

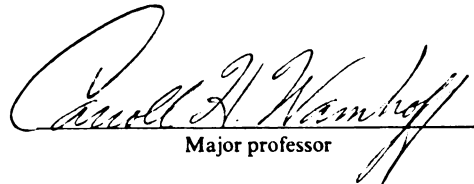


L

This is to certify that the
dissertation entitled
**Washington Agriculture and Forestry Education Foundation's
Impact On
Transformational and Transactional
Leadership Styles of Participants**
presented by
Linda L. Olson

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Agr'l & Ext Education


Major professor

Date 5/19/92

LIBRARY
Michigan State
University

PLACE IN RETURN BOX to remove this checkout from your record.
TO AVOID FINES return on or before date due.

DATE DUE	DATE DUE	DATE DUE
OCT 26 1994 MA 33947		
APR 19 1995 MA 34716		
FEB 02 1995		

MSU Is An Affirmative Action/Equal Opportunity Institution

c:\circ\datedue.pm3-p.]

WASHINGTON AGRICULTURE AND FORESTRY EDUCATION FOUNDATION'S

IMPACT ON

TRANSFORMATIONAL AND TRANSACTIONAL

LEADERSHIP STYLES OF PARTICIPANTS

By

Linda Olson

A DISSERTATION

Submitted to

**Michigan State University
in partial fulfillment of the requirements
for the degree of**

DOCTOR OF PHILOSOPHY

Department of Agriculture and Extension Education

1992

674-195-3

ABSTRACT

WASHINGTON AGRICULTURE AND FORESTRY EDUCATION FOUNDATION'S IMPACT ON TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP STYLES OF PARTICIPANTS

By

Linda Olson

This study investigates transactional and transformational leadership skills of a sample of the 355 program graduates of the Washington Agriculture and Forestry Education Foundation's (WAFEF) leadership development program. The purpose of the study was to determine if the current and past curriculum increases participants' abilities to be more effective leaders.

The study contributes to the literature because few leadership development programs can document their training programs or show their success over time. A review of leadership literature shows few studies have populations over 30 to 50.

The concepts of transactional and transformational leadership were used as a framework for the study. A case study design using a statistical stratified random sample was used. A mail survey was pretested for reliability and validity before being used for data collection. Descriptive and inferential statistics were used to analyze the data.

On likert scales of forty skills contributing to successful leadership, participants indicated moderate increases. High correlations were found between each competency and the concept of transactional and transformational leadership.

Responses to open ended questions identified one hundred and thirty participants who said the program contributed greatest to their leadership development in refining a variety of skills. Greater understanding of issues, especially global was also very important.

Increased confidence in achieving tasks, public speaking, inner strength, personal ideas and willingness to take risks were frequent responses. Closely related was a recognition that they could make a difference.

One hundred and eighty three gave examples of how they are making a difference. Examples of political involvement was identified by many within this category.

One hundred and thirteen respondents identified new personal goals, or being more capable and better at working with others to accomplish goals. Greater respect and appreciation for others, issues, and the process for getting people to work together to solve problems was a thread throughout the open ended questions.

Many identified their participation as directly contributing to the advancement of their careers.

ACKNOWLEDGEMENTS

Appreciation and gratitude is extended to Dr. Carroll H. Wamhoff, chairperson of the Department of Agriculture and Extension Education, who served as dissertation director and chairman of the guidance committee. His encouragement, guidance, and invaluable suggestions helped facilitate the process.

A special thank you is also extended to Dr. John Elliot and Dr. Joseph Levine for the research preparation for this study by making the research instruction meaningful, challenging and yet comprehensible. Their instruction contributed greatly to the authors ability to independently carry out the study. An extra debt of gratitude is also owed Dr. John Elliot for reviewing the research methodology, making suggestions and guiding the study.

Thanks are extended to the author's former colleague Dr. Robert Howell for his encouragement, assistance to help the author formulate the research questions, suggestions and willingness to share his research of earlier studies related to assessing leadership development in Washington and elsewhere.

Appreciation is also given to the staff, executive board and participants of the Washington Agriculture and

Forestry Education Foundation for their cooperation, suggestions and assistance in the design and implementation of the study.

Finally recognition must be given a special friend and coach, Dr. Murari Suvedi who provided the insight to help the author determine goals for completion. Dr. Suvedi was always patient and available to provide his knowledge and assistance important to the successful completion of the study. His willingness to share his experience and his encouragement made the process much easier.

The author dedicates this study to her husband, Richard for his encouragement and willingness to seize an opportunity to create a brighter tomorrow. His dedication to a multitude of efforts has been an inspiration for new goals and an exciting life.

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	xi
CHAPTER I INTRODUCTION	1
Need for the Study	2
Theoretical Framework for the Proposed Study . . .	5
Statement of the Problem to be Investigated . . .	6
Research Questions	7
Hypotheses Investigated	7
Limitations of the Study	9
Definition of Terms	13
Summary	15
CHAPTER II REVIEW OF THE LITERATURE	17
Historical Overview of the Theory and Research Literature	17
Findings From Earlier Research	18
Personality Models	19
Situational Models	24
Recent Thought and Research on Leadership	26
The Theory and Research Literature Specific to the Topic	33
Emergence of the Transformational Leader Paradigm	33
Research in Cognate Areas Relevant to Leadership Development	35
Studies of Leadership Programs Similar to the WAFEF's	42
The Contribution the Study Will Make to the Literature	47

CHAPTER III	RESEARCH DESIGN	49
General Method		49
Research Design		49
Population		50
Instrumentation		51
Validity Testing of the Instrument		52
The Pilot Test		53
Data Collection		54
Treatment of the Data		56
Hypotheses Investigated		57
Summary		63
CHAPTER IV	FINDINGS	64
Hypotheses Investigated		67
Null Hypothesis 1		67
Null Hypotheses 2		69
Null Hypothesis 3		70
Null Hypothesis 5		73
Null Hypothesis 6		74
Null Hypothesis 7		74
Null Hypothesis 8		75
Null Hypothesis 9		77
Null Hypothesis 10		77
Null Hypothesis 11		78
Null Hypothesis 12		79
Null Hypothesis 13		80
Null Hypothesis 14		81
Null Hypothesis 15		82
Null Hypothesis 16		82
Comparing Experiences of WAFEF Leaders to that of Other Leaders		87
Personal Perceptions and Recommendations of Program Modules by Participants		88
Results and Further Recommendations of Participants		92
Question One		92
Question Two		95
Office Holder		96
Impact on Organizations		97
Characteristics of Respondents		101
Gender		101
Marital Status		102
Number and Age of Children		103
Age of Respondents		104
Education		105
Household Income		106
Class of Participation		107

CHAPTER V SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .	108
Summary of Findings, Conclusions and Implications	111
Research Question 1	111
Research Question 2	115
Limitations of the Study	123
Implications	127
Recommendations for Further Studies	132
APPENDIX A QUESTIONNAIRE AND SURVEY CORRESPONDENCE .	134
Cover Letter	135
Survey of Graduates	136
Postcard Follow Up	144
Follow Up Letter	145
APPENDIX B INFERENTIAL STATISTICS CALCULATIONS . . .	146
APPENDIX C SUPPLEMENTARY TABLES	176
APPENDIX D RESPONSES TO THE OPEN ENDED QUESTIONS . .	187
QUESTION 1 OF PART III	188
Confidence	188
Leadership Skills	189
Decision Making	189
Time Management	190
Interaction with Influentials	190
Communications	190
Trust in Others	191
Political Astuteness	192
Insight into Dynamics of Leadership	192
Organizational Development and Management Skills	193
Self Awareness	193
Other	193
Understanding of Issues	194
Networking	195
Broader Perspective of Global Issues	196
I Can Make a Difference	198
Setting Goals	199
Interpersonal Relationships	199
Miscellaneous	200
QUESTION 2 OF PART III	201
Promotion	201
Personal Growth	202
Office Holder	202
Impact on Organizations in Which I Participate	206
Other	211

QUESTION 3 OF PART III	212
Agricultural and Natural Resource Issues .	212
Skills	213
Public Policy Skills	213
Time	219
Communications	220
Other Issues	221
No Change	222
Great Experience	223
More Activities	225
Miscellaneous	225
BIBLIOGRAPHY	230

LIST OF TABLES

TABLE	PAGE
1. Comparison of Early and Late Respondents . .	65
2. Descriptive Statistics of Transformational Leadership	68
3. Descriptive Statistics of Transactional Leadership	70
4. Correlation Coefficient of Transactional with Transformational Variables	71
5. Time of Participation	73
6. Correlation Coefficient for Personal Goal Setting	74
7. Correlation Coefficient for Visioning Skills	74
8. Correlation Coefficient for Ethical Leadership	75
9. Correlation Coefficient of Operational Goal Setting and Transactional Leadership Skills .	76
10. Correlation Coefficient for Team Building Skills as it Relates to Transformational Leadership Skills	77
11. Correlation Coefficient for Self Assessment Processes Related to Transformational Leadership Skills	78
12. Correlation Coefficient for Abilities to Inspire Others Related to Transformational Leadership Skills	79
13. Correlation Coefficient for Trust Building Abilities Related to Transformational Leadership Skills	80

14.	Correlation Coefficient for Environmental Scanning Abilities Related to Transformational Leadership Skills	81
15.	Correlation Coefficient for Ability to Empower Others Related to Transformational Leadership	82
16.	Correlation Coefficient Value Clarification as it Relates to Transformational Leadership Skills	83
17.	Correlation Coefficient for Group Conflict Management Skills Related to Transformational Leadership Skills	84
18.	Descriptive Scores on Each of the Forty Leadership Skills	85
19.	Adjectives that Describe Respondents Personal Best Leadership Experience	88
20.	Comparison of Personal Gain with Recommendation	89
21.	List Three Factors that made the GREATEST Difference in Your Leadership Development	93
22.	Results or Accomplishments that You Attribute to Your Participation in WAFEF Two Year Program	95
23.	Additional Recommendations for Improving the Curriculum Regarding Leadership Development	98
24.	Marital Status	102
25.	Children of Participants	103
26.	Level of Education	105
27.	Comparison of Personal Gain with Recommendation	116
28.	Descriptive Scores on Each of the Forty Leadership Skills	177
29.	Recommendations of Respondents for Future Program Development	182
30.	Respondents Indication of Their Personal Gain Related to the Following Topics	184

LIST OF FIGURES

FIGURES	PAGE
1. Types of Leader Behavior	25
2. Gender of Respondents	101
3. Marital Status	102
4. Age of Children of Respondents	103
5. Age of Respondents	104
6. Educational Level of Respondents	105
7. Household Income in 1990	106
8. Class Distribution of Respondents	107

CHAPTER I

INTRODUCTION

Since 1977 the Washington Agriculture and Forestry Education Foundation has conducted leadership development programs consisting of two year series of seminars for individuals in the natural resource industries. The purpose of this study is to assess the growth in the transactional and transformational leadership skills of participants as a result of their involvement in the programs.

The substantial time and financial commitment of the sponsors and participants make it imperative that the programs be of the highest quality and make an impact. The Board of Trustees of the Foundation has previously used end of session evaluations and sought new methods to increase the programs' value. The Board now wants to go beyond those efforts to have a more thorough and systematic evaluation of the programs' results and the methods used to achieve them. Documentation of the program's methods and curriculum and the resultant outcomes also aids educators and researchers seeking to understand the dynamics of leadership development. This knowledge is important to improve the design of future leadership development programs.

The Problem

Need for the Study

The Washington Agriculture and Forestry Education Foundation (WAFEF) was formed to invest in people - to create programs that broaden the skills, enrich the experience and increase the knowledge of persons likely to become leaders in the renewable natural resources arena.

The Agriculture and Forestry Leadership Program develops the leadership qualities of agriculturists, foresters, and fishermen, while allowing them to continue to conduct their farming, forestry, fishing and business operations. Thirty candidates are selected annually for each class by a committee representing natural resource industries, education, business and geographic areas of Washington. Final selections are made by the Board of Trustees of the Foundation. The criteria for participant selection includes a demonstrated aptitude for leadership, previous leadership experience, mid-career, representation from the natural resource industries and geographic areas of the state, and participant commitment in time and financial resources as outlined at the initiation of the program.

Institutions of higher learning and businesses throughout the state cooperate with the Foundation and furnish instructors and facilities for the seminars. The educational institutions sponsoring seminars include Washington