organized and general knowledge of the organization and the community (referred to as Task Relevant Knowledge) and strong management and administrative abilities (referred to as Directing Projects or Activities). See Table 10.

Table 9. Top Qualities of a Leader By Personal Characteristics (n = 126 of 450).

Self Confidence (13)*
Enthusiasm and Drive (13)*
Patience (9)*
Personality (9)*
Diplomacy (8)*
Friendliness (6)*
Responsible -- the the job done and not be reminded (6)*
Fairness (5)*

* A raw frequency.

Table 10. Categories Derived from Theme Clusters and Specific Themes. Top Qualities of a Leader.

Category	Theme Clusters	Themes
II. <u>Communicating Effectively</u>		
	Qualities Valued	Effective communication skills; communication; ability to communicate; good communication skills; ability to communicate with people; ability to communicate with others; communicate well; can communicate effectively; good communication with fellow members; communicating effectively within group; good communicator; initiative and communications; communication (be able to speak to people at all levels)
	Listening	Good listener; ability to listen; willing to listen; be a good listener; listen to others; listen; listen instead of talk; good listening skills
	Speaking in Public	Ability to speak; good public speaker; speaking effectively; able to speak on his/her feet
	Empathy	Understanding and listening; empathy towards others;
III. <u>Task Relevant Knowledge</u>		
	Qualities Valued	Organizations; organizational skills; ability to organize; good organizing skills; being well organized; organization qualities to work on your own
	General Knowledge and Skills	Knowledge/knowledgeable; broad general knowledge and skills; general knowledge of the community; subject knowledge; know your members; know what you should do; an interest to know more about the organization she is leading; keeping things simple and knowing your organization; willing to learn

(Table continues)

Table 10.

Category	Theme Clusters	Themes
IV. Directing Projects or Activities		
Qualities Valued		Strong management skills and administrative abilities; effectively organize projects; able to organize people and resources; managing people
Vision and Direction		A clear sense of direction; direction; giving direction; being able to direct; can direct association members; vision; able to guide group--keep on course; directing projects and activities to other qualified people
Provide Motivation		Being able to motive; ability to motivate people; ability to get the cooperation of people; have ability to get action from others
Cultivate Support		Cooperation of the organization; ability to have the memberships support; have the confidence of the executive; others are willing to have you as a leader; praise given for a job well done
Provide Delegation		Ability to delegate; effectively involve other people; able to delegate work; ability to delegate appropriate jobs; ability to delegate responsibility; organizational skills and delegating skill
Provide Implementation		Planning; planning and implementation
Provide Clarification /Coordination		Clarifying work to groups; able able to coordinate ideas

Note: The themes stated are verbatim quotes from cards.

Communicating Effectively

Survey participants value communication skills, particularly listening, empathy and speaking skills.

The qualities of effective communication mentioned were an ability to speak to people at all levels, to communicate effectively within a group, and to communicate with fellow members. Qualities of effective communication valued included the ability to communicate with people, good communication skills, effective communication, and communicating effectively within a group.

Listening included the ability to listen and to be a good listener.

The ability to speak on his/her feet was mentioned. The qualities of speaking effectively and being a good public speaker were regarded as important qualities.

Task Relevant Knowledge

Survey participants value organization and the ability to work on one's own. Also mentioned were the ability to organize, good organizing skills and being well organized.

Survey participants value general knowledge and skills and specifically value knowledge of the community, the membership, the organization, norms for performance, subject knowledge, plus an attitude of willingness to learn.

Directing Projects or Activities

The qualities valued are strong management skills and administrative abilities and the ability to organize people and resources.

Vision and direction are mentioned -- a clear sense of direction to guide the group and to direct projects and activities to other qualified people. Also mentioned was the ability to motivate people and get their cooperation.

The necessity to have the cooperation of the organization in terms of membership support and confidence of the executive is prized. Components mentioned to maintain cooperation include praise given for a job well done and consent of others for the individual to be leader.

The ability and skill to delegate responsibility, work and appropriate jobs is valued. Effectively involving other people is prized. The opportunity to clarify work to groups and to coordinate ideas is valued as are the skills of planning and implementation.

Within each category listed as communicating effectively, task relevant knowledge and directing projects or activities, participants identified specific skills and assigned value to them. For example, in the category of communicating effectively, listening, speaking in public and empathetic listening were mentioned as important skills for a leader to have. While these skills can be acquired, the

qualities valued (i.e., effective communication skills) were assigned and created. In this instance, value does not mean a thing or a quality in something, but it does imply a standard of comparison. This standard of comparison for value may refer to the degree of intensity of the feelings of expecting or desiring in comparison with other desires and expectations, or to the processes by which the participants weighed alternatives and made choices. I believe the comparison was made against the participants' personal implicit leadership theory.

Methods of Developing Leader Qualities

The question "name three best methods of developing these leader qualities" generated 309 responses answered by 84% of the participants. These responses were organized into a concept map (see Figure 1).

Developing leader qualities occurs within learning contexts and is influenced by Personal Philosophies of Leadership, Role Modelling of Desired Behaviours and implies a knowledge of organization and group dynamics (see Table 11).

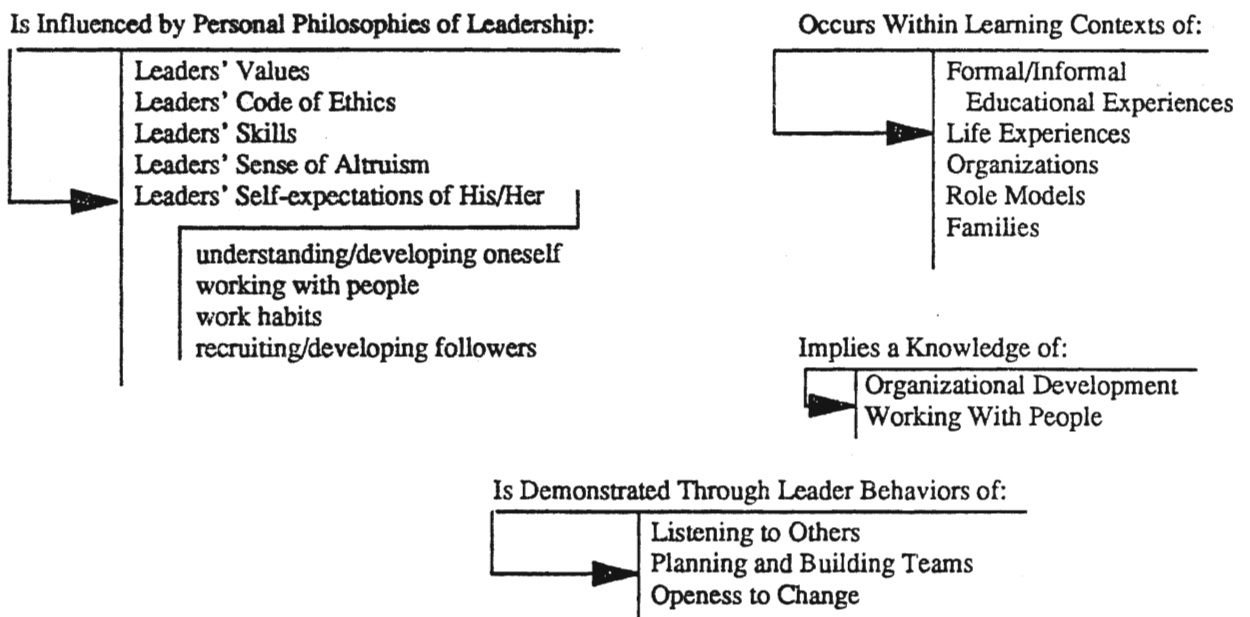


Figure 1. Concept Map of Methods of Developing Leader Qualities (N = 146 of 175) (n = 309).

Table 11. Developing Leader Qualities (N = 146 of 175).

Categories	Percent of Total Responses
Within learning contexts	46
Personal philosophies of leadership	28
Leader behaviour	14
Knowledge of organization and group dynamics	12

Name Three Best Methods of Developing These Qualities

Leader qualities were developed within a learning environment, were influenced by leaders' personal philosophies regarding leadership and were demonstrated through certain leader behaviours (see Table 12).

I. Is Influenced By Personal Philosophies of Leadership:

1. Leaders' values.

Leaders value patience, self-discipline, dedication and humour. Having confidence in themselves, and being happy in work were qualities valued as well as tact, endurance, and friendliness. A thinking person was seen as valued.

2. Leaders' code of ethics.

The Golden Rule was suggested as a guide to ethical practice. Keeping your word, treating everyone equally, pride in self, and sharing and promoting personal opinions are ethics that leaders value. They suggest that these ethics may be developed through hard work and time.

3. Leaders' skills.

Leaders value good social skills -- the ability to speak to groups and be understood and the ability to manage people.

Table 12. Categories Derived from Theme Clusters and Specific Themes.

Name Three Best Methods of Developing Leader Qualities.

Category	Theme Clusters	Themes
I.	<u>Is Influenced by Personal Philosophies of Leadership:</u>	
1.	Leaders' Values	
	Values Named	leaders value patience, self-discipline, dedication, humour
	Qualities Valued	endurance, tact, confidence in themselves, sureness of self, happiness in your work, friendliness, thinking person
2.	Leaders' Code of Ethics	
	Ethics Named	the golden rule; treat everyone equally; use all of your talents; do what you say you will do, have pride in yourself and put your best foot forward; sharing and promoting personal opinions (at times) with others
	Develop- ment of Ethics	hard work, devoting time and effort, willing to put in extra time
3.	Leaders' Skills	
	Skills Named	speaking to groups, good social skills, capable of managing people, patience yet firmness, be understood
4.	Leaders' Altruism	
	Altruism Named	not wanting "all the glory"; taking some courses to further benefit everyone, leave self-motives behind and think of the job at hand

(Table continues)

Table 12.

Category	Theme Clusters	Themes
5. Leaders' self-expectations		
a) <u>Understanding/Developing Oneself</u>		
	Qualities Valued	self-development; being able to assess your own strengths and weaknesses, willingness to learn (from other people and through education); self-help (talking to others); personal development; develop an understanding of yourself
	Development of Qualities	learning from others, learning from others' mistakes; sharing ideas with other leaders, evaluate self-performance and make appropriate changes; develop an understanding of people's psychology
b) <u>Working with People</u>		
	Qualities Valued	like working with people; enjoy meeting people; interaction with others
	Opportunities Valued	working with people of all kinds; being with people; working with the public
	Development of Qualities	seek others' interests; search out contacts
c) <u>Work Habits</u>		
	Work Habits Valued	not letting work get behind; pre-plan well in advance; think ahead; developing back up plan; not overreacting to problems or last minute changes
	Development of Work Habits	Keep records up to date; finish thing at a time; keep all correspondence in and out on file; think out what you want to say/write it out first if necessary

(Table continues)

Table 12.

Category	Theme Clusters	Themes
<u>d) Recruiting and Developing Followers</u>		
	Skills Named	personnel skills; recruiting dedicated and reliable helpers; know who is best qualified
	Qualities Named	let people decide for themselves - guide if possible or needed; if someone cannot or won't assist, do not try to force; do not criticize someone if idea does not work
<u>II. Occurs Within Learning Contexts such as:</u>		
1.	Formal and informal educational experiences	
	Educa- tional Experi- ences	seminars; motivational seminars; take courses; attend workshops; guest speaker at a fairboard; training
	Workshop Topics	leadership; communication; working with people and organizing; public speaking; goal setting;
	Training Ap- proaches	training workshops including role play; practising different techniques and analyzing results; practising different ways of handling situations; be with others to discuss similar or different happenings; discuss with other fair boards
2.	Life Experiences	
	Ap- proaches Valued	learn to do by doing; learn by mistakes; hands on experience; grassroots experience
	Develop- ment of Qualities	experience, practice, years of service, education through experience, experience which comes with age; successful years of activities; making the odd mistake that doesn't need to happen

(Table continues)

Table 12.

Category	Theme Clusters	Themes
3.	<u>Organization Settings</u>	<p>Involvement and Participation in Organizations</p> <p>work on several committees; hold office in various sectors; take on projects; organize a membership drive or a new event; attend meetings to know what is taking place; become involved in various activities to achieve a broad interest</p> <p>Volunteer Work</p> <p>volunteer to work with people who have experience; experience with people</p>
4.	<u>Family Settings</u>	<p>Roles as Parents</p> <p>parenthood; work with children</p>
5.	<u>Role Models</u>	<p>observe others; study a role model; observe other people who have these qualities; follow role models; study methods of others; following in the steps of someone you feel is a good leader; critiqueing self - use a mentor</p>
<u>III. Implies a knowledge of:</u>		
1.	Organizational Development	<p>The Organization</p> <p>bylaws of organization; knowledge and history of the organization</p> <p>Finances</p> <p>understanding the budget and the financial statement</p> <p>Managing Meetings</p> <p>proper procedures of meetings; meeting agendas; meeting format; good working knowledge of parliamentary procedure</p>

(Table continues)

Table 12.

Category	Theme Clusters	Themes
	Follower Norms for Leaders	keep meetings on time; never arguing at meetings; being enthusiastic at meetings; show the persons at meetings who is the leader by means of bringing order; be knowledgeable about topics discussed; be familiar with project; knowledge of what needs to be accomplished; be informed and prepared; do your homework; ask questions; read and find information
2.	Working with People	
	Individual Needs	knowledge of people; background knowledge on behaviour; understanding people's needs; working with people/knowing their needs; find the interests of members
	Group Needs	learn needs of your group; understanding the group they are working with
IV.	<u>Is Demonstration through Leader Behaviours of:</u>	
1.	Listening to Others	listening; learn to listen to others; be a good listener; take time to listen; listen to members' ideas; actually listen to what people are saying - not just leaders' ideas; listen and weed out the good from the bad; be interested in what has been said; listening to all points of view; do not judge before knowing both sides; set personalities to the side; let other people state their views; learn how to respect others ideas; consider all sides on their merit - then make your decision

(Table continues)

Table 12.

Category	Theme Clusters	Themes
2. Planning and Building Teams		obtaining commitments of groups; knowing your group is behind you 100%; keep all members active and responsible; keep unity within membership; get really involved with your group; being able to do things with other members; willingness to help or assist; willing to be part of the organization; you do dirty jobs along with non-executive members; smile a lot when getting your group going on a project; learning to share with others; goals of group
3. Openness to Change		keep an open mind; open to change and suggestions; always ready for new ideas; openly accept advice (+ or -) from others

Note: The themes stated are verbatim quotes from cards.

4. Leaders' altruism.

Leaders are encouraged to leave self-motives behind and to think of the job at hand. A leader should not want "all the glory." Taking courses are encouraged so everyone can benefit.

5. Leaders' self-expectations for:

a) Understanding/developing oneself

Leaders value self-development in terms of developing an understanding of themselves and being able to assess personal strengths and weaknesses. Talking to others was viewed as self-help. A willingness to learn through education and from other people were seen as ways of developing these qualities.

b) Working with people.

Working with people and enjoying people were viewed as qualities valued and opportunities valued. These qualities can be developed by seeking others' interests and making contacts with other people.

c) Work habits.

Work habits valued included keeping work up to date and thinking ahead, the ability to pre-plan and to develop a back up plan. These qualities can be developed by keeping records up to date, finishing one thing at a time, keeping

all correspondence on file and planning speeches ahead of time.

d) Recruiting and developing followers

Personal skills of recruiting dedicated helpers implies a knowledge of who is best qualified. Once people are recruited, followership is developed by letting people decide for themselves, not criticizing someone for an idea that does not work and guiding people if possible or needed.

II. Occurs Within Learning Contexts of:

1. Formal and informal education experiences.

Seminars, courses and workshops were mentioned as educational experiences along with guest speakers. Suggested topics for workshops included leadership, communication, goal setting, public speaking and working with people. Training approaches included role playing and analyzing results and sharing experiences with others.

2. Life experiences.

One of the participants said: "leaders are born and it is hard to develop these qualities but experience and practice can help" [female, 65 and over].

Life experiences based on learning by mistakes and the philosophy of learning to do by doing are valued as positive

learning experiences. Experience, practice and education through experience were mentioned as well.

3. Organization settings.

Within organizations, getting involved via committees, on the executive or by attending meetings were valued as developing leadership qualities. Specific activities mentioned were organizing a membership drive or a new event. Volunteering to work with people who have experience was mentioned as a way of developing leadership.

4. Family settings.

Parenthood and working with children were valued as sources of developing leadership.

5. Role models.

One participant cited "following in the steps of someone you feel is a good leader" as a means of developing leadership qualities.

Role models and mentors were mentioned as an approach for developing leadership.

III. Implies a Knowledge of:

1. Organizational development.

Participants cited understanding financial matters,

knowledge and history of the organization including bylaws of the organization as important to leadership development. Managing meetings in terms of agendas and knowledge of parliamentary procedure was valued.

Followers had expectations for leaders in terms of managing meetings and familiarity with topics. Norms for behaviour mentioned were keeping meetings on time, being knowledgeable about topics discussed and what needs to be accomplished as well as being prepared to read and find information.

2. Working with people.

Leaders need background knowledge on behaviour and an understanding of individual and group needs as well as the ability to find the interests of members and to learn the needs of the group.

IV. Is Demonstrated Through Leader Behaviours of:

1. Listening to others.

Listening to others was a quality valued by participants. Also mentioned was the quality of hearing what was being said; as the following participant said, "listen and weed out the good from the bad." Leaders are encouraged to listen to all points of view - not just leaders' ideas.

Listening included the qualities of being a good listener and learning to listen to others.

2. Planning and building teams.

Obtaining commitments of groups and knowing the group is supportive of the leader were mentioned as being important. Learning to share with others and keeping all members active and responsible help to build teams. A willingness to help or assist and to do dirty jobs along with non-executive members and get involved with the group were seen as important team building activities.

3. Openness to change.

Leaders value an open mind -- a mind open to change and suggestions and an individual who will accept advice from others.

The data suggest that leadership is learned through personal experiences such as parenthood, volunteer work and involvement in organizations and from individuals who provide examples and encouragement rather than from an actual program on leadership.

The skill development for leaders focuses on personal and organizational skills. Personal skills are learned from role models and relate to values and ethics of leading and understanding oneself. Organizational skills occur within an organization setting and include managing meetings,

understanding finances, developing effective work habits and an understanding of the organization, its bylaws and norms for behaviour.

Any formal educational program on leadership is viewed as a means of providing opportunities for conceptualization of leadership theory through lectures, and experimentation of theory through role play and discussion with peers. Suggested topics for leadership theory include communication, public speaking, goal setting, finances, constitutions and bylaws, meeting management including parliamentary procedure, the values and ethics of leading and follower norms for leader behaviour.

These topics, with the exception of constitutions and bylaws, were ranked by participants as the top ten types of leadership skills for personal leadership development ranked as important or very important (see Table 13). Communicating effectively was ranked as number one by ninety-two percent of the participants. This leadership skill includes understanding communication styles, listening, being assertive and speaking in public. In descending order, the other types of leadership skills for personal leadership development are: forming and working with groups (recruiting, building teams, identifying responsibilities), solving problems (evaluating alternatives, estimating future impacts, building agreement or consensus), managing meetings (arranging facilities and

Table 13. Types of Leadership Skills for Personal Leadership Development. Rank Order by Percent Total Scores Important and Very Important.

Types of Leadership Skills	Rank	Percent
Communicating Effectively	1	92
Forming and Working with Groups	2	89
Solving Problems	2	89
Managing Meetings	3	87
Developing Followers	1	85
Understanding Financial Matters	5	84
Working Creatively	6	82
Developing Resources	7	80
Managing Negotiations	8	79
Understanding and Developing Oneself	9	78
Planning for Group Action	10	77

equipment, building an agenda, using parliamentary procedure), developing followers (giving support to others, encouraging altruism, self-discipline, responsibility, sincerity and trust), understanding financial matters (allocating financial resources, budgeting and record keeping, understanding financial statements), working creatively, developing resources (fundraising, developing human resources, cultivating public and community relations, recruiting volunteers), managing negotiations (managing conflict and stress, decision making, risk taking, negotiating responsibilities), understanding and developing oneself (identifying and clarifying values, assessing degree of self-confidence, relating to people with varying lifestyles) and planning for group action (recognizing diverse needs, identifying key decision makers, understanding power structure).

New themes that emerge as part of the process of developing leaders include role models/mentoring, listening skills, the ethics of leadership, an awareness of follower norms for leader behaviour. Underlying these themes is the concept of inclusion mentioned in team building, listening, acknowledgement of follower norms for leaders, parenthood, understanding people individually and within a group and openness to change.

**Can You Describe a Past Experience Where Either
You Or a Colleague(s) Developed Leadership Skills
That Worked On the Job?**

The question was answered by 46% of the participants and generated 78 responses. These responses were organized into a concept map (see Figure 2).

Of the eighty people who responded to this question, 48 of the participants, or 60%, had not taken any courses or programs in leadership development education. Eight participants, or 10%, did not answer the question.

The types of past experiences that developed leadership skills that worked on the job included learning contexts of volunteer work experience, paid work experience and some type of educational experience, followed by leaders' values that foster a learning climate for developing followers, and through leader behaviours of understanding social change, communicating effectively, directing projects, and managing meetings, and through leader relationships with members of the organization. This is illustrated in Table 14.

The categories derived from answers describing past experiences where survey participants developed leadership skills that worked on the job are shown in Table 15.

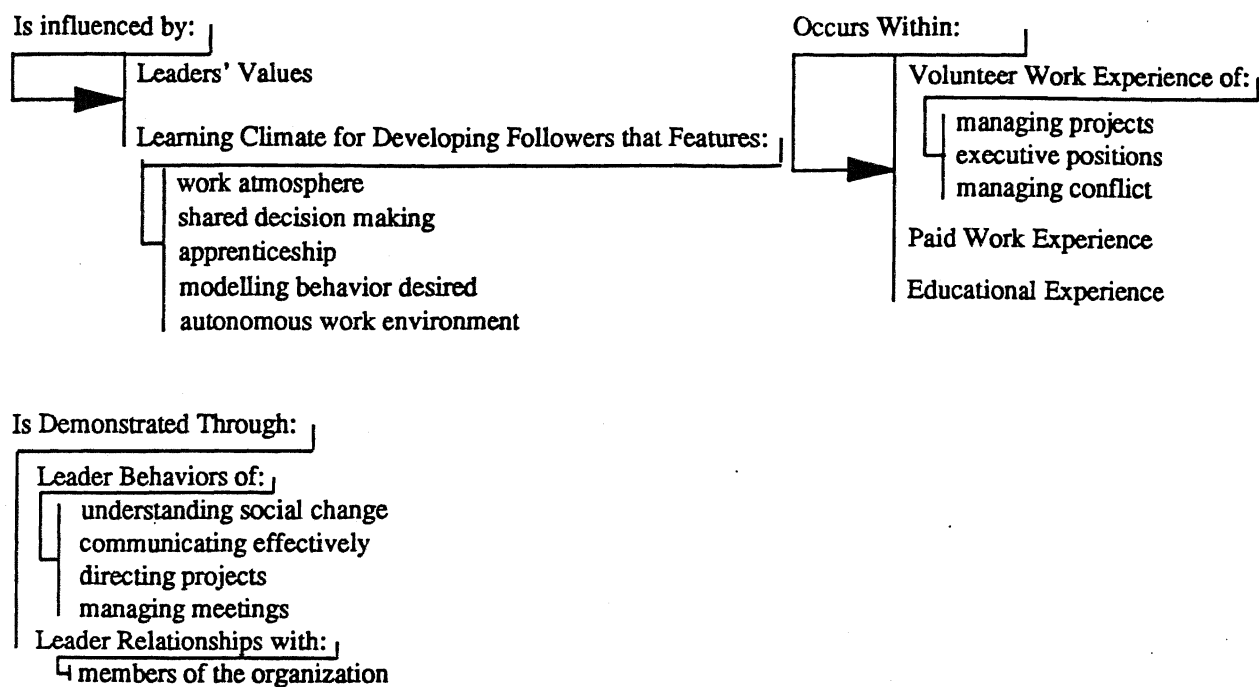


Figure 2. Concept Map of Past Experiences That Developed Leadership Skills That Worked On the Job (N = 80 of 175) (n = 78).

Table 14. Experiences That Developed Leadership Skills**(N = 80 of 175) (n = 78).**

Categories	Percent of Total Responses
Within learning contexts	42
Leader values/Learning climates	37
Leader behaviours	21

Table 15. Categories Derived from Theme Clusters and Specific Themes.

Can You Describe a Past Experience Where Either You Or a Colleague(s) Developed Leadership Skills That Worked On the Job?

Category	Theme Clusters	Themes
<u>I. Is Influenced by Leaders Values</u>		
	Values Named	self-confidence, positive attitude
	Qualities Valued	enthusiasm, flexibility, knowledge of the situation, openness to suggestions, willingness to take charge and get the job done, promptness - be there when you say you will
	Opportunities Valued	learning to ask the right questions of the right people
	Development Valued	experience is a great teacher, working with people, dealing with public personnel, one learns by doing to see what works best
<u>II. Learning Climate</u>		
	1. Work Atmosphere	a happy work atmosphere, suggestions by employees who are listened to
	2. Shared Decision-Making	my suggestions are accepted cheerfully after consultations; listening to everyone's ideas and making sure they have enough time to share their views and have a response for them
	3. Apprenticeship	by really listening to someone who does a good job and having to fill in for such a person you can learn a lot

(Table continues)

Table 15.

Category	Theme Clusters	Themes
	4. Modelling Behaviour Desired	leaders who treat their workers like human beings
	5. Autonomous Work Environment	allow the individual the opportunity to plan and implement his/her ideas with a minimum of control

Occurs Within Learning Contexts of:I. Paid Work Experience

1. Job Category		
Teaching		organize programs, work with people, communication, dealing with/learning background information
Sales Representative		dealing with the public
Municipal Counsellor		meeting procedure, committee structure

II. Volunteer Work Experience

1. Managing Projects		
Chair of a School Board		opportunity to develop self in being understandable
Chair of a Fund-Raising Project		learning from others, asking questions and asking for help
Coordinator of a Drive		coordinating a group
Organization of Centennial Fair		had groups working together on special projects
Construction of Buildings		put tenders out for building, choose contractors, look for grants

(Table continues)

Table 15.

Category	Theme Clusters	Themes
	Helping to Run Horse Shows	budgeting, making programs
2. Executive Positions	New President	being the BOSS of volunteers, learning to delegate and solicit support from the Board of Directors, self-confidence, trust my own judgement
3. Managing Conflict	Chairing a Meeting on a Controversial Issue	listening carefully to questions before answering
	Conflict Between the President and the Midway	good listener, stay calm, negotiate fairly
	Amusement Company Did Not Honour Their Contract	president worked away trying trying to arrange an alternative
	Went to Court to Obtain Agricultural Land from Sale by Township	
	The Hiring and Dismissal of 2 Youths	learned to manage conflict, to read body language in contract language in contract negotiations, remaining calm and collected when adverse opinions were stated

(Table continues)

Table 15.

Category	Theme Clusters	Themes
<u>III. Educational Experience</u>		
	Junior Farmer Leadership Camp Evening Workshop presented by OMAF representative, workshops at conventions, attend district meetings, attend conventions, 4-H courses, public speaking courses	took ideas back to group, listened to speakers, brainstorming sessions with people holding similar situations in other communities
<u>I. Is Demonstrated Through Leaders' Behaviours of:</u>		
1. Understanding Social Change	Understanding Change	a new computer program was introduced and with every new system are growing pains. President showed leadership to not fall back on old system as changes need time to get going
2. Communicating Effectively	Speaking in Public	ability to speak in front of a group, having learned to speak in front of an audience, having to speak to a large group with little time to prepare
3. Directing Projects	Setting Priorities	getting things done on time, organize well, set up a time table so there is no big rush to finalize

(Table continues)

Table 15.

<u>Category</u>	<u>Theme Clusters</u>	<u>Themes</u>
4. Managing Meetings		
	Building an Agenda	mailing agenda of meeting before the date with a reminder of members report that was due
	Parliamentary Procedure	learn to conduct business meetings - Robert's rules and order book, how to lead effective meetings - parliamentary procedure, when you are leading a meeting try to get one matter settled before you go on to something else
	Committees	delegation of responsibilities to committees and reporting back to the executive at general meetings
	Management of Self	read notes to improve skills for our meetings, spend time before meetings getting organized so the meeting runs smoother

II. Through Leader Relationships With

1. Members of the Organization

Developing Human Resources	talking to people to develop interest and feeling of importance for your cause, finding out what their interests are
----------------------------	--

Note: The themes stated are verbatim quotes from cards.

I. Is Influenced by:

1. Leaders' values

Leaders value self-confidence, a positive attitude, and an attitude of altruism where everyone works for the success of the organization.

a good working attitude between our Directors - all working for the success of the organization. This is the way volunteerism should work. All working together, not competitively. (female, 65 and over, taken no leadership course/program)

The qualities valued were enthusiasm and flexibility and openness to suggestions. A knowledge of the situation and a willingness to take charge and get the job done were also prized.

Opportunities for developing these qualities included the attitude of learning to ask questions and seeing the value in developing leadership skills by working with other people.

Every time you work with someone on a project you develop a new leadership ability. (male, 35-44 years, taken 20 leadership course/program)

Experience, working with people and an interest in all aspects of paid work plus years of volunteer work were

viewed as ways to develop values.

2. Learning climate for developing followers.

A positive learning climate with opportunity for shared decision making was valued. Shared decision making involved consideration of the process - consultations, listening, sharing.

Everyone had a say in decision-making and were (sic) unafraid to speak up and voice their (sic) opinions. (female, 35-44 years, taken no leadership course/program)

She told us how she would like it done (not the old way). We mulled it over - she and her group left for awhile to talk things over - came back - we all talked - problem solved. (female, 55-64 years, taken no leadership course/program)

Apprenticeship provided an opportunity for learning either in a team approach or in a one-on-one environment.

Delegated with a team (group) that had some experience in performing the task required. (female, 45-54 years)

Leaders indicated that modelling behaviour desired was

valued as was providing an autonomous work environment for individuals.

Store managers who don't mind pitching in with "Joe" jobs. (female, 55-64 years, taken no leadership course/program)

II. Occurs Within Learning Context of:

1. Paid work experience.

Paid work experience was mentioned as being a source of leadership skills with teaching being the job category mentioned most often. Sales representative and municipal councillor were also mentioned. Each job category mentioned different areas of leadership skills - for teaching it was communication, organizing programs, working with people and learning background information; for sales representatives, it was dealing with the public; and for municipal councillor it was meeting procedure and committee structure.

2. Volunteer work experience.

Volunteer work experience was rich in experience in the areas of managing projects, managing conflict and in opportunity to try executive positions.

One participant remarked:

My training with Service Clubs turned

into a promotion at my place of employment. The leadership skills developed at the service club level were also used at work. (male, 45-54 years, taken no leadership course/program)

Managing projects included chairing a school board, chairing a fund raising project, coordinating a membership drive, organizing a fair, overseeing the construction of buildings and helping to run a horse show.

Joined a volunteer group and with no previous experience was pushed into heading up a fund raising project. Spent many sleepless nights terrified of a failure before settling down and learning from others, asking questions, asking for help. (female, 55-64 years, taken no leadership course/program)

Each project offered opportunities to develop areas of skill. Opportunities included learning from others, self-development, coordinating a group, budgeting, looking for grants, putting tenders out for buildings, choosing contractors and making programs.

Holding executive positions offered a different set of learning opportunities as volunteers "grew into the position" (female, 35-44 years, taken a leadership course/program). Skills included learning to delegate and

solicit support from the Board of Directors and being the BOSS of volunteers.

Managing conflict offered a different set of learning experiences. A common theme was managing negotiations, being a good listener and remaining calm.

At an Open Forum regarding a controversial community issue, I unexpectedly found myself chairing the meeting. Leadership skills of listening carefully to questions before answering covered the situation. (female, 55-64 years)

3. Educational experience.

Workshops, district meetings, conventions, public speaking courses, and leadership camp were mentioned as sources of educational experiences that developed leadership skills.

These experiences provided another source of learning opportunity different from paid and volunteer work experience. Educational experiences provided opportunities for listening to speakers and for networking with executive peers in other communities.

III. Is Demonstrated Through Leaders' Behaviours of:

1. Understanding social change.

Leader behaviour of understanding how change is implemented is valued. As one participant said:

A new computer program was introduced and with every new system are growing parts. President showed leadership to not fall back on old system as changes need time to get going. (female, 35-44 years, taken no leadership course/program)

2. Communicating effectively.

The ability to speak in public is valued as a skill in itself and as a means of learning the skill - having to speak to a large group with little time to prepare.

3. Directing projects.

Organizing well and managing time were important skills for directing projects.

4. Managing meetings.

Building agendas and using parliamentary procedure in the conduct of meetings were valued. In terms of meeting process, finishing one matter before going to something else

was mentioned.

Using committees and delegating responsibilities to them and providing a reporting mechanism from the committee to the executive body was another leadership skill mentioned.

Leaders also valued people who took the time and who exercised self-discipline and initiative to read and learn about meeting management and who were organized.

5. Through leader relationships with:

Participants valued leaders who took the time to talk to people to find out their interests and to develop interest in whatever project or cause in which the leader was involved.

The data suggest that on-the-job learning is the best experience for developing leadership skills. Specific experiences included managing a conflict situation and managing a project.

The role of the leaders was important in the following situations: establishing a learning climate for followers, in one-on-one relationships with individuals, and in group settings of managing meetings; directing projects; managing conflict; speaking in public; and introducing change to an organization.

Formal educational experiences were limited in terms of influence to taking ideas back to the group and providing a

vehicle for networking opportunities.

Opportunities for skill development on a personal level included public speaking, managing conflict and the ethics of leadership. Within an organizational framework, the opportunities for skill development included developing followers (apprenticeship, climate, decision making), managing projects (team building, priorities, delegating authority), managing meetings (agendas, parliamentary procedure, committees), recruiting volunteers and understanding change.

The underlying theme is communication with an emphasis on listening skills. Moral values related to leadership were a common thread, too.

New concepts include managing conflict as a means of developing leadership skills "on-the-job." Shared decision making, apprenticeship and setting priorities were also new.

It appears that the role of the leader is critical as he/she influences people and processes in a variety of ways. Leader traits and skills, leadership behaviour and situational variables appear to be interrelated.

**From Your Present Day Position, Could You Explain
How the Leadership Skills Were Developed?**

This question was answered by 99 participants or 57% of the survey group. Fifty-six percent of the participants had

not taken any courses or programs in leadership development. These responses were organized into a concept map (see Figure 3).

The development of leadership skills was influenced primarily by leaders' values and beliefs and occurred within an organization through tenure, succession, on-the-job learning, networking and leadership role models. Leadership skills developed outside an organization included volunteering, paid work experience, educational experience, and parenthood (see Table 16).

The theme of on-the-job learning and dealing with the public was expressed often.

mostly from working with people from all works of life. (female, 45-54 years, taken a leadership course/program)

My leadership skills have been developed through experience in positions dealing directly with the public. (female, 25-34 years, taken no leadership course/program)

My leadership skills have been developed from "on-the-job training!" Being involved for ten years gives one the confidence to "lead". (female, 35-44

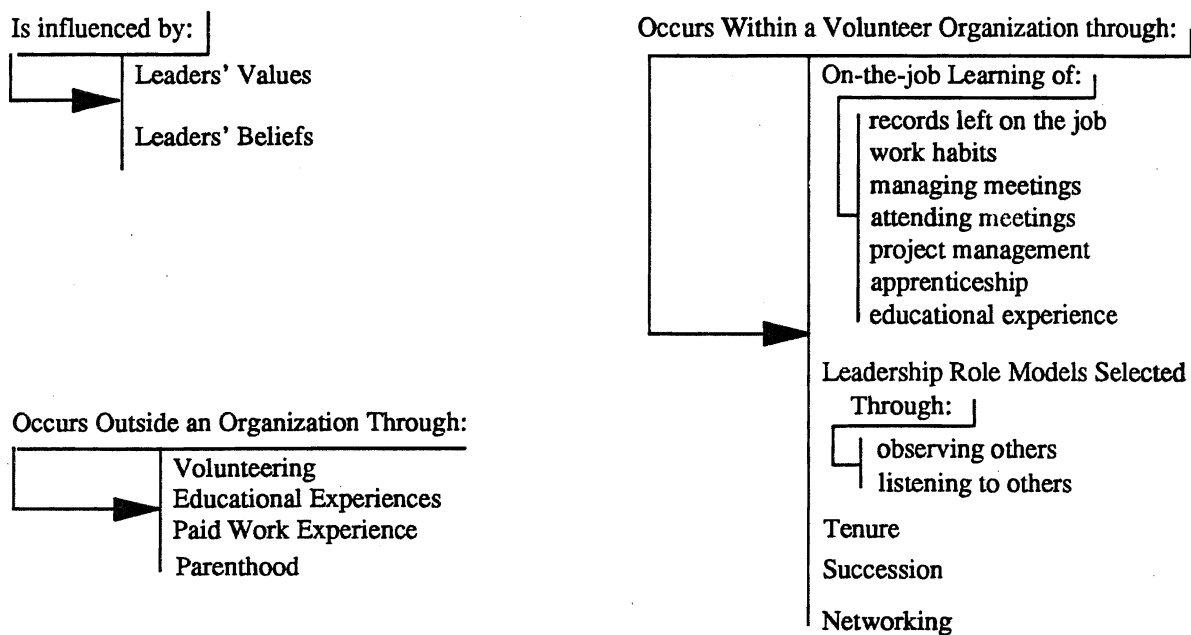


Figure 3. Concept Map of How Leadership Skills Were Developed From Present Day Position (N = 99 of 175) (n = 126).

Table 16. Present Experiences that Developed Leadership Skills (N = 99 of 175) (n = 126).

Categories	Percent of Total Responses
Leaders' Values and Beliefs	39
Learning Context Within a	
Volunteer Organization	35
Other Learning Contexts	26

years, taken no leadership
course/program)

My skills were developed strictly by
experience, trial and error. Learning from
others in the group was a big help. (female,
45-54 years, taken no leadership
course/program)

being placed in a job that is unpopular,
working with people on different
projects, you develop your own style of
leadership ability. (male, 35-44 years,
taken no leadership course/program)

Another participant described a process that developed
her leadership skills:

Skills were developed through sharing
past successful examples, sharing my own
experiences, combining their method with
the new one, providing praise and
encouragement for their time and
commitment, offering an incentive for
their time - corsages and aprons
provided for first time, evaluating with
all following events - sharing pros and
cons of each method. (female, 25-34

years, taken leadership courses)

The categories derived from answers describing present experiences that developed leadership skills are shown in Table 17.

I. Is Influenced by:

1. Leaders' values.

Leaders value patience, initiative, self-motivation, perserverence and a sense of humour.

Don't take yourself too seriously, other people have ideas too. (male, 55-64 years, taken no leadership course/program)

The qualities valued included an interest in the group, commitment and taking an active part in things. Willingness to learn and the will to be a leader, and support and confidence from the directors and the backing and reassurance of others were prized. Also mentioned was a genuine feeling for people.

A core of intrinsic values seemed to underscore all the stated values:

A multitude of different jobs to be done and a desire to improve during their term. [female, 35-44 years, taken a leadership course/program]

Table 17. Categories Derived from Theme Clusters and Specific Themes.

From Your Present Position, Could You Explain How the Leadership Skills Were Developed?

Category	Theme Clusters	Themes
Is influenced by:		
<u>I.</u>	<u>Leaders' Values</u>	
	Values Named	patience, perserverance, humour, initiative, self-motivation
	Qualities Named	the will to be a leader, willingness to learn, being alert to the needs of the program, interest, involvement and taking an active part in things, commitment, interest in the group, imagination and creative ideas, support and confidence from the directors, the backing and reassurance of others, a genuine feeling for people, rapport with people, interest in people behaviour.
	Develop- ment of Values and Qualities	experience/trial and error - learning by making mistakes, learning from others in a group, being able to look back and see what was wrong and then correct in the future, dealing one on one with directors, listening to others' views, speaking your own mind, ability to relate from others gained from experience, learning how to see both sides of a situation and how to evaluate it, knowing who you are working with, combination of education and experience, researching the needs of the group I was working for and how best to achieve Society objectives set down by the Board.

(Table continues)

Table 17.

<u>Category</u>	<u>Theme Clusters</u>	<u>Themes</u>
<u>II. Leader Beliefs</u>		
	Leadership Skills Are Innate	born with them, born leaders
	Leadership Skills Are Learned	skills develop through using them, knowledge of goals coupled with experience gained on the job
<u>Occurs Within A Volunteer Organization Through:</u>		
1.	On-the-job learning	
	Records left on-the-job	notes left by previous secretary-treasurer, learned to rely on head offices, past secretaries and records, hours of reading through files, reading publications pertaining to your position
	Work Habits	meet deadlines, organizing work to be done, need to plan ahead and use information collected in courses and in meetings attended, preparation beforehand almost always assists in development of leadership skills.
	Managing Meetings	conducting a meeting, parliamentary procedure, taking minutes
	Attending Meetings	committee meetings, board meetings, annual meetings, conventions
	Project Management	dealing with lawyers, builders, government (grants) and then passing on information to Fair Board of Directors

(Table continues)

Table 17.

<u>Category</u>	<u>Theme Clusters</u>	<u>Themes</u>
	Apprenticeship	training for one year with previous secretary-treasurer
	Educational Experiences	knowledge gained from courses
2.	Leadership Role Models	
	Listening to Others	listening to those with experience, listening both to the leaders and the people attending the meeting
	Observing Others	attending meetings and watching what goes on, learned from observing other successful Milk Committee Presidents, Chairman, etc.
3.	Tenure	
	Affiliation Through Life Stages	through Guiding as a girl, later a leader
	Working Up The Organization	start at the bottom and work your way up
4.	Succession	
	Following Previous Holders	my pre-decessor helped some
5.	Networking	
	Patterns of Communication	talking to others in the same position, asking for advice from leaders
<u>Occurs Outside An Organization Through:</u>		
1.	Volunteering	
	Executive Positions	chair positions in service clubs, an opportunity to learn different facets, negotiating skills

(Table continues)

Table 17.

Category	Theme Clusters	Themes
2.	Educational Experiences	
	Type	workshops, seminars, meetings
	Context	round table discussions
3.	Paid Work Experience	
	Occupation	classroom teacher, secretary/receptionist, regional manager for business, manager of human resources, office manager
	Skills Named	program planning and development, communication, training and managing employees
4.	Parenthood	
	Skills Named	organizational skills

Note: The themes stated are verbatim quotes from cards.

Through wanting to do a good job as secretary helps you to develop leadership skills. (female, 25-34 years, taken a leadership course/program)

Practical experience. I started as a worker, saw the need for changes and tried to straighten out a few bad things. (female, 35-44 years, taken no leadership course/program)

Realizing that people like to "buy into" a project and be a part of it. (female, 55-64 years, taken no leadership course/program)

Experience and trial and error were mentioned most often as the vehicles for developing leadership qualities and values. The types of experiences included learning by making mistakes, learning from others in a group and being able to look back and see what was wrong and then correct in the future, and the ability to relate from others gained from experience. Learning from others included dealing one on one with the directors, listening to others' views, and researching the group for its needs.

2. Leaders' beliefs.

Two themes emerged - leadership skills are innate or are learned.

You are born with them. (female, 65 and over, taken no leadership course/program)

The individual has to have a desire to be a good leader. Some people are not good leaders and never will be. Others are born leaders. The right things come naturally to them. (female, 55-64 years, taken no leadership course/program)

Leadership skills develop through using them. (female, 35-44 years, taken no leadership course/program)

By years of experience of working with people, listening, watching and asking questions - many. (male, 55-64, taken no leadership course/program)

By possessing a knowledge of the skills required and how to achieve them coupled

with experience gained "on-the-job."
(male, 45-54, taken no leadership
course/program)

II. Occurs Within A Volunteer Organization Through:

1. On-the-job learning.

Relying on files left by a predecessor and job-related publications were main avenues of learning on-the-job. Being able to organize the work to be done in order to meet deadlines was another way to develop leadership skills.

Other skills learned on-the-job included conducting a meeting, parliamentary procedure and taking minutes.

Attending meetings of various types helped in the learning experience, too.

I attended meetings and belonged to committees, etc. watched others perform and do their job and learned from them.

(female, 45-54 years, taken no
leadership course/program)

Other on-the-job learning included project management as the liaison between the Board of Directors and lawyers, builders and government (grants).

Apprenticeship was mentioned by one participant who trained for one year with the previous secretary-treasurer.

Knowledge gained from courses was the only educational experience mentioned by one participant.

2. Leadership role models.

Of the seventeen participants who mentioned leadership role models, the following comments reflected the process of the selection and suggested that role models were selected by comparing behaviours and values against a personal standard (i.e., an implicit leadership theory) held by the participants.

One participant described the process as:

The most talented people suggest ways to proceed and the rest follow along.

(female, 45-54 years, taken no leadership course/program)

Other comments indicated that role models were selected after careful observation.

I have observed others who I felt were doing an excellent job. (female, 55-64 years, taken no leadership course/program)

By emulating others who I viewed to have strong leadership qualities. (female, 35-44 years, taken a leadership program) observing the actions and operations of

others in the same position. (male, 35-44 years, taken a leadership program)

I attended meetings and belonged to committees, etc. watched others perform and do their job and learned from them. (female, 45-54 years, taken no leadership course/program)

Being involved in 4-H and Junior Farmers and various commodity groups as a junior member on the boards - I watched how senior board members acted and reacted - I think I learned mostly from people I enjoyed working with in these groups. (female, 25-34 years, taken a leadership program)

Good leadership role models. (female, 35-44 years, taken a leadership program)

Role models were also identified by listening to others.

I think by listening to the veteran leaders and following their example then gradually developing my own style of dealing with the group. (female, 25-34

years, taken no leadership
course/program)

3. Tenure.

Tenure within an organization helped develop leadership skills either through affiliation with groups through life stages of development (e.g., child, adult) or through working up the organization by serving on positions within the organization.

Through Guiding - I came up through the movement as a girl, later a leader.

(female, 25-34 years, taken a leadership course)

Always been associated with meetings - first at age 12 in 4-H club. (female, 45-54 years, taken a leadership course)

It seemed a natural progression of events. (male, 35-44 years, taken no leadership course/program)

In our organization you start at the bottom and work your way up. Seeing, hearing, digesting all that goes on, by the time you reach executive, you have a

very good understanding. (female, 55-64 years, taken no leadership course/program)

4. Succession.

Following previous office holders and getting help from a predecessor were mentioned as sources of developing leadership skills.

5. Networking.

Networking with peers included talking to others in the same position and asking for advice from peers and other leaders.

III. Occurs Outside an Organization Through:

1. Volunteering.

Volunteering was cited as one way that leadership skills were developed.

Volunteering helped to develop these skills. (female, 45-54 years, taken a leadership course)

Through 50 years of working with a Service Club in all areas - where there was an opportunity to learn many

different facets. (female, 65 and over)

Leadership skills are developed in Women's Group (Beta Sigma Phi) by taking positions in Chapter and position is very specifically outlined in journal. Therefore different positions can be tried and present positions in other organizations where job is loose can be taken with confidence. (female, 35-44 years, taken a leadership program)

My leadership skills were developed by becoming a member of 4-H and Junior Farmers and other organizations and getting on the executive. (male, 25-34 years, taken no leadership course/program)

Holding executive positions within volunteer groups and belonging to volunteer groups as a member provided an opportunity to hold positions of leadership and to teach negotiating skills.

2. Educational experiences.

Workshops were the most frequent source of educational experience. Others mentioned were seminars and meetings.

The format mentioned was round table discussions.

3. Paid work experience.

The most common type of occupation mentioned was teaching followed by secretary/receptionist and managers. On-the-job work experience provided opportunities to learn program planning and development, communication and training and managing employees.

4. Parenthood.

Motherhood provided an opportunity to develop organizational skills.

Being a mother helps to develop a lot of leadership skills. (female, 25-34 years, taken leadership courses)

I believe full-time parenthood and self-employment gives experience. (female, 45-54 years, taken leadership courses)

The data suggests that leadership skills are learned on the job through a variety of informal training methods. Hands-on experience of managing meetings, attending meetings and organizing work plus learning about the job requirements of the position itself through networking, succession, tenure, apprenticeship and records left at the job site are cited as the main sources of developing leadership skills.

Formal educational experiences appear to play a minor role in the process.

Leadership role models are selected and developed through a reciprocal process of managing/attending meetings. One manages a meeting and learns the necessary skills for successful meetings on the job at the same time as one selects leadership role models through listening and observation of other people who are defined as successful.

The skills required for leading are named as organizational skills, program planning and development, communication, training and managing employees, managing meetings (parliamentary procedure, conducting a meeting, taking minutes).

A philosophy of leadership emerges along with a change in values and emergence of self-motivation. Self-confidence and a positive attitude take a back seat to patience, humour, initiative, self-motivation and perseverance. It seems at this point that the person who has entered the leadership position is aware of the need to make a decision about continuing or not continuing in the leadership position.

The value of the group is recognized as a means of learning about the job and a vital member of the team.

Skills learned from other life experiences are brought into play.

How Might These Leadership Skills Be Developed in Future Situations?

This question was answered by 76 participants, or 43% of the population surveyed. Of the group who responded, 40 participants (53%) had not taken any courses/programs in leadership development.

According to the responses, 54% of the participants believe that education may help develop leadership skills, followed by understanding values and beliefs related to leadership (23%) and by understanding how leadership skills are developed within a volunteer organization (23%). This is shown in Table 18. The categories derived from answers describing future situations for developing leadership skills are shown in Table 19.

Figure 4 illustrates a concept map of how leadership skills may be developed in future situations.

I. Leadership Skills May be Developed by Understanding:

1. Leaders' Philosophies

Participants stressed the need for teamwork and inclusion of everyone in the organization for the tasks, commitment to the task, a positive attitude towards learning and risk taking, and the need to develop leadership abilities.

Table 18. How Leadership Skills May Be Developed In the Future (N = 76 of 175) (n = 111).

Categories	Percent of Total Responses
By Education	54
Leaders' Values and Beliefs	23
Learning Context Within A Volunteer Organization	23

Table 19. Categories Derived from Theme Clusters and Specific Themes.

How Might These Leadership Skills Be Developed in Future Situations?

Category	Theme Clusters	Themes
1. Philosophical Base		
1. Leaders' Philosophy	Teamwork & Inclusion	encourage people to get involved, everyone can do some job, can't accomplish anything alone
	Learning and Risk Taking	don't be afraid to try something new, be ready for anything
	Servant Leadership	a follower will make the greater contribution
2. Leaders' Beliefs	Properties of Leadership	leader must be organized, diplomatic, a listener, good speaker, knowledgeable
	Process of Leadership	leadership skills cannot be obtained overnight, differ under different circumstances
3. Leaders' Values	Values Named	self-confidence, common sense, open mind
	Development of Values	get involved, experience, working together, listen and learn
II. How Leadership Skills Are Developed Within The Organization		
1. Developing Members	Climate	everyone can do some job
	Recruiting Volunteers	involving everyone in the job they are suited for

(Table continues)

Table 19.

Category	Theme Clusters	Themes
	Recognizing Volunteers	praise and encouragement for any idea, seek input from Directors
	Giving Support to Others	encourage people, help new members, interested in younger members, being supportive, find their interests and points of interest
	Obtaining Commitments	belief in the cause
2.	Understanding Change	
	Understanding New Ideas and Their Effects	anticipating problems, planning presentations
	Understanding How New Ideas Are Adopted	try new ideas and report back for improvement
3.	Decision Making	
	Making Decisions	be affirmative, involve everyone
	Negotiating Responsibility	delegate
4.	Evaluation	review the progress of the organization, written documentation, group conducted event

III By Education - a framework to follow:

1.	Learning Experiences	
	Identifying and Clarifying Values	teaching values, working to create a better program, education of attitudes people may possess
	Managing Meetings	parliamentary procedures, how to conduct meetings

(Table continues)

Table 19.

Category	Theme Clusters	Themes
	Communication	courses on effective communication
	Legal Issues	legal responsibilities
	Recruiting Volunteers	job descriptions, how to solicit support from volunteers
	Working Creatively	creativity
	Learning About Society's Institutions	interest in community and people, knowledge in different organizations
2.	Teaching Strategies	
	Experiences from Paid and Volunteer Work	dissecting past experiences, on the job learning, learned work from practical experience, my profession, hands on approach, role models, volunteering
	Consultants	ask for help from professionals, experts come in to group
	Role Playing	confrontations with different situations, members must participate in leadership roles, in courses use situations, assess and make suggestions
	Guest Speakers	guest speakers to encourage better leadership roles, meeting persons in business
	Other	study groups, reading literature, skits, mini exams, round table discussions

(Table continues)

Table 19.

Category	Theme Clusters	Themes
3.	Implementation of Strategies	
	Time Frames	evening or weekend seminars, night meetings, evening or day courses
	Approaches	workshops, seminars, courses, convention, local sessions, provincial sessions
	Attendees	people with similar roles and experiences, groups, individually

Note: The themes stated are verbatim quotes from cards.

By Understanding:

Leaders' Philosophies
 Leaders' Beliefs
 Leaders' Values

By Understanding How Leadership Skills Are Developed Within An Organization:

Developing Members
 climate
 recruiting volunteers
 recognizing volunteers
 giving support to others
 obtaining commitments

Understanding Change
 new ideas and the effects
 how new ideas are adopted

Decision Making
 making decisions
 negotiating responsibility

Evaluation

By Education - a framework to follow:

Learning Experiences
 identifying and clarifying values
 managing meetings
 communication
 legal issues
 recruiting volunteers
 working creatively
 learning about societies' institutions

Teaching Strategies
 experiences from paid and volunteer work
 consultants
 role playing
 guest speakers
 other

Implementation of Strategies
 time frames
 approaches
 attendees

Figure 4. Concept Map of How Leadership Skills May Be Developed in Future Situations

(N = 76 of 175) (n = 111).

We have to encourage people to get involved and recognize those who are willing and able to develop leadership abilities. We also have to realize that everyone in the organization can do some job (not just ignore their possibilities). Recognizing new ideas and putting them into action is important - but one has to temper that with facts, (i.e., if it is financially feasible and if one can get others enthusiastic about what one would like to see done). You can't accomplish anything alone. (female, 45-54 years, taken no leadership course/program)

Get involved, listen and learn and never be afraid to tackle a challenge.

(female, 55-64 years, taken no leadership course/program)

Always be ready for anything. (female, 45-54 years)

Keep your mind open for new ideas, keep active and give your ideas and opinions

when asked. Don't be afraid to try something new. (female, 45-54 years, taken a program/course in leadership)

I feel any job worth doing is worth doing well, and to the best of anyone's ability. The best way of doing any job is to dig in, research, ask questions, and make the best attempt you can in producing a job well one. Do the best you can, learn from your mistakes; often, if you look hard enough, there are seminars or courses to help you succeed at whatever you do. (female, 45-54 years, taken no leadership program/course)

The concept of servant leadership emerged:

All people aren't leaders but all are important. Many times a follower will make by far the greater contribution. (male, 65 and over, taken a leadership program)

2. Leaders' beliefs.

Participants referred to leadership as a process and as a property.

I feel a leader should have good public relations, must be organized, must be diplomatic, must listen to others' suggestions, must be flexible, must be knowledgeable of their work, must be a good speaker. (female, 55-64 years, taken no leadership program/course)

I feel all types of leadership skills are important and find it very hard to single out certain ones because at times - depending what you are involved with at the time - something you may have thought wasn't important may become the prime ingredient of what you are trying to accomplish. (female, 45-54 years, taken no leadership program/course)

leadership skills cannot be obtained overnight and differ under different circumstances. What might work for you in one group, may not be the case with another. This is where you must keep an open mind and be willing to listen and hear the voices of others. (female, 25-34 years, taken no leadership

program/course)

3. Leaders' values.

Leaders valued self-confidence, common sense, and an openness to change.

Leaders be open to change - personal change required. (female, 35-44 years, taken leadership courses)

Most of them are just good common sense with maturity put in there. (female, 55-64 years, taken no leadership program/course)

I think self-confidence is lacking in so many individuals. Without confidence you will never be leader material.

Self-esteem is important and common sense which I think some people are born with and others are not. (female, 35-44 years, taken no leadership program/course)

These qualities could be developed by experience, by working with people and a willingness to listen and hear the voices of others.

I think you can learn how to deal with

many different types of people simply by starting out as a good listener.

(female, 25-34 years, taken a leadership course)

encouraged through success. (male, 35-44 years)

listening to what people have to say whether inside or outside (Agricultural) Society. (female, 25-34 years, taken no leadership program/course)

II. Leadership Skills May be Developed by Understanding How Leadership Skills Are Developed Within an Organization:

1. Developing members.

A learning climate that fosters leadership development by seeing the potential in everyone was acknowledged.

realize that everyone in the organization can do some jobs (not just ignore their possibilities). (female, 45-54 years, taken no leadership course/program)

Your skills should be directed to proper

place in organization, (i.e., if you hate bookkeeping do not become treasurer). (female, 65 and over)

Ask the same questions to other group members. Find out their interests and points of interest. Assign people only to jobs they enjoy and are qualified for. (female, 45-54 years, taken a youth leadership program)

Recognizing volunteers for their contribution was important.

Volunteers need praise and encouragement for any idea - no matter how small - in order for them to provide quality time for the organization. (female, 25-34 years, taken leadership courses)

Participants recognized the need to provide support and encouragement of others within the organization, and indirectly to be a leadership role model.

By being interested in younger members joining and encouraging them to submit fresh ideas and generally being supportive not dictatorial. (female, 65

and over)

Help new members to become acquainted with jobs and committees and assist in any way possible. (female, 45-54 years, taken no leadership programs)

The "fit" between the organization and the volunteer was valued. Members of organizations have to sell the organization and followers have to have a sense of commitment to it.

You have to make people believe that a cause is worthwhile (i.e., MOTIVATION).

They have to believe that they will enjoy making a contribution - especially if the organization is comprised of volunteers. (female, 45-54 years, taken no leadership program/course)

2. Understanding change.

Planning for change involved the process of understanding new ideas and its effects and understanding how new ideas are adopted.

Anticipating the "other problems" so preparation can be made. (female, 55-64 years)

The Society is split into two groups at this point - veterans (65 and over) and people my own age. The veterans are willing in some ways to hand over the organization but are very wary of change. As an executive we have found by planning our presentations and anticipating any possible questions we are able to usually gain acceptance and cooperation from Directors and Members. (female, 25-34 years, taken no leadership program/course)

Recognizing new ideas and putting them into action is important. But one has to temper that with facts (i.e., if it is financially feasible and if one can get others enthusiastic about what one would like to see done). (female, 45-54 years, taken no leadership program/course)

3. Decision making.

Making decisions and negotiating responsibility was viewed as a shared event. Leaders were encouraged to discuss all plans with group members.

By involving everyone in future dealings, discussions. (female, 55-64 years)

Be affirmative in your decision making. (female, 35-44 years, taken no leadership program/course)

Delegate responsibility so other members feel they are as vital to the organization as you are. (female, 55-64 years, taken no leadership program/course)

4. Evaluation.

Evaluation was seen as vital and as a group-conducted event. The concepts of decision making and evaluation were highlighted by one participant:

Any special event a team is conducting should be discussed and all ideas, suggestions and methods discussed prior to event. Volunteers need praise and encouragement for any idea - no matter how small - in order for them to provide quality time in the organization. Leader should discuss all plans so group

can see positive of plan chosen.

Evaluation of group-conducted event should be done by entire group and written documentation kept on file for future - avoiding any future conflict or misunderstanding. (female, 25-34 years, taken leadership course)

III. Leadership Skills May be Developed by Education:

Education - a framework to follow was a common theme. This educational framework included learning experiences, teaching strategies and implementation of teaching strategies.

Courses teach much but using what they have taught soon sorts out what applies to your work and what doesn't. Always apply your decisions to a scale of "is it good for now, will it be good in future, then long range." First a leader is one who is adapted to the position. You can then take this person, teach them and they will generally develop well. (male, 65 and over, taken leadership course)

One approach was recommended:

Study groups, observe human behaviour, relate to work environment or family, develop different approaches to situations and follow them and study results. (female, 55-64 years, taken no leadership program/course)

1. Learning experiences.

The need to clarify attitudes by teaching values and moral responsibilities was expressed.

Teaching politeness and courtesy to young people with a goal for achievement. (female, 45-54 years, taken no leadership course/program)

working to create a better program.
(female, 55-64 years)

Other topic areas mentioned were managing meetings, working creatively, communication, legal issues, recruiting volunteers, obtaining commitments from volunteers, and learning about society's institutions.

In a lot of ways the more knowledge you have in different organizations will help you in many other different organizations. (female, 25-34 years, taken no leadership program/course)

2. Teaching strategies.

An experiential base for learning and an active hands-on approach was a common theme. The experiences named came from a variety of sources - on-the-job training, years of experience, role models, past officers.

Learn from past officers what worked best for a given group. (female, 65 and over, taken leadership course)

A person who has developed these skills may be able to teach by example. (male, 65 and over, taken no leadership course/program)

On-the-job training is the best experience and knowledge you can obtain. (female, 35-44 years)

Doing is better than a class of listening to what one should do. (female, 35-44 years, taken leadership course)

The use of outside consultants was suggested.

Ask for help from professionals who are available to you, for example, OMAF. (female, 55-64 years, taken no

leadership program/course)

Experts come in to group - sit in meetings and help with meeting content to be effective. (female, 35-44 years, taken leadership course)

Small group interaction and role playing was seen as valuable.

Groups where members must participate in leadership roles. Groups are small enough to allow for confidence and a chance to participate. (female, 35-44 years, taken leadership course)

In courses use situations (case studies). Ask for suggestions and then assess and make suggestions for change. (female, 65 and over, taken leadership course)

Other teaching strategies included guest speakers, study groups, skits, mini exams, round table discussions and reading literature.

3. Implementation of strategies.

Comments related to the time frame related to implementation of teaching strategies and to teaching

approaches.

Evening or weekend seminars for aspiring executive types. (male, 45-54 years, taken no leadership course/program)

In a volunteer organization, mainly in a farming area, we find it difficult to find spare time and money to take advantage of workshops. However short courses (i.e., evening or day courses as opposed to days or weeks or weekends might be more acceptable). (female, 65 and over, taken no leadership course/program)

Workshops, seminars, courses and conventions were formats named for educational experiences.

The type of program to be offered ranged from local to provincial training sessions and from seminars bringing people together with similar experiences and roles to courses designed by the group for group needs.

Ongoing seminars which bring together people with similar experiences and roles. (male, 25-34 years, taken no leadership program/course)

A course on leadership skills - and have

workshops within the course to deal with some of the groups individually.

(female, 25-34 years, taken leadership course)

A district meeting where a course could be given to all leaders in each fair organization/district. (male, 25-34 years, taken no leadership course/program)

Education through seminars and group leadership training courses that are designed by the group related to your society or service club. (male, 45-54 years, taken no leadership program/course)

Leadership skills training should be developed in local situations so that more people may be able to attend training sessions. Provincial training sessions are needed to train leaders and teachers to conduct workshops at the local levels. Training sessions for youth leaders are very important.

(female, 55-64 years, taken leadership courses)

From an experiential viewpoint, several issues were identified as important for a leadership role -- identifying and clarifying values, managing meetings, communication, legal issues, recruiting volunteers, working creatively and learning about society's institutions. Formal educational experiences can play a role by providing information and standards of reference for each of the issues identified, or as one participant said, "by education -- a framework to follow."

Skill development in leadership occurs within the organization in a "learn-to-do-by-doing" basis. Topics identified were developing members, understanding change, decision making and evaluation of programs. These issues offer potential for a formal educational framework.

The topics identified by participants as important to learn either "by education ... a framework to follow" or in a "learn-to-do-by-doing" basis within the organization are similar to the topics identified by participants as being important for development in a leadership education program. These skills are listed in Table 20. The top five choices by rank order and percent total scores much development and very much development were communicating effectively, forming and working with groups, working creatively, developing followers, managing meetings, directing projects

Table 20. Types of Leadership Skills for Development in a Leadership Education Program. Rank Order by Percent Total Scores Much Development and Very Much Development.

Types of Leadership Skills	Rank	Percent
Communicating Effectively	1	90
Forming and Working With Groups	2	78
Working Creatively	2	78
Developing Followers	3	76
Managing Meetings	4	74
Directing Projects or Activities	4	74
Understanding Financial Matters	4	74
Managing Negotiations	4	74
Developing Resources	5	72
Understanding and Developing Oneself	5	72
Solving Problems	6	69
Planning For Group Action	7	73
Understanding Leadership	8	61
Developing Proficiency in Teaching	9	58
Changing Behaviour	9	58
Clarifying Attitudes	10	57

or activities, understanding financial matters, managing negotiations, developing resources and understanding and developing oneself.

The new issues that emerged were legal issues and evaluation. Both areas need further exploration and development as far as leadership development education programs are concerned.

A philosophical base for leadership has emerged. The concepts of properties and process for leadership are identified. As people experience leadership and acquire the skills and confidence necessary for leading, the philosophical base for leadership becomes an integral part of the leadership process.

New concepts emerged from this map. Among them were servant leadership, teamwork and risk taking.

It appears that leadership develops over time and is influenced by individuals who provide examples and encouragement within an organization setting. Hands-on experience within the volunteer work setting is a source of learning and any formal program of leadership plays a minor role.

Early stages of leadership development rely on personal life experiences and work experiences within a volunteer setting as critical factors for success. Turning points in acquiring confidence and skill in leading include managing conflict and managing projects. A learning environment that

supports leadership is important.

Once involved in an organization, values named like self-motivation and willingness to learn indicate a level of confidence in the leadership development process. Coupled with a shift in values is the emergence of a philosophy of leadership. This personal attitude plus skills gained on the job in the area of meeting management and selection of a leadership role model foster the leadership development process.

When asked how leadership skills may be developed in future situations, formal education (a framework to follow) is cited as a major source of learning. Several leadership skills are identified as important areas for curriculum development.

As individuals develop leadership within an organization setting, values, philosophies and leadership skills change depending on the circumstance. It appears that turning points governed by circumstances have been influential in developing leadership qualities.

CHAPTER FIVE: CONCLUSIONS AND IMPLICATIONS

Leadership has been defined in terms of individual traits, individual behaviour, influence over other people, interaction patterns, and perceptions by others regarding legitimacy.

Leadership as a Trait

From a trait perspective, leadership is conceived of as a person's influence on a group of other people. Trait research has focused on identifying the characteristics that distinguish leaders from followers and effective leaders from ineffective leaders.

Stodgill (cited in Baetz & House, 1979) identified intelligence, dominance, self-confidence, energy, and task-relevant knowledge as effective leader traits while Bennis (cited in Vandenberg et al., 1986) identified leader characteristics of communication, self-understanding, inspiring trust and maintaining commitment to the goal as important leader traits. In my thesis I found that self-confidence, a positive attitude, enthusiasm and drive, patience, personality, diplomacy, friendliness, fairness and being responsive were identified as being important characteristics of leaders as well as the qualities of communication and self-understanding. Leaders were expected

to have a sense of organization and broad knowledge and skills relevant to the task at hand. Communication skills included the ability to communicate -- to listen and to speak; the willingness to listen; good communication skills; good listening skills; and good skills at public speaking. Also stressed was empathetic listening (i.e., understanding and listening that Covey calls "psychological air") (Covey, 1989).

Women listen more than men (Shakeshaft, 1989). As my survey population is comprised of 80% women, this probably accounts for the frequent mention of this form of communication. Repeating this study with other groups would add insight into this finding.

Vandenberg et al. (1987) found that leadership implied certain characteristics including traits, skills and abilities. They list perceptivity (empathy), self-confidence, self-understanding, a desire to lead, flexibility, competence in leadership, and competence in the tasks to be accomplished as critical for leadership. This study confirms the findings of Vandenberg et al. (1987) that leadership as a trait implied characteristics that included traits, skills and abilities.

Leadership as Behaviour

From a behavioural perspective, leadership is a core set of behaviours that enable a leader to influence the behaviour of others. Behaviour research has attempted to identify the most effective set of leader behaviours, either by styles of decision-making -- authoritarian, democratic, and laissez faire, or categories of behaviour -- consideration and caretaking structure. In my research, I found that these broad ranges of categories encompassed a wide range of more specific behaviours that varied from circumstance to circumstance. This range of behaviours included planning and building teams, listening to others, openness to and understanding of change, communicating effectively, directing projects, managing meetings, relationships with followers, managing conflict, decision participation, development of members, and evaluation of events (see Figures 9, 10, 11 and 12). Within these behaviour types is a more detailed description of behaviour that focusses on the leaders' efforts to facilitate an end result. For example, the leaders' efforts to plan and build teams includes obtaining commitments from the group, getting involved with the group, learning to share with others, a willingness to help, group goals, doing "dirty" jobs along with non-executive members, and smiling a lot when getting your group going on a project. The categories in my

research are similar to the work done by Vandenberg, Thullen and Fear (1987) and by Yukl (1989). Role modelling and apprenticeship were mentioned as an informal method of providing required training and learning for people as they worked within an organization.

Leadership as Situational

Situational-Contingency Theories are based on the premise that effective leadership depends on the fit between leader traits/behaviours and contextual variables. The general situational-contingency perspective defines leadership as a variable set of traits or behaviours, determined by the circumstances of each situation, that enable a leader to influence the behaviour of others.

Path-Goal Theory focuses on motivation, and recommends that to increase it, the leader should provide the support, guidance, and rewards not inherent in the situation. My research indicated that directing projects or activities was mentioned as one of the top qualities of a leader. Within this category, specific types of leader behaviour stated were providing vision and direction, cultivating support, providing motivation, providing delegation, providing implementation and clarification/coordination of work to groups.

Normative-Decision Theory prescribes how leaders should

make decisions, given specific situational variables -- its quality, its acceptance of and support of followers, and the time required to make it. The style of decision making ranges from autocratic to consultative to group or participative. Shared decision making was a common theme in my research. Participative decision making seems to be more important than this model recognizes.

Because of the gender bias (80% of the participants were female) of the survey, the participative decision-making style found in this study confirms research findings that female decision-making styles are more democratic and participatory than men (Shakeshaft, 1989).

Situational Leadership is based on the premise that the most effective style depends on followers' task maturity level, where effectiveness is defined in terms of increased productivity. According to this theory, a directive leadership style is most appropriate when followers lack either the ability or confidence to achieve their goals. Conversely, leaders should decrease directive, task-oriented behaviours as followers' ability and confidence increase. Comments from surveys made no direct reference to either the maturity level of the followers or a task relationship/task behaviour leadership style. While leaders were expected to provide vision and clarification of work, indirect means not related to leader behaviours were mentioned as factors contributing to follower task maturity. These factors

included apprenticeship, records left on-the-job, attending meetings, educational experiences, skills acquired on the job, such as managing meetings and projects, and developing good work habits. In other words, leadership style was only one variable influencing a follower's task maturity.

Leadership as Related to Followers

Vandenberg, Thullen and Fear (1987) posit that five major follower variables are important in the process of leadership development. These variables include perceptions of leadership, motivation, ability, satisfaction, and confidence. They maintain that a leader's task is to increase the level of follower satisfaction in at least four of the five variables mentioned. One of the themes throughout my research was the participants' acknowledgement of needing to know the background knowledge of human behaviour and understanding the interest of the followers with whom they were working. Understanding the motivation of the followers was an important concept that participants recognized. The survey also showed that it was important for participants to understand the followers' beliefs about what constitutes good leadership in general and also in specific situations. This concept was evident in several comments participants made about follower expectations for leadership.

The specific situation and comments included: areas of managing meetings where knowledge of parliamentary procedure and conducting a meeting were expected; shared decision making with its norm of listening and involving everyone; listening to others that was a common theme in all situations; planning and building teams where working with other people was the norm; evaluation of programs, which involved written documentation and was a group-conducted event; and understanding and preparing for change that was a common theme. It appeared that followers had different expectations for leader behaviour depending on the situation.

Also important was the need for leaders to analyze followers' ability and to engage followers in learning experiences. This involved recognizing and developing the potential of individuals for the benefit of the group and fitting the needs of the group with the ability of its members. This was indicated in comments that stressed that leaders must know who was best qualified, recruit dedicated and reliable helpers, serve an apprenticeship for a year prior to taking on the responsibility, delegate a new person to a team that has already experienced a particular activity, and negotiate responsibilities with the followers. The leadership strategy varies, then, from one situation to another depending on the follower's ability, motivation, confidence and perception of leadership.

The transactional perspective in leadership literature refers to the influence exerted in leadership situations as a reciprocal exchange between leaders and followers. That is, leaders and followers mutually influence and respond to each other in an exchange process.

The mutuality of the leaders and the followers in the transactional leadership theory is highlighted in the constant mention of the importance of communicating effectively through listening, listening with empathy, and speaking in public. From the follower's perspective, loyalty, commitment and assistance are ranked as being important and this is indicated by comments such as "knowing your group is behind you one hundred percent," "others are willing to have you as a leader," and "ability to have the membership's support." From the leader's perspective, the leader must understand and conform to followers' perceptions about norms and expectations for leadership. Leaders give followers responsibility, influence, and input into decision making. Comments such as "let people decide for themselves" indicate input into the decision-making process and responsibility. The need for responsibility and influence is further exemplified by such comments as "encourage people to get involved," "everyone can do some jobs," and "can't accomplish anything alone."

The attributional theory of leadership states that each individual has certain conceptions about leadership and

certain expectations about how effective leaders should behave. Each person has a set of beliefs about effective leaders (i.e., how followers conceive of "good" leadership, and followers' expectations for leadership). This theory was evident in comments throughout my research. Repeatedly, participants identified communication skills, self-confidence, enthusiasm, patience, humor, empathy, and task-relevant knowledge as highly valued aspects of a leader. Beliefs about leadership, however, ranged along a continuum of leadership skills as innate traits to the belief that leadership skills can be learned.

Individual expectations about leadership were clearly stated in terms of personal characteristics, communication skills, and task-relevant knowledge (see Table 8).

The process followers use in evaluating leaders highlights the influence of followers in determining leadership.

Attributional theory of leadership or implicit leadership theory (ILT) is double-edged. Individuals analyze others' behaviour and attribute leadership to those who measure up to their ILT's. Leaders analyze followers' behaviours in order to gain and maintain leadership status. From the leader's perspective, the leader must understand and conform to followers' perceptions about norms and expectations for leadership. As well as understanding follower perceptions, the leader must understand leader

variables related to the property of self-understanding. This was stated in my research as a need to understand personal strengths and weaknesses, "being able to assess your own strengths and weaknesses" and leaders' motives and feelings. If the motivation for leadership is at least somewhat altruistic, the leader has more likelihood of success. I found altruism mentioned as an expectation for leader behaviour, "not wanting all the glory", and "leave self-motives behind and think of the job at hand".

Conceptual Models of Leadership

The conceptual models that evolved as a result of my research integrate all theories of leadership - trait, behavioural, situation-contingency, transactional, and attributional - within an organizational context. This is similar to the framework for leadership developed by Yukl (1989).

Within the framework of leadership, my research supports the theoretical framework of leadership within voluntary organizations developed by Vandenberg, Thullen and Fear (1987). The theoretical framework consists of three major components: perception, property, and process. As a perception, leadership is the set of beliefs each group member holds regarding the behaviours and qualities characteristic of effective leaders. As a property,

leadership represents the qualities attributed by group members to persons perceived as effectively (or potentially) influencing the goal achievement process. As a process, leadership involves the use of noncoercive influence to facilitate group accomplishment of valued goals.

Leadership can be an interrelationship among those properties and along three dimensions: perception, process and property. This definition is identical to one developed by Fear, Thullen and Vandenberg (July, 1987).

The conceptual models I developed (see Figures 9, 10, 11, and 12) relate leader traits and skills, leadership behaviour and situational variables within an organizational context.

Implications for Practice in Extension

The linkages perspective inter-relating the dimensions of perception, process and property is an integration of selected concepts from different leadership perspectives into a single framework. Fear et al. (July, 1987) discovered that community leadership development practitioners prefer concepts about leadership that pertain to a select set of literature-based leadership perspectives. They concluded that there is evidence to support the need to include selected concepts from an array of leadership perspectives.

Based on the results of my research, I believe several actions seem appropriate. Currently-used teaching materials for leadership development should be evaluated to see if they include concepts from preferred theoretical leadership perspectives. Theoretical concepts on leadership need to be transmitted to extension practitioners involved in leadership development.

It is important to differentiate between leadership, leadership development and leadership development education. Leadership consists of three major components - perception, property and process. Leadership development is the educational process through which one acquires the ability to influence and facilitate the ideas and actions of others, and leadership development education consists of the teaching of specific skills and knowledge that is factual information and procedure (M. Chris Paxson, 1989).

It is important to establish procedures for leadership development education in teaching resources, methodologies and beliefs, and to describe a change in terms of the adjustment needed in each dimension (Millar and Sellar, 1985). In addition, extension staff should recognize that they, themselves, play leadership roles in the community and if they are to be effective, they need to know more about the complexities and dynamics of leadership in order to improve their own skills and their performance (Vandenberg, Thullen and Fear, July 1987).

Developing leadership among extension clientele has focused on emphasizing competencies that focus on "doing" over "understanding." The doing concepts entail a behavioural change and the understanding concepts entail increased comprehension. The comprehension concept in my research included a need to identify and clarify and teach values, a need to understand change, a need to understand and develop personally and a need to develop followers. Therefore, there is a shift needed in teaching skills in Extension education practices related to comprehension of concepts in addition to concepts related to behavioural change.

Extension education practices need to focus on leadership development education in two areas: subject matter (curriculum development) and instructional methods.

Subject matter needs to focus on the cognitive (teaching factual knowledge about leadership), psychomotor (teaching students to do leadership by seeking changes in behaviour) and affective (change in feelings about leadership) domains of learning.

According to Kolb (1984), the entire learning process includes a series of cognitive or learning activities which all contribute to overall learning. The strengths of the formal educational program are recognized as a vehicle for learning leadership theory and testing the theory in new situations. The formal educational experience needs to

recognize the role of experience that adults bring to a program on leadership and needs to acknowledge the learner and his/her experience as a partner in the learning experience.

I believe it is important to acknowledge the role of experience (e.g., volunteer work, paid employment, parenthood) in learning and to use the process of experiential learning developed by Kolb (1984) as part of the teaching strategy. Kolb posits that learning is cyclical and that for fully integrated learning (i.e., change) to occur, individuals must proceed around the circle of learning activities - concrete experience, to observations and reflections, to formulation of abstract concepts and generalizations, to testing implications of concepts in new situations.

Teaching strategies that participants mentioned as being most helpful included experiences from paid and volunteer work (on-the-job learning), consultants, role playing, guest speakers, study groups, reading literature, skits, mini-exams, and roundtable discussions (networking).

As developers of leadership education programs, extension practitioners might consider Fox's (1983) conceptual model for thinking about the process of teaching and learning. Four basic theories of teaching emerge, each identified by verbs commonly used, subject matter, role of student, role of teacher, standard teaching methods, ways to

monitor progress, explanation for failure - teacher's view, explanation for failure - student's view, and attitude to training (see Appendix D). In terms of Fox's model, the travelling or growing theory has relevancy for instructional method. There the emphasis is on the activities of the client and the contributions he/she makes to his/her own learning. The term is used to describe activities such as simulations, role-play activities and games in which clients learn by experiencing particular kinds of situations or encounters. This approach to teaching echoes what clients are saying about educational efforts that involve role-playing, guest speakers, and sharing of experiences from paid and volunteer work settings. Thus the client is viewed as a contributing partner in his/her own learning.

Leadership development programs should involve a holistic approach to learning (Vandenberg, Fear, Thullen & Williams, 1985; Gregory & Britt, 1987). In programs where the participants learn "about" leadership as well as "how-to-do" leadership, significant change in the participants is more likely to result.

Leadership Concepts and Leadership Development Education

Several leadership concepts emerged as common themes across all the concept maps (see Figures 1, 2, 3 and 4). These themes relate to the perspectives on leadership

mentioned earlier. The trait approach to leadership, meaning inherent personality characteristics and skills or abilities, is consistently mentioned across all maps. In terms of behavioural approaches to leadership, specific leader behaviours and styles are a consistent theme across all maps and are specific in terms of knowledge (e.g., organizational development, working with people, understanding change), attitude (e.g., openness to change, learning climate for developing followers), skills (e.g., planning and building teams, managing meetings, project management, developing members, role models), and attitude (e.g., values, beliefs, philosophies, codes of ethics, sense of altruism).

Situational Contingency Theories are represented also. Contingency theory emphasizes the importance of the leader's situational self-analysis. Knowing one's strengths and weaknesses can help a leader avoid difficult situations or devise ways of handling them. The need for a leader to analyze his/her self was mentioned as one of the methods of developing leader qualities in the concept map of the same name, and was ranked ninth and fifth in terms of leadership development skills for personal leadership development and for development in a leadership education program (see Tables 19 and 20).

Normative Decision Theory emphasized the importance of understanding and using different decision-making styles.

The theory's specification that the autocratic style is the least time-consuming and therefore most efficient did not find support in my research. Shared decision making was a common theme and I wonder if this is due to the voluntary/not-for-profit nature of the organization I was surveying, where time is not as crucial and productivity is not always the primary goal, or be due to the gender skewing in the sample.

Situational leadership emphasizes the importance of follower analysis and leader style flexibility. Style flexibility implies the ability to exercise a variety of leadership styles according to follower needs. I found that leader style changed according to the situation question in each concept map and was implied indirectly by statements referring to leader behaviours (e.g., Figure 2 listening to others/communicating effectively/role models selected through observing and listening to others/decision making and evaluation; Figure 3 planning and building teams/leader relationships with members of the organization/apprenticeship/tenure/succession/developing members; Figure 4 openness to change/understanding social change/apprenticeship/understanding change).

The transactional approach to leadership focusses on the mutual exchange of influence between leaders and followers. Leaders must earn the support and participation of followers. The key qualities of trust and competence are

critical to leadership emergence and legitimization. My research found that task-relevant knowledge was an important quality for a leader, as was "responsible -get the job done and not be reminded."

My research found that all leadership perspectives were operating within an organization framework. I recommend that practitioners use an eclectic approach to applying leadership concepts.

This eclectic approach would pertain to leadership development training from a practice-driven to a research-driven specialty. Curriculum would focus on a holistic approach, whereby leadership scenarios would draw from all the leadership theory perspectives. Practitioners would be expected to be familiar with current theories of leadership and principles of leadership from each theory.

In terms of concepts to be developed in leadership development education programs, consistent concepts that emerged in the data were communicating effectively (listening and speaking), forming and working with groups, developing followers, managing meetings, and understanding financial matters. Each of the concept maps relates to cognitive, behavioural, and attitudinal concepts in education. The concept maps imply for the educator both the subject matter to teach and the framework and the curriculum from which to draw. The inclusion of leadership characteristics, principles, and skills is characteristic of

good leadership development programs (Gregory and Britt, 1987). The leadership education concepts of communication, and of forming and working with groups, are consistent with the findings of the Community Family Leadership Evaluation Project (Feeney and Millar, 1989).

Several topic areas emerged from my research that need to be considered for exploration in leadership development education programs - the ethics of leadership program planning and evaluation, understanding change and how new ideas are adopted, time and work management, organizational rules, policies, goals, mission statements. The latter topics relating to operating or operational procedures of an organization are often viewed as the more objective characteristics of an organization but need acknowledging as a cultural artifact that helps to shape reality within an organization (Morgan, 1986).

A shared sense of reality and a shared understanding of rules, policies, goals, and mission statements tend to build cohesive groups. These rules and policies communicate central values around which an organization is built.

New concepts emerged: the values, beliefs, and philosophies that each individual had about the qualities of leadership; the ethics of leadership; servant leadership; modelling behaviour and choosing a role model for developing leader behaviour; a glimpse into the types of learning that occur within an organization in an informal manner; the

acknowledgement of parenthood; paid and other volunteer work experience; formal educational experience in developing leadership.

A common theme in my study was leadership practice enriched in terms of values. The assumptions underlying traditional leadership theory (the separation of self from leadership) were not evident. Basic values and the connectedness to others within the volunteer setting and outside the volunteer setting were the operating norms. The sources of leadership practice originated from personal expertise, knowledge of the craft, and moral authority in the form of obligations and duties derived from shared values and ideals. If this professional and moral authority for leadership is the emerging leadership paradigm, this area needs to be studied with other groups. Servant leadership, defined as being near the centre of power but not the authority, was an emerging theme. What roles does a servant leader play? What life events foster a servant leader?

These concepts were not found in my literature review. I conclude that these concepts are emerging within this group I surveyed. Further research with other organizations via a duplication of the study may support my data.

Implications for Further Research

I believe that the information generated from this study will be useful as a data base for further research into attitudes about leadership development education.

Role models and role modelling was mentioned as one way in which people learned how to become leaders. I believe this has implication for further research. What are the attributional processes of effective leaders? What qualities do effective leaders have? How long are leaders observed by someone before a decision is made to use this person as a role model? What are the factors and the processes involved in this decision? At what point in the person's history with an organization does an individual select a leadership role model and by what means? Does an individual have a series of role models from which to select reflecting his/her particular stage of leadership development? All of these questions require further research.

This research could be carried out in a variety of methods by field interviews, by survey or by observation of people viewed as leaders and followers within an organizational setting. It would be helpful to follow up this study with an in-depth interview of eight to twelve people viewed as leaders within an organizational setting.

Are some components of leadership development education

generic and sequential, and are some components specific by gender and by position or role in an organization?

Repeating this study with other volunteer organizations focussing on gender and position or role in the organization may add information to this topic.

Listening skills, cooperative planning strategies, shared decision making, developing and supporting followers, receptivity to variant views and inclusiveness were common themes running through my results. These skills are usually associated with feminine rhetoric (Baird & Bradley, 1979; Hyman, 1980; Pearson, 1981; and Shakeshaft, 1989). How many of these traits are "feminine" or propose an alternate value system?

The concept of planning for succession either through apprenticeship, role modelling or records left "on site" suggests an inter-connectedness view of the job more in line with "educational leader" (Shakeshaft, 1989) that reflects a gender difference between men and women.

Parenthood and paid or volunteer work were cited as sources of leadership practice. Parenthood and volunteer work are forms of work to be of service to people. Is this form of motivation perspective defined by gender?

The people-oriented approach towards needing knowledge of human behaviour and understanding the interest of the followers with whom they were working reflect a management style that is more female than male (Shakeshaft, 1989). I

believe this study opens up questions that need to be explored from this perspective.

Is the definition of leadership and the process of leadership development the same or different in voluntary and non voluntary organizations? Traditionally, the definition of leadership has been bounded by formal organization settings where leadership is described in terms of the ability to influence. What are the definitions for leadership in a community-based setting where the volunteer leader is defined as "one who does his (sic) job because of his (sic) desire to be of service to his (sic) group and because the group has, at least temporarily, expressed confidence in him (sic)" (Vandenberg et al., 1985).

In the framework of leadership within voluntary organizations developed by Vandenberg, Thullen, and Fear (1987), what set of beliefs do followers in other groups have regarding qualities characteristic of effective leaders? What form of noncoercive influence do group leaders use to facilitate group accomplishment of valued goals?

While this study looked at a common definition of leadership development education among this group of stakeholders, it did not address any differences or similarities as a function of gender, age, education or previous experience with leadership programs. A cross-tab analysis of these variables may generate new information and

certainly could be a source for short articles.

Similarly, the apparent silence of the participants to be involved via written comments to some of the questions invites further exploration. It would be useful to investigate those missing participants' answers as a function of age, gender, education and previous experience with leadership programs.

Conclusion

This study offers three recommendations to improve Extension's leadership effort:

1. Clarify the definition of leadership among various stakeholders. This study supports the linkages perspective of leadership within voluntary organizations developed by Vandenberg, Thullen and Fear (1987). This linkage perspective consists of three major components: perception, property and process.

Differentiate between leadership, leadership development and leadership development education.

2. Theoretical concepts on leadership need to be transmitted to extension practitioners involved in leadership development.

Currently used teaching materials for leadership materials for leadership development should be evaluated to see if they include concepts from

preferred theoretical leadership perspectives.

Establish procedures for leadership development education in teaching resources, methodologies and beliefs and describe a change in terms of the adjustment needed in each dimension.

Establish procedures to encourage commitment to the meaning and practice of leadership development and leadership development education among extension practitioners.

3. Strengthen the research and knowledge base of leadership by identifying and processing applied research interests.

Establish a baseline for definitions of leadership among various stakeholders of leadership development education programs associated with the Ministry of Agriculture and Food.

The mission statement of the Rural Organizations and Services Branch is "to increase the leadership skills and knowledge of rural people, enabling them to develop themselves, their organizations, and communities" (Rural Organizations and Services Branch, 1990, see Appendix A).

I hope that this survey will foster greater understanding of attitudes to leadership development education from one client group served by the Ontario Ministry of Agriculture and Food, and will foster the development of leadership development programs in concert

with the information found in my research.

The study has identified the existence of several theories of leadership development in use within a volunteer setting. An emerging theory, that of the spiritual/moral dimension of leadership, is a new development. This heart of leadership, based on values and beliefs, the foundation of his/her reality, has implications for leadership development practice. As practitioners in leadership, extension educators need to focus on the moral, cognitive, behavioral, and attitudinal aspects of leadership and need to develop an education program within this framework.

Further research into leadership development practice with client groups will provide greater benefits regarding increased understanding and improved practice of leadership skills.

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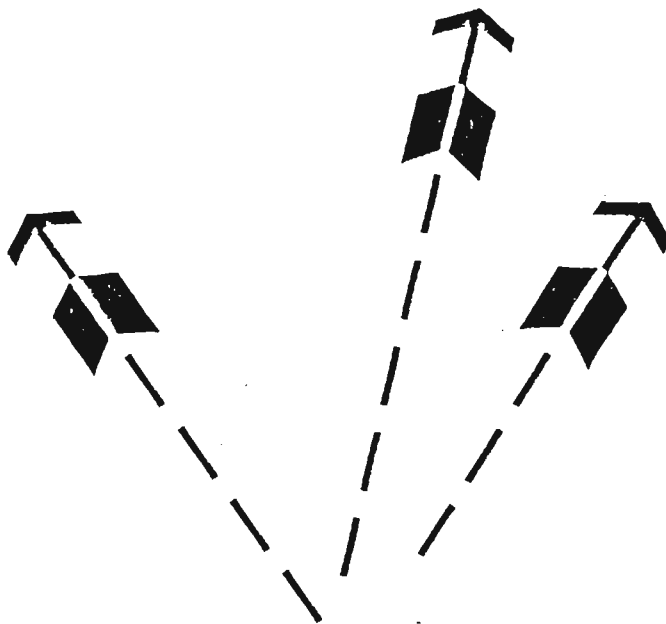
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Appendix A

**Rural Leadership: A Resource for the
Future Strategies Plan 1990-1993.**

RURAL LEADERSHIP *A resource for the future*

S T R A T E G I C P L A N 1 9 9 0 - 1 9 9 3



Ontario

Ministry of
Agriculture
and Food

RURAL ORGANIZATIONS AND SERVICES BRANCH

T TAXONOMY OF LEADERSHIP SKILLS AND KNOWLEDGE

• PERSONAL DEVELOPMENT

- **Communicating Effectively**
 - Understanding Communication Methods
 - Active Listening Skills
 - Being Assertive
- **Understanding & Developing Oneself**
 - Identifying & Clarifying Values
 - Assessing Degree of Self-Confidence
 - Relating to People with Varying Lifestyles
- **Managing Meetings**
 - Arranging Facilities & Equipment
 - Planning Agendas
 - Using Parliamentary Procedure
- **Understanding Leadership**
 - Understanding Leadership Styles and Roles
 - Applying situational Leadership
- **Facilitating Learning**
 - Maintaining Learner Interest & Enthusiasm
 - Managing Learning Environment
 - Designing Learning Problems

• ORGANIZATIONAL DEVELOPMENT

- **Forming & Working With Groups**
 - Recruiting
 - Building Teams
 - Identifying Responsibilities
 - Recognized Individual Needs
- **Planning & Mobilizing for Group Action**
 - Identifying Key Decision Makers
 - Understanding Power Structures
 - Developing Public Support
 - Influencing Policy
- **Managing Projects & Activities**
 - Setting Goals & Priorities
 - Allocating Financial Resources
 - Budgeting and Record Keeping
 - Understanding Financial Statements
- **Volunteer Management**
 - Recruiting Volunteers
 - Motivating Volunteers
 - Recognizing Volunteer Efforts
 - Developing and Using Job Descriptions
 - Record Keeping
 - Staff/Volunteer Interaction

• COMMUNITY DEVELOPMENT

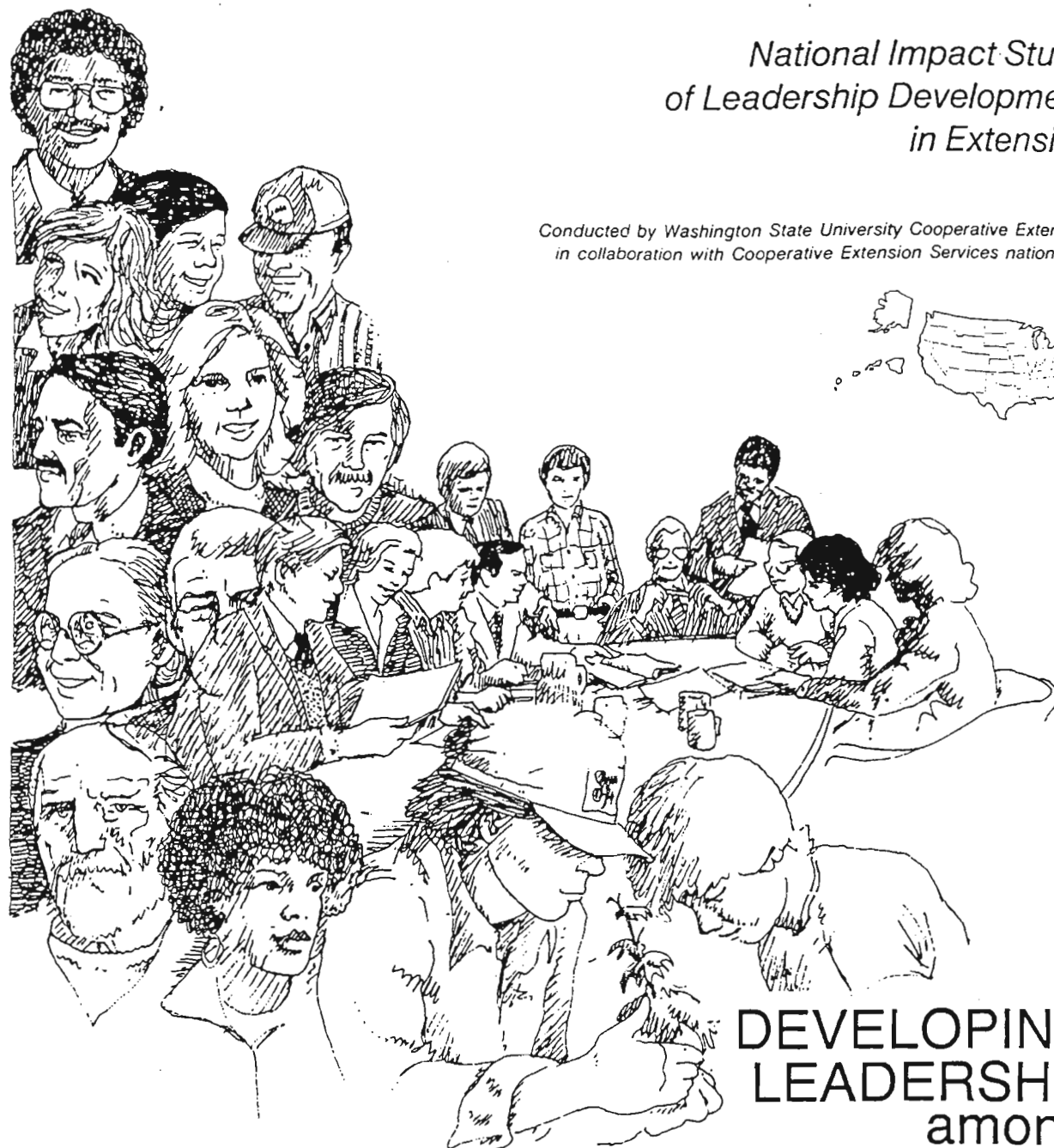
- **Understanding Society**
 - Awareness of Institutions & Agencies
 - Understanding roles of Governments
 - Interpreting Economic & Social Data
 - Understanding Social Problems
- **Understanding Societal Change**
 - Understanding Change & Reaction to Change
 - Understanding How New Ideas are Adopted
- **Responding to Community Concerns**
 - Identifying & Analyzing Community Issues
 - Estimating Future Alternatives
 - Applying Problem Solving Techniques
 - Building Commitment & Stimulating Energy
 - Building Coalitions & Consensus
- **Influencing Community Decision**
 - Lobbying
 - Influencing Public Opinion

Appendix B

**National Impact Study of
Leadership Development in Extension.**

*National Impact Study
of Leadership Development
in Extension*

*Conducted by Washington State University Cooperative Extension
in collaboration with Cooperative Extension Services nationwide*



**DEVELOPING
LEADERSHIP
among
EXTENSION
CLIENTELE**

SOME THINGS TO CONSIDER

Leadership development is viewed very broadly in this study. When you are asked about developing leadership skills of Extension clientele, please think about all of your work that may range from informally advising individuals to more formal group instruction.

Please refer only to work done in calendar year 1985—with persons not paid by Extension.

While your work may affect many persons indirectly, only refer to work with clientele whom you directly reached.

On questions asking for estimates you need **not** consult records; your best estimate is fine. Also, you may want to clarify your response to some questions. If so, use the margins or back cover for that purpose.

YOUR WORK RELATED TO LEADERSHIP DEVELOPMENT

- Q-1 Some people teach subject matter such as livestock or household management as their specialty area, and at the same time seek to develop leadership skills. For example, participants in a livestock project may develop a better understanding of policy issues in marketing so that they can speak more effectively on the issues. Did you in any way seek to develop the leadership skills of Extension clientele when you taught subject matter in 1985? (Circle the number of your answer)

- 1 YES
- 2 NO
- 3 I DID NOT TEACH SUBJECT MATTER TO EXTENSION CLIENTELE

→ (If NO) In your opinion, did your work with Extension clientele in 1985 result in the development of leadership skills as an unintended effect? (Circle the number of your answer)

- 1 YES
- 2 NO

Q-2 In 1985, did you work directly with volunteers who were expected to teach others, such as 4-H Club leaders, Master Gardener volunteers or Extension Homemakers? (Circle the number of your answer)

- 1 YES
- 2 NO

→ (If YES) In your work with volunteer educators, did you seek to develop their leadership skills?

- 1 YES
- 2 NO

Q-3 In 1985, did you in any way advise or teach Extension clientele with the intent that they take on more responsibilities in organizations, associations or other types of groups? For example, an agent may encourage someone to help organize the county fair or solve a community problem, and then advise the person once he/she has assumed the responsibility.

- 1 YES
- 2 NO

→ (If YES) Did you also seek to develop their leadership skills while advising or teaching them?

- 1 YES
- 2 NO

Q-4 In 1985, did you teach subject matter from a specific discipline such as agronomy, nutrition or psychology with the intent that the Extension clientele involved become leaders in their respective areas of work or interest?

- 1 YES
- 2 NO

→ (If YES) Did you also seek to develop their leadership skills while teaching subject matter from a specific discipline?

- 1 YES
- 2 NO

Q-5 In 1985, did you teach Extension clientele how to advise or teach other persons? For example, an agent may advise a farmer who has a demonstration plot on his/her farm with the intent that he/she can then better advise or teach someone else about the technique being demonstrated.

- 1 YES
- 2 NO

→ (If YES) Did you also seek to develop their leadership skills while teaching clientele how to advise or teach others?

- 1 YES
- 2 NO

LEADERSHIP SKILLS YOU SOUGHT TO DEVELOP

Question 6 asks you to consider some types of leadership skills you may have sought to develop among Extension clientele. Q-7 provides space for you to list additional skills that may have been omitted in Q-6.

Q-6 About how often did you seek to develop the following types of leadership skills, knowledge, attitudes, and values in your work with Extension clientele during 1985—at least once a week; once a month, once every few months, once that year, or not at all?

TYPES OF LEADERSHIP SKILLS	Circle one answer for each type of skill				
	A WEEK	A MONTH	EVERY FEW MONTHS	THAT YEAR	NOT AT ALL
a. Forming and working with groups (e.g., recruiting, building teams, identifying responsibilities)	WEEK	MONTH	MONTHS	YEAR	NOT
b. Managing meetings (e.g., arranging facilities and equipment, building an agenda, using parliamentary procedure)	WEEK	MONTH	MONTHS	YEAR	NOT
c. Solving problems (e.g., evaluating alternatives, estimating future impacts, building agreement or consensus)	WEEK	MONTH	MONTHS	YEAR	NOT
d. Planning for group action (e.g., recognizing diverse needs, identifying key decision makers, understanding power structures)	WEEK	MONTH	MONTHS	YEAR	NOT
e. Mobilizing for group action (e.g., developing broad-based support, obtaining commitments to action, influencing public policy)	WEEK	MONTH	MONTHS	YEAR	NOT
f. Understanding leadership (e.g., understanding leadership roles and styles, adapting leadership styles to situations)	WEEK	MONTH	MONTHS	YEAR	NOT
g. Developing proficiency in teaching (e.g., maintaining learner interest and enthusiasm, managing learning environments)	WEEK	MONTH	MONTHS	YEAR	NOT

TYPES OF LEADERSHIP SKILLS	Circle one answer for each type of skill				
	AT LEAST ONCE . . .				
	A WEEK	A MONTH	EVERY FEW MONTHS	THAT YEAR	NOT AT ALL
h. Communicating effectively (e.g., understanding communication styles, listening, being assertive, speaking in public)	↓ WEEK	↓ MONTH	↓ MONTHS	↓ YEAR	↓ NOT
i. Understanding and developing oneself (e.g., identifying and clarifying values, assessing degree of self-confidence, relating to people with different lifestyles)	WEEK	MONTH	MONTHS	YEAR	NOT
j. Understanding society (e.g., learning about society's institutions; interpreting economic and social data, understanding social problems)	WEEK	MONTH	MONTHS	YEAR	NOT
k. Directing projects or activities (e.g., setting goals and priorities, managing human resources, measuring performance)	WEEK	MONTH	MONTHS	YEAR	NOT
l. Understanding financial matters (e.g., allocating financial resources, budgeting and record-keeping, understanding financial statements)	WEEK	MONTH	MONTHS	YEAR	NOT
m. Understanding social change (e.g., understanding change and its effects, understanding how new ideas are adopted)	WEEK	MONTH	MONTHS	YEAR	NOT

Q-7 In 1985, did you advise or teach clientele about any types of leadership skills which are not listed in Q-6? If so, please list them in the space provided. If not, write in the word "No."

IF YOU ANSWERED "NOT AT ALL" TO ALL PARTS OF Q-6 AND "NO" TO Q-7, PLEASE SKIP TO Q-34 ON PAGE 15

Q-8 In 1985, about how often did you use the educational methods listed below when seeking to develop the leadership skills of Extension clientele referred to in Q-6 and Q-7?

EDUCATIONAL METHODS	Circle one answer for each method				
	A WEEK	A MONTH	EVERY FEW MONTHS	THAT YEAR	NOT AT ALL
a. Group Instruction —Conducting lectures, workshops, seminars, and other formal types of instruction about leadership skills	WEEK	MONTH	MONTHS	YEAR	NOT
b. Advising —Informally talking with, guiding, or coaching clientele about leadership skills	WEEK	MONTH	MONTHS	YEAR	NOT
c. Role Modeling —Demonstrating leadership skills for clientele to follow	WEEK	MONTH	MONTHS	YEAR	NOT
d. Providing Experience —Providing opportunities for clientele to develop leadership skills through practice (e.g., appointment to a lay advisory committee)	WEEK	MONTH	MONTHS	YEAR	NOT
Any other methods? (Please specify)					
e. _____	WEEK	MONTH	MONTHS	YEAR	NOT
f. _____	WEEK	MONTH	MONTHS	YEAR	NOT

Q-9 Please consider all of your work in developing the leadership skills of Extension clientele during 1985. What percentage of your total Extension work time does this effort represent?

_____ PERCENTAGE OF YOUR TOTAL EXTENSION WORK TIME

Q-10 Compared to the previous three years, how much time would you say that you devoted to developing the leadership skills of Extension clientele during calendar year 1985? (Circle the number of your answer)

- 1 MORE TIME IN 1985
- 2 ABOUT THE SAME TIME
- 3 LESS TIME IN 1985
- 4 I HAVE WORKED WITH EXTENSION CLIENTELE FOR LESS THAN 4 YEARS

Q-11 In your opinion, how important is developing the leadership skills of Extension clientele relative to teaching other subject matter?

- 1 LEADERSHIP DEVELOPMENT IS MUCH LESS IMPORTANT
- 2 LEADERSHIP DEVELOPMENT IS LESS IMPORTANT
- 3 LEADERSHIP DEVELOPMENT IS EQUALLY IMPORTANT
- 4 LEADERSHIP DEVELOPMENT IS MORE IMPORTANT
- 5 LEADERSHIP DEVELOPMENT IS MUCH MORE IMPORTANT

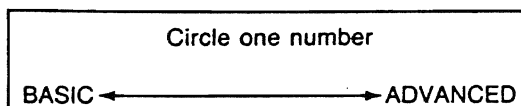
A REPRESENTATIVE EXAMPLE OF YOUR WORK

Q-12 In the space provided below, briefly describe an activity that best represents your work during 1985 in developing the leadership skills of Extension clientele. Please include the following types of information: the name or title of the activity (if any), its purpose, one or two leadership skills you sought to develop, and the method(s) used.

- a. Name or Title (if any)
- b. Purpose
- c. Leadership skill(s)
- d. Method(s)

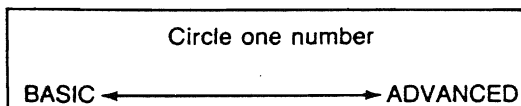
NOTE: When answering Q-13 to Q-21, please refer to the activity described in Q-12.

Q-13 What level of understanding of leadership concepts or issues did you seek to develop among clientele reached through the activity described in Q-12?



- 1 2 3 4 5 6 7

Q-14 What level of ability to perform leadership tasks did you seek to develop among clientele reached through the activity described in Q-12?



- 1 2 3 4 5 6 7

Q-15 Which of the following practices did you use in connection with the activity described in Q-12?

PRACTICES	Circle one answer for each practice	
a. Specified in advance what leadership skills clientele should acquire	YES	NO
b. Planned how clientele would acquire leadership skills	YES	NO
c. Used reference materials when planning leadership-development activities for clientele	YES	NO
d. Used reference materials when advising or teaching clientele about leadership skills	YES	NO
e. Systematically developed leadership skills with particular clientele over time	YES	NO
f. Evaluated my leadership-development efforts	YES	NO

Q-16 Please estimate the total number of clientele whose leadership skills you sought to develop in the activity described in Q-12.

_____ APPROXIMATE NUMBER OF CLIENTELE

Q-17 On the average, about how many times did you contact each client during 1985 when seeking to develop his or her leadership skills in the activity described in Q-12?

_____ AVERAGE NUMBER OF CONTACTS PER CLIENT

Q-18 On the average, about how long did each contact last in the activity described in Q-12? (Please answer in terms of hours)

_____ APPROXIMATE LENGTH OF EACH CONTACT (IN HOURS)

Q-19 Looking to the months and years ahead, as well as 1985, how long do or did you expect to remain in contact with clientele on the average while seeking to develop their leadership skills in the activity described in Q-12? (Please answer in number of months)

_____ TIME SPAN (EXPRESSED IN NUMBER OF MONTHS)

Q-20 Considering the total number of clientele reported in the example of your leadership-development work provided in Q-12 as 100%, please estimate the percent of persons reached having each of the following characteristics.

CLIENTELE CHARACTERISTICS

Percent of persons reached having each characteristic
--

a. Sex		
Female		_____ %
Male		_____ %
		TOTAL = 100%
b. Race or Origin		
Black		_____ %
White		_____ %
Asian or Pacific Islander		_____ %
American Indian, Eskimo or Aleut		_____ %
Spanish Origin, all races		_____ %
		TOTAL = 100%
c. Age		
0 to 14		_____ %
15 to 19		_____ %
20 to 34		_____ %
35 to 64		_____ %
Over 64		_____ %
		TOTAL = 100%
d. Household Income		
Under \$10,000		_____ %
\$10,000-34,999		_____ %
\$35,000-49,999		_____ %
\$50,000 and over		_____ %
		TOTAL = 100%
e. Leadership Status (stature in the community in organizations outside of Extension)		
Established adult and/or youth leaders		_____ %
Emerging leaders		_____ %
Other adults and/or youth		_____ %
		TOTAL = 100%

Q-21 Who selected the clientele whose leadership skills you sought to develop in the activity described in Q-12? (Circle all numbers that apply)

- 1 I SELECTED THEM
- 2 THEY SELECTED THEMSELVES
- 3 OTHER EXTENSION PERSONNEL SELECTED THEM
- 4 MEMBERS OF AN EXTENSION ADVISORY COMMITTEE SELECTED THEM
- 5 OTHER PERSONS OUTSIDE OF EXTENSION SELECTED THEM

REACHING CLIENTELE WITHIN ORGANIZATIONS

Please refer to all of your leadership development work during 1985 when answering the next questions.

Q-22 About how often did you work with any of the following types of organizations in developing the leadership skills of its members, officers, or employees during 1985?

TYPES OF ORGANIZATIONS	Circle one answer for each organization				
	A WEEK	A MONTH	EVERY FEW MONTHS	THAT YEAR	AT LEAST ONCE . . . NOT AT ALL
a. Local government bodies (e.g., city or county government, weed control board, county planning commission, school board)	↓ WEEK	↓ MONTH	↓ MONTHS	↓ YEAR	↓ NOT
b. State or regional government bodies (e.g., regional planning commission, state department of agriculture)	WEEK	MONTH	MONTHS	YEAR	NOT
c. Federal government bodies (e.g., Soil Conservation Service, U.S. Department of Health and Human Services)	WEEK	MONTH	MONTHS	YEAR	NOT
d. Farms, ranches, cooperatives, and agriculture-related businesses	WEEK	MONTH	MONTHS	YEAR	NOT
e. Nonagricultural businesses	WEEK	MONTH	MONTHS	YEAR	NOT
f. Economic interest groups, (e.g., garment workers union, National Farmers Organization, chamber of commerce, Grange, commodity or livestock associations and commissions, Farm Bureau)	WEEK	MONTH	MONTHS	YEAR	NOT

TYPES OF ORGANIZATIONS	Circle one answer for each type of skill				
	AT LEAST ONCE . . .				
	A WEEK	A MONTH	EVERY FEW MONTHS	THAT YEAR	NOT AT ALL
g. Community-service organizations, civic clubs and committees (e.g., Rotary, volunteer fire department, recreation committee)	WEEK	MONTH	MONTHS	YEAR	NOT
h. Religious organizations and charities (e.g., church or synagogue, local charity)	WEEK	MONTH	MONTHS	YEAR	NOT
i. Fraternal and social organizations (e.g., Eastern Star, Elks)	WEEK	MONTH	MONTHS	YEAR	NOT
Any other organizations? (Please specify)					
j. _____	WEEK	MONTH	MONTHS	YEAR	NOT
k. _____	WEEK	MONTH	MONTHS	YEAR	NOT

Q-23 Approximately how many Extension clientele did you directly reach through all of your leadership-development efforts during 1985? (Your best estimate is fine)

_____ TOTAL NUMBER OF CLIENTELE DIRECTLY REACHED

SUPPORT FOR YOUR LEADERSHIP DEVELOPMENT WORK

Q-24 During 1985, about how many organizations other than Cooperative Extension (including businesses, public agencies, foundations, etc.) co-sponsored, funded, or supported your leadership-development efforts with clientele? (If none, write in "0")

_____ NUMBER OF ORGANIZATIONS
 (If ONE OR MORE) What contributions were made? (Circle the numbers of all that apply)

- 1 PERMITTED USE OF THE ORGANIZATION'S NAME
- 2 FINANCIAL SUPPORT
- 3 STAFF TIME (e.g., speakers, support staff)
- 4 FACILITIES
- 5 EQUIPMENT
- 6 EDUCATIONAL MATERIALS
- Any other contributions? (Please specify)

7 _____

Q.5 In 1985, which of the following resources did your clientele contribute to your efforts at developing their leadership skills? (Circle all numbers that apply)

- 1 THEIR OWN LEARNING TIME AND RELATED TRAVEL COSTS
- 2 ADDITIONAL TIME (e.g., served on an advisory committee)
- 3 ADDITIONAL FUNDS (e.g., registration fee)
- 4 FACILITIES
- 5 EQUIPMENT
- 6 EDUCATIONAL MATERIALS
- 7 REFRESHMENTS

Any other resources contributed? (Please specify)

8 _____

9 _____

Q-26 During 1985, approximately how many resource persons who are not employed by Extension (e.g., a local attorney or health official) contributed to your leadership-development efforts? (If none, write in "0")

_____ NUMBER OF PERSONS

→ (If ONE OR MORE) What contributions did they make? (Circle all numbers that apply)

- 1 TAUGHT LEADERSHIP SKILLS
- 2 TAUGHT SUBJECT MATTER OTHER THAN LEADERSHIP
(e.g., agronomy, nutrition, or fire safety)
- 3 DONATED MONEY TO SUPPORT LEADERSHIP DEVELOPMENT
EFFORTS WITH CLIENTELE
- 4 SERVED ON ADVISORY BOARDS
- 5 PROVIDED FACILITIES OR EQUIPMENT
- 6 COORDINATED OR ORGANIZED EVENTS
- 7 PROVIDED CLERICAL ASSISTANCE

Any other contributions? (Please specify)

8 _____

Q-27 How useful were the following types or sources of support for your leadership-development work during 1985?

TYPES AND SOURCES OF SUPPORT	Circle one response for each type or source of support				
a. Leadership-development educational materials	NOT USEFUL	SOMEWHAT USEFUL	VERY USEFUL	DID NOT RECEIVE	DOES NOT APPLY
b. In-service courses in leadership development	NOT USEFUL	SOMEWHAT USEFUL	VERY USEFUL	DID NOT RECEIVE	DOES NOT APPLY
c. Financial assistance from Extension for leadership-development work with clientele	NOT USEFUL	SOMEWHAT USEFUL	VERY USEFUL	DID NOT RECEIVE	DOES NOT APPLY
d. Research-based information in the area of leadership development	NOT USEFUL	SOMEWHAT USEFUL	VERY USEFUL	DID NOT RECEIVE	DOES NOT APPLY
e. Agent help and/or encouragement for leadership-development work with clientele	NOT USEFUL	SOMEWHAT USEFUL	VERY USEFUL	DID NOT RECEIVE	DOES NOT APPLY
f. Specialist assistance with leadership-development work with clientele	NOT USEFUL	SOMEWHAT USEFUL	VERY USEFUL	DID NOT RECEIVE	DOES NOT APPLY
g. Encouragement from clientele for leadership-development work	NOT USEFUL	SOMEWHAT USEFUL	VERY USEFUL	DID NOT RECEIVE	DOES NOT APPLY
h. Counseling or encouragement from my supervisor(s) for conducting leadership-development work with clientele	NOT USEFUL	SOMEWHAT USEFUL	VERY USEFUL	DID NOT RECEIVE	DOES NOT APPLY
i. Encouragement from state program leaders for developing the leadership skills of clientele	NOT USEFUL	SOMEWHAT USEFUL	VERY USEFUL	DID NOT RECEIVE	DOES NOT APPLY
Any other types or sources of support? (Please specify)					
j. _____	NOT USEFUL	SOMEWHAT USEFUL	VERY USEFUL	DID NOT RECEIVE	DOES NOT APPLY
k. _____	NOT USEFUL	SOMEWHAT USEFUL	VERY USEFUL	DID NOT RECEIVE	DOES NOT APPLY

YOUR RESPONSIBILITIES FOR LEADERSHIP DEVELOPMENT

Q-28 Is developing the leadership skills of Extension clientele a primary or a secondary responsibility of yours?
(Circle the number of your answer)

- 1 PRIMARY RESPONSIBILITY
- 2 SECONDARY RESPONSIBILITY
- 3 NOT A RESPONSIBILITY

Q-29 Does your immediate supervisor in Extension expect you to develop the leadership skills of Extension clientele?

- 1 YES
- 2 NO
- 3 DON'T KNOW

Q-30 Does your position description state that you should develop the leadership skills of Extension clientele?

- 1 YES
- 2 NO
- 3 DON'T KNOW
- 4 DON'T HAVE POSITION DESCRIPTION

Q-31 Does your plan of work call for developing the leadership skills of Extension clientele?

- 1 YES
- 2 NO
- 3 DON'T HAVE PLAN OF WORK

Q-32 To the best of your knowledge, are your leadership-development activities considered in connection with your annual performance appraisal?

- 1 DEFINITELY YES
- 2 PROBABLY YES
- 3 UNCERTAIN
- 4 PROBABLY NO
- 5 DEFINITELY NO
- 6 HAVE NOT RECEIVED AN ANNUAL PERFORMANCE APPRAISAL

Q-33 Overall, how well prepared are you for developing the leadership skills of your Extension clientele?

- 1 VERY WELL PREPARED
- 2 SOMEWHAT PREPARED
- 3 UNCERTAIN, DON'T KNOW
- 4 SOMEWHAT UNPREPARED
- 5 VERY UNPREPARED

YOUR SUPERVISORY RESPONSIBILITIES

Next, we would like to have you consider your work with persons under your supervision who are paid by Extension.

Q-34 Were you directly responsible for supervising the work of program-delivery personnel—paraprofessionals, agents or specialists—during 1985?

- 1 YES
 - 2 NO → Skip to Q-41
- (If YES) How many Extension program-delivery personnel were under your immediate supervision?

_____ NUMBER OF PERSONS

→ Of these, how many were expected to develop the leadership skills of clientele during 1985?

_____ NUMBER

Q-35 How many persons under your immediate supervision have extensive training or experience in the area of leadership development? (If none, write in "0")

_____ NUMBER

Q-36 What type of supervisory responsibilities in Extension do you have? (Circle all numbers that apply)

- 1 ACADEMIC DEPARTMENT CHAIR
- 2 DISTRICT SUPERVISOR (or the equivalent)
- 3 STATE PROGRAM LEADER (or the equivalent)
- 4 COUNTY EXTENSION DIRECTOR OR CHAIR
- 5 SUPERVISOR OF PARAPROFESSIONALS
- 6 STATE DIRECTOR or 1890 ADMINISTRATOR
- Any other? (Please specify)
- 7 _____

Q-37 In your opinion, how important is it for persons under your immediate supervision to develop the leadership skills of Extension clientele relative to teaching other subject matter? (Circle the number of your answer)

- 1 LEADERSHIP DEVELOPMENT IS MUCH LESS IMPORTANT
- 2 LEADERSHIP DEVELOPMENT IS LESS IMPORTANT
- 3 LEADERSHIP DEVELOPMENT IS EQUALLY IMPORTANT
- 4 LEADERSHIP DEVELOPMENT IS MORE IMPORTANT
- 5 LEADERSHIP DEVELOPMENT IS MUCH MORE IMPORTANT

Q-38 Have you, or the administrative unit you supervise, adopted any written statements about mission, goals, plans, or policies pertaining to developing the leadership skills of Extension clientele which apply to the personnel under your immediate supervision?

- 1 YES
- 2 NO

Q-39 Listed below are practices some Extension supervisors use to encourage personnel under their supervision to develop the leadership skills of clientele. How often did you use each practice during 1985?

PRACTICES TO ENCOURAGE LEADERSHIP DEVELOPMENT	Circle one answer for each practice			
	AT LEAST ONCE . . .			
	A MONTH	EVERY FEW MONTHS	THAT YEAR	NOT AT ALL
a. Counseled personnel on the importance of developing the leadership skills of clientele	MONTH	MONTHS	YEAR	NOT
b. Raised leadership development among clientele as a topic at staff meetings.	MONTH	MONTHS	YEAR	NOT
c. Included leadership development among clientele as a topic in orientation sessions for new personnel	MONTH	MONTHS	YEAR	NOT
d. Worked to assure that in-service courses in leadership development were available	MONTH	MONTHS	YEAR	NOT
e. Worked to assure that leadership-development specialists were available	MONTH	MONTHS	YEAR	NOT
f. Worked to assure that leadership-development-related educational materials were available	MONTH	MONTHS	YEAR	NOT
g. Provided or worked to provide financial assistance from Extension for leadership-development work	MONTH	MONTHS	YEAR	NOT

PRACTICES TO ENCOURAGE LEADERSHIP DEVELOPMENT	Circle one answer for each practice AT LEAST ONCE . . .			
	A MONTH	EVERY FEW MONTHS	THAT YEAR	NOT AT ALL
h. Supported the search for outside funding for leadership-development work among clientele	MONTH	MONTHS	YEAR	NOT
i. Urged personnel to include a leadership-development component in their plans of work	MONTH	MONTHS	YEAR	NOT
j. Placed a statement about leadership development in position descriptions	MONTH	MONTHS	YEAR	NOT
k. Considered leadership-development work among clientele in performance appraisals	MONTH	MONTHS	YEAR	NOT
l. Recognized staff accomplishments in leadership development through merit ratings, letters of recognition or pay raises	MONTH	MONTHS	YEAR	NOT

Q-40 To what extent do you agree or disagree with the following statements?

	Circle one answer for each statement				
	STRONGLY AGREE	AGREE	NEITHER	DIS-AGREE	STRONGLY DISAGREE
a. I find it necessary to encourage program-delivery personnel under my supervision to spend more time developing the leadership skills of Extension clientele					
b. I find it difficult to judge the quality of leadership-development work with Extension clientele					

ABOUT YOURSELF

Finally, we would like to ask a few questions about yourself to help with the statistical analysis.

Q-41 How many years have you been employed by Extension in any capacity?

_____ YEARS

Q-42 How many years have you been employed in your current position?

_____ YEARS

Q-43 How many hours per week do you usually work for Extension?

_____ HOURS

Q-44 What is your current position within Extension? (Circle all numbers that apply)

- 1 COUNTY AGENT (single county)
- 2 AREA AGENT (multi-county)
- 3 COUNTY CHAIR OR DIRECTOR
- 4 DISTRICT SUPERVISOR (or the equivalent)
- 5 STATE OR AREA SPECIALIST (or the equivalent)
- 6 ACADEMIC DEPARTMENT CHAIR
- 7 STATE PROGRAM LEADER (or the equivalent)
- 8 STATE DIRECTOR OR 1890 ADMINISTRATOR

Any other? (Please specify)

9 _____

Q-45 About what percent of your current responsibilities in Extension is allocated to each of the following program areas?

	Percent
Agriculture	_____ %
Natural Resources, Forestry and Marine Science	_____ %
Home Economics and Nutrition	_____ %
4-H/Youth Development	_____ %
Community Resource Development	_____ %
Staff Development	_____ %
Administration	_____ %
Any other? (Please specify) _____	_____ %
	TOTAL = 100%

Q-46 What is your highest level of educational attainment?

- 1 SOME HIGH SCHOOL OR LESS
- 2 HIGH SCHOOL DIPLOMA (or its equivalent—GED)
- 3 SOME COLLEGE
- 4 ASSOCIATE'S DEGREE
- 5 BACHELOR'S DEGREE
- 6 SOME GRADUATE OR PROFESSIONAL SCHOOL
- 7 MASTER'S DEGREE
- 8 MASTER'S PLUS COURSEWORK
- 9 DOCTORATE

Q-47 What was your major area of study for your highest level of educational attainment?

_____ MAJOR AREA OF STUDY

Q-48 Have you taken any courses (credit or noncredit) in leadership development?

- 1 YES, I have taken one or more **credit** courses
- 2 YES, I have taken one or more **noncredit** courses
- 3 YES, I have taken **both** credit and noncredit courses
- 4 I have **not** taken any courses in leadership development

Q-49 What is your present age?

_____ YEARS

Q-50 What is your sex?

- 1 FEMALE
- 2 MALE

Q-51 What is your ethnic or racial background?

- 1 BLACK
- 2 WHITE
- 3 ASIAN OR PACIFIC ISLANDER
- 4 AMERICAN INDIAN, ESKIMO OR ALEUT
- 5 SPANISH ORIGIN, ALL RACES

Any other? (Please specify)

6 _____

Q-52 How many organizations and associations do you belong to within the geographic area in which you work?

_____ NUMBER OF ORGANIZATIONS AND ASSOCIATIONS

(Please see back cover)

Is there anything else you would like to tell us about your work related to leadership development in Extension? If so, please use this space and additional sheets of paper, if necessary.

Thank you. Your contribution is greatly appreciated!

Please return this questionnaire to:

National Impact Study of
Leadership Development in Extension
Washington State University
Pullman, WA 99164-4006.

Appendix C

Leadership Taxonomy and Evaluation Matrix.

MERGING EVALUABILITY ASSESSMENT AND THE LEADERSHIP TAXONOMY AND EVALUATION MATRIX

STAKEHOLDERS	COMMUNITY/LEADERSHIP EDUCATION DEFINITION	COMMUNITY/LEADERSHIP EDUCATION NEED	IMPORTANT CONCEPTS	RESULT INDICATORS	FORM SUGGESTED
A. Those Who Provide Funds	Techniques Skills Players Public Issue	Inadequacies of Current Leaders Constant Change Need to Make Change Happen	Mobilizing Concepts Communication Developing Resources	Initiated Legislation Networking Grant (inc. \$'s)	Project Proposal Written Synopsis
B. Those Who Use Results	Skills Activities Participation Problem Solving	Focus on Rural Broaden View Capitalize on Volunteer	Understanding Styles Communication Developing Oneself	Persuasive, Encouraged Participa- tion Learned to Listen Identified Values, Set Goals, Managed Time	Project Brief Written or Audio Tape Success Story
C. Those Involved in Program Delivery	Working With Others Apply Knowledge to Community	Essential during Time of Change Create Broader Base of Leaders "Know How"	Communication Understanding Styles Forming Groups	Used Media Team Approach, Facilitator Role Consensus Building, Compromise	Newsletter Face-to- Face Video Tape
D. Those Who Provide Data	Empower to Participate in Community Issues	How to Make Change Happen Not "OJT"	Communication Forming Groups Social Change	Public Speak- ing improved, Writing News- letter Assigned Tasks, Supported Individuals Focused on Issue Priority, Changed Program to Address Need	Summary Outline Flyer Testimony

-34A-

5/88 MSF

(Source: Feeney, M., & Millar, P. (1989). The Community/Family Leadership Evaluation Project.

Appendix D

Personal Theories of Teaching -- Fox.

Personal Theories of Teaching

Summary Sheet	Transfer theory	Shaping theory	Travelling theory	Growing theory
Verbs commonly used	Convey, impart, implant, imbue, give, expound, transmit, put over, propound, tell.	Develop, mould, demonstrate, produce, instruct, conditions, prepare, direct (give orders)	Lead, point the way, guide, initiate, help, show, direct (show the way).	Cultivate, encourage, nurture, develop, foster, enable, help, bring out.
The subject matter	Commodity to be transferred, to fill a container.	Shaping tools, pattern, blue print.	Terrain to be explored. Vantage points.	Experiences to be incorporated into developing personality.
The student	Container to be filled.	Inert material (clay, wood, metal) to be shaped.	Explorer.	Developing personality, growing plants.
The teacher	Pump attendant, food processor, bar maid.	Skilled craftsman working on raw material or selecting and assembling components.	Experienced and expert travelling companion. Guide. Provider of travelling aids.	Resource provider. Gardener.
Standard teaching methods	Lectures, reading lists, duplicated notes.	Laboratory, workshop, practical instructions like recipes. Exercises with predictable outcomes.	Simulations, projects etc. Exercises with unpredictable outcomes. Discussions, independent learning.	Experimental methods similar to travelling theory but less structured and more spontaneous.
Monitoring progress	Measuring and sampling contents of vessel.	Checking size and shape of product.	Comparing notes with travelling companion.	Listening to reflections on personal development.
Explanation of failure -- teacher view.	Leaky vessels, small container.	Flawed, faulty raw material.	Blinkered vision, lack of stamina, Unadventurous, lethargic.	Poor start, inadequately prepared, no will to develop.
Explanation for failure -- students view	Poor transfer skills, poor aim.	Incompetent craftsman. Poor or missing blueprint.	Poor guides, poor equipment, too many restrictions on route.	Restricted diet, unsuitable food. Incompetent gardener.
Attitude to training	Need simple skills of transfer.	Need shaping to British Standard Teacher.	Need skills of expert guide as well as knowledge of terrain.	Need skills of diagnosing needs of individual plants.

From: "Personal Theories of Teaching" by Dennis Fox, 1983, Studies in Higher Education, 8.

Appendix E

Cover Letter and Survey.



Brock University

Faculty of
Education

St. Catharines, Ontario,
Canada L2S 3A1

Telephone (416) 688-5550
Fax (416) 685-4131

July 16, 1991

Norfolk County
Secretary
Sylvenus J. Culver
172 South Drive
Simcoe, Ontario
N3Y 1G6

The development of leadership skills is assumed to be an ongoing process. Leadership skills are one essential ingredient for the success of individuals, organizations and communities. However, no one really know what people like yourself think about leadership development education.

The Agricultural Society organization of which you are secretary is one of a small number of organizations in which people are being asked to give their opinion on these matters. Your organization was drawn from a list of organizations on file with the Rural Organizations and Services Branch, Ontario Ministry of Agriculture and Food.

In order that the results truly represent the thinking of the members of your organization, it is important that each questionnaire be completed and returned in the self-addressed envelope. Thus, we would like either you or someone in a leadership position in your organization to complete the questionnaire.

You may be assured of complete anonymity. The questionnaire has an identification number for mailing purposes only. This is so that we may check your name off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire.

The results of this research will be made available to staff of the Rural Organizations and Services Branch and will be helpful to them in the development of leadership education programs. You may receive a summary of results by printing "copy of results requested" on the back of the return envelope, and printing your name, address and postal code below it. Please **do not** put this information on the questionnaire itself.

I would be most happy to answer any questions you might have. Please write or call. The telephone number is (416) 892-7756.

Thank you for your assistance. I realize that your schedule at this time of year is demanding and appreciate your time taken to complete this questionnaire.

Yours truly,

Bev Brown Elfving

Bev Brown Elfving
Project Director

**A Survey of Attitudes of Agricultural
Society Leaders Toward Leadership
Development Education**

Instructions: This survey takes a look at leadership development education and how you feel about it. Please answer all the questions. Responding to the statements does not represent a test of knowledge, only an indication of your orientation. Although you may be unfamiliar with a statement, we are still interested in obtaining your initial reaction.

Beverley Brown Elfving, Project Director
Ontario Ministry of Agriculture and Food
Haldimand County

ABOUT YOURSELF

- Q1. What is your position within the Agricultural Society? (circle number of your answer)
- 1 President
 - 2 Past President
 - 3 Secretary
 - 4 Treasurer
 - 5 Vice-President
 - 6 Director
 - 7 Other (please specify) _____
- Q2. How long have you been involved with the Agricultural Society in an elected or appointed position? (circle number of your answer)
- 1 less than one year
 - 2 1 to 2 years
 - 3 3 to 5 years
 - 4 6 to 8 years
 - 5 9 or more years
- Q3. What is the average number of hours (excluding the fair) that you devote to Agricultural Society work per month? (circle number of your answer)
- 1 3 hours or less
 - 2 4 to 10 hours
 - 3 10 hours or more
- Q4. What is your gender? (circle number of your answer)
- 1 Male
 - 2 Female
- Q5. What is your present age? (circle number of your answer)
- 1 15-19 years
 - 2 20-24 years
 - 3 25-34 years
 - 4 35-44 years
 - 5 45-54 years
 - 6 55-64 years
 - 7 65 and over
- Q6. What is the highest level of education that you have completed? (circle number of your answer)
- 1 Some grade school
 - 2 Completed grade school
 - 3 Some high school
 - 4 Completed high school
 - 5 Some college
 - 6 Completed college (specify major) _____
 - 7 Some university
 - 8 Completed university (specify degree) _____
 - 9 Other (please specify) _____

Q7 Have you taken any leadership development education programs or courses?
(circle number of your answer)

1. I have not taken any programs or courses in leadership development education. → **Skip from here to Q9**

2. I have taken one or more programs or courses in leadership development education through a college or university.

3. I have taken one or more programs or courses in leadership development education through a non-college or non-university setting.

4. I have taken one or more programs or courses in leadership development through a college or university and through a non-college or non-university setting.

→ **Q8** (if you have taken programs or courses)
Name the courses or programs that you have taken.

1. College and University Programs

2. Non-college and non-university programs

Q9 To which other, if any, farm or community groups do you belong?
(circle the appropriate number(s))

1. None → **Go to Q12**

2. Commodity group

3. Youth group

4. Church group

5. Sports associations and leagues

6. Service club

7. Women's group

8. General farm organization

9. Other (please specify) _____

→ **Q10** (if you belong to other farm or community groups)
Do you presently hold an office(s) in any of these groups?

1. Do not hold an office(s) → **Go to Q12**

2. Hold an office(s)

→ **Q11** (if you hold an office in any of these groups)

please see next page

Q11 Please indicate which office(s) you presently hold by placing the appropriate number of X's beside the office. (e.g. if you are president in two other groups, place two X's beside that office

→ president X X _ _)

- 1. President
- 2. Past President
- 3. Secretary
- 4. Treasurer
- 5. Vice-President
- 6. Director
- 7. Other (please specify) _____

Q12 Name 3 top qualities that you feel a leader has.

Q13 Name 3 best methods of developing these qualities.

Q14. Leadership development education is viewed very broadly in this study. How important are the following skills for your personal leadership development? (please complete chart below)

Types of Leadership Skills	Circle number of your answer.				
	Very Little Importance	Little Importance	Some Importance	Important	Very Important
1. Forming and working with groups (eg. recruiting, building teams, identifying responsibilities)	1	2	3	4	5
2. Managing meetings (eg. arranging facilities and equipment, building an agenda, using parliamentary procedure)	1	2	3	4	5
3. Solving problems (eg. evaluating alternatives, estimating future impacts, building agreement or consensus)	1	2	3	4	5
4. Planning for group action (eg. recognizing diverse needs, identifying key decision makers, understanding power structures)	1	2	3	4	5
5. Mobilizing for group action (eg. developing broad-based support, obtaining commitments to action, lobbying)	1	2	3	4	5
6. Understanding leadership (eg. understanding leadership roles and styles, adapting leadership styles to situations)	1	2	3	4	5
7. Developing proficiency in teaching (eg. maintaining learner interest and enthusiasm, managing learning environments)	1	2	3	4	5

- 4 -

Types of Leadership Skills	Circle number of your answer.				
	Very Little Importance	Little Importance	Some Importance	Important	Very Important
8. Communicating effectively (eg. understanding communication styles, listening, being assertive, speaking in public)	1	2	3	4	5
9. Understanding and developing oneself (eg. identifying and clarifying values, assessing degree of self-confidence, relating to people with different lifestyles)	1	2	3	4	5
10. Understanding society (eg. learning about society's institutions; interpreting economic and social problems)	1	2	3	4	5
11. Directing projects or activities (eg. setting goals and priorities, managing human resources, measuring performance)	1	2	3	4	5
12. Understanding financial matters (eg. allocating financial resources, budgeting and record keeping, understanding financial statements)	1	2	3	4	5
13. Understanding social change (eg. understanding change and its effects, understanding how new ideas are adopted)	1	2	3	4	5
14. Developing followers (eg. giving support to others, encouraging altruism, self-discipline, responsibility, sincerity and trust)	1	2	3	4	5
15. Managing negotiations (eg. managing conflict and stress, decision making, risk taking, negotiating responsibilities)	1	2	3	4	5
16. Developing resources (eg. fundraising, developing human resources, cultivating public and community relations, recruiting volunteers)	1	2	3	4	5
17. Changing behaviour (eg. increasing productivity, managing time, increasing citizen involvement relating to diverse audiences)	1	2	3	4	5
18. Clarifying attitudes (eg. assessing others' motives, examining the consequences of valued and unvalued behaviours, teaching values, identifying ethical and moral responsibilities)	1	2	3	4	5
19. Working creatively	1	2	3	4	5

Q15. Which of the above types of leadership skills are most important to you? (put number of item in appropriate box)

- 1 most important
2 second most important
3 third most important

- 5 -

Q16. Another important purpose of this study is to learn about the types of leadership skills people would like to see developed in a leadership education program.

In your opinion, how important are the following types of leadership skills for development in a leadership education program? (please complete chart below)

Types of Leadership Skills	Circle number of your answer.				
	Very Little Development	Little Development	Some Development	Much Development	Very Much Development
1. Forming and working with groups (eg. recruiting, building teams, identifying responsibilities)	1	2	3	4	5
2. Managing meetings (eg. arranging facilities and equipment, building an agenda, using parliamentary procedure)	1	2	3	4	5
3. Solving problems (eg. evaluating alternatives, estimating future impacts, building agreement or consensus)	1	2	3	4	5
4. Planning for group action (eg. recognizing diverse needs, identifying key decision makers, understanding power structures)	1	2	3	4	5
5. Mobilizing for group action (eg. developing broad-based support, obtaining commitments to action, lobbying)	1	2	3	4	5
6. Understanding leadership (eg. understanding leadership roles and styles, adapting leadership styles to situations)	1	2	3	4	5
7. Developing proficiency in teaching (eg. maintaining learner interest and enthusiasm, managing learning environments)	1	2	3	4	5
8. Communicating effectively (eg. understanding communication styles, listening, being assertive, speaking in public)	1	2	3	4	5
9. Understanding and developing oneself (eg. identifying and clarifying values, assessing degree of self-confidence, relating to people with different lifestyles)	1	2	3	4	5
10. Understanding society (eg. learning about society's institutions; interpreting economic and social problems)	1	2	3	4	5
11. Directing projects or activities (eg. setting goals and priorities, managing human resources, measuring performance)	1	2	3	4	5
12. Understanding financial matters (eg. allocating financial resources, budgeting and record keeping, understanding financial statements)	1	2	3	4	5
13. Understanding social change (eg. understanding change and its effects, understanding how new ideas are adopted)	1	2	3	4	5
14. Developing followers (eg. giving support to others, encouraging altruism, self-discipline, responsibility, sincerity and trust)	1	2	3	4	5
15. Managing negotiations (eg. managing conflict and stress, decision making, risk taking, negotiating responsibilities)	1	2	3	4	5
16. Developing resources (eg. fundraising, developing human resources, cultivating public and community relations, recruiting volunteers)	1	2	3	4	5
17. Changing behaviour (eg. increasing productivity, managing time, increasing citizen involvement relating to diverse audiences)	1	2	3	4	5

Types of Leadership Skills	Circle number of your answer.				
	Very Little Development	Little Development	Some Development	Much Development	Very Much Development
18. Clarifying attitudes (eg. assessing others' motives, examining the consequences of valued and unvalued behaviours, teaching values, identifying ethical and moral responsibilities)	1	2	3	4	5
19. Working creatively	1	2	3	4	5

Q17. Which of the above types of leadership skills would you most like to see developed in a leadership education program? (put number of item in appropriate box)

- 1 most important
- 2 second most important
- 3 third most important

Q18. Can you describe a past experience where either you or a colleague(s) developed leadership skills that worked on the job.

Q19. From your present day position could you explain how the leadership skills were developed?

Q20. How might these leadership skills from Q18 and Q19 be developed in future situations?

- 7 -

Thank you.

Your contribution is much appreciated.

Please return the survey in the enclosed self-addressed envelope: Beverley Brown Elfving, 9 Nursery Lane, Forthill,
Ontario L0S 1E1

If you would like a summary of results please PRINT your NAME, ADDRESS, and POSTAL CODE on the back of the return envelope (NOT on the survey). I will see that you get it.

Appendix F

Follow-Up Letter.



Brock University

Faculty of
Education

St. Catharines, Ontario,
Canada L2S 3A1

Telephone (416) 688-5550
Fax (416) 685-4131

July 23, 1991

Norfolk County
Secretary
Sylvenus J. Culver
172 South Drive
Simcoe, Ontario
N3Y 1G6

Last week a questionnaire seeking your opinion about leadership development education was mailed to you. Your name was drawn as secretary of the Agricultural Society Organization from a list of organizations on file with the Rural Organizations and Services Branch, Ontario Ministry of Agriculture and Food.

If you have already completed and returned it to us please accept our sincere thanks. If not, please do so today. Because it has been sent to only a small but representative sample of people it is extremely important that yours also be included in the study if the results are to accurately represent the opinions of Agricultural Society leaders.

If by some chance you did not receive the questionnaire, or it got misplaced, please call me right now, collect (416-892-7756) and I will get another one in the mail to you today.

Sincerely,

Bev Brown Elfving
Project Director

Appendix G

Second Follow-Up Letter.



Brock University

Faculty of
Education

St. Catharines, Ontario,
Canada L2S 5A1

Telephone (416) 688-5550
Fax (416) 685-4151

August 7, 1991

Norfolk County
Secretary
Sylvenus J. Culver
172 South Drive
Simcoe, Ontario
N3Y 1G6

About three weeks ago, I wrote to you seeking your opinion on leadership development education. As of today, I have not yet received your completed questionnaire.

Brock University and the Rural Organizations and Services Branch, Ontario Ministry of Agriculture and Food have undertaken this study because of the belief that citizen opinions should be taken into account in the development of leadership education programs.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. Your name was drawn from a list of organizations on file with the Rural Organizations and Services Branch, Ontario Ministry of Agriculture and Food. In order for the results of this study to be truly representative of the opinions of a cross-section of people involved with volunteer organizations, it is essential that each person in the sample return the questionnaire.

As mentioned in the last letter, the questionnaire should be completed by you or someone in a leadership position in your organization.

In the event that your questionnaire has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated.

Yours truly,

Bev Brown Elfving
Project Director

P.S. A number of people have indicated an interest in getting a summary of the results. I hope to have them out in the Spring of 1992.

Appendix H

**Leadership Development Education Courses
Taken Through College and University.**

Leadership Development Education Courses Taken Through
College and University (N - 16).

By Name of College

Lakehead Teachers' College
Leadership Development, Kemptville College of
Agricultural Technology
Courses taken through University of Regina while
completing my Bachelor of Social Work degree
Association of Municipal Clerks and Treasurers of
Ontario, St. Lawrence College
C.G.A., Fanshawe College
C.I.M., University of Western Ontario

By Program or Course

Community Recreational Leadership Program
Leadership in Education (leading to a vice-principal
role)
In teacher training
Fundamentals of teaching
Leadership - how to conduct a meeting
Basic Communication
Accounting
Leadership Development
Program Planning
Sociology
Social Development
Group Dynamics
Social Psychology
Educational Psychology
College Programs on different management skills,
communications, delegation
Refrigeration Engineer
Concession Operations

Appendix I

**Leadership Development Education Courses Taken
Through Non-College and Non-University Settings.**

Leadership Development Education Courses Taken Through Non-College and Non-University Settings (N = 32).

Volunteer Activities

1. Ministry of Agriculture and Food

- i) 4-H
 - O.M.A.F. sponsored 4-H Leaders Workshop "Your Responsibilities and Liabilities"
 - 4-H workshops
 - 4-H clubs
 - 4-H leader - 15 projects
 - 4-H orientation program
 - 4-H leadership
 - 4-H trips
 - 4-H Regional and Provincial Conference
- ii) Junior Farmers
 - Junior Farmers (2)
 - Junior Farmer Leadership Camp: Bark Lake (2)
 - Leadership Week through Junior Farmers
- iii) Women's Institutes
 - Women's Institutes (2)
 - Women's Institute Leadership Courses
 - Various presentations through Women's Institutes
- iv) Agricultural Societies
 - Agricultural Societies (2)
- v) Farm Safety
- vi) Other Comments
 - Courses taken through the Ministry of Agriculture and Food (3)
 - OMAF Leadership Course - a one-day course
 - Leadership programs provided by our Rural Organization Specialist

2. Church

- Church youth group
- Church women's group
- Lay ministers' course
- Teacher certification program - Pentecostal Church
- Advanced Crusade Leadership Programs - Pentecostal Church

3. Home and School

On-the-Job Training

Through team building course with all company management through Teachers' Federation Leadership and Administration courses provided by Canada Post to Supervisors and Postmasters of letter carrier offices.

By Name of Course

People skills
Volunteer management
Accounting
Communication
Problem solving
Managing stress
Leadership in negotiating - salaries

Other

June Lemmox and Associates
Educational development
S.T.E.P. and T.R.U.S.T. programs
Crisis intervention
Quetico Park Leadership Training
Annual District Meetings
Youth Leadership Week
Ministry of Intergovernmental Affairs
Secretary Workshop
President's Workshop
Communicating Effectively
Convention - Toronto - round table discussion
One day seminar - Appin
L'Union Culturelle Franco Ontarrienne

Appendix J

**Categories Derived from Theme Clusters and
Specific Themes. Top Qualities of a Leader.**

Categories Derived from Theme Clusters and Specific Themes.
Top Qualities of a Leader.

Category	Theme Clusters	Themes
V.	<u>Understanding and Developing Oneself</u>	
	Relating to People With Different Lifestyles	Ability to get along with people, public relations skills, ability to work with different people, understanding of people, enjoys people, rapport with people, social skills, social skills-- making people comfortable
VI.	<u>Developing Followers</u>	
	Modelling Altruism	Willing to assist group for the betterment of the community, willing to work for the benefit of the organization, dedicated to achieving goals
	Giving Support to Others	Tireless devotion to the group, enthusiasm for the group, enthusiasm for the position, a good worker: be constructive with suggestions and not criticize
	Trust	Keeping promises, reliable, especially if volunteering, dependability, dedication
	Self-discipline	Commitment, willing to donate time, commitment to the job
	Responsibility	Available to take on the job if no one volunteers
	Qualities Valued	Hard work, good working person, willing to work hard, not afraid of hard work

Category	Theme Clusters	Themes
<u>VII. Managing Negotiations</u>		
	Managing Conflict and Stress	To reach consensus to opposing views, ability to hear people out, listen to others' opinions, able to accept opinions of others
	Decision Making	Decision making/able to make decisions, check facts before making important decisions, ability to not make hasty decisions, be impartial, to judge objectively
	Qualities Named	Sane judgement, be thoughtful and compassionate of others' viewpoints, welcomes/able to take constructive criticism
<u>VIII. Managing Meetings</u>		
	Building an Agenda	Have a good agenda and follow it, organizational ability--agenda
	Meeting Management	Do their homework prior to the meeting, leadership ability--able to chair and control a meeting--provide support, able to lead a meeting, can conduct a business meeting, lead in discussion, keeping meeting on track, control at meetings, ability to control meetings, keeping order at meetings, maintains order, group control, take charge attitude

Category	Theme Clusters	Themes
<u>IV. Understanding Leadership</u>	Qualities Named	Leadership, ability to be a leader, ability to lead a group, calm leadership, some leadership qualities, does not dominate others because they are the leader, ability to lead and guide in a friendly manner
	Behaviour Named	Lead by example
	Leadership Roles	Knowing leadership roles
<u>X. Forming and Working With Groups</u>	Qualities Named	Working with others, team player, works well in groups, PR--able to relate to your group, holds group attention
	Skills Named	Forming and working with groups
<u>XI. Solving Problems</u>	Qualities Named	Ability to recognize problems, trouble shooting ability
	Evaluating Alternatives	Ability to see solutions to problems, problem solving, deal with problems
<u>XII. Working Creatively</u>	Qualities Named	Creativity, innovation, innovation, resourcefulness
<u>XIII. Understanding Financial Matters</u>		

Appendix K

**Top Qualities of a Leader
By Personal Characteristics.**

Top Qualities of a Leader By Personal Characteristics

1. Personal Characteristics

tact (3)*
ambition (3)
common sense (3)
honesty (3)
sense of humour (2)
efficiency (2)
tolerance (2)
sincerity (2)
integrity (2)
authoritative (2)
assertiveness (2)
outgoing (2)
cooperation (2)
able to withstand pressure (1)
maintain composure and temperament (1)
adjusting to the different types of personalities (1)
caring, sensitive attitude towards those she/he is
leading (1)
ability to laugh at themselves (1)
courtesy (1)
self-esteem (1)
aggressive (1)
open-minded (1)
considerate (1)
compassion (1)
can think accurately and fast (1)
achievement (1)
brevity (1)
willingness (1)
energy (1)
experience (1)
keenness (1)
personable (1)
effective (1)
positive attitude (1)
firm in beliefs (1)
stability (1)
approachability (1)
determination (1)
promptness (1)
be kind to people (1)
flexibility (1)
personality, likeable, cooperative (1)

* a raw frequency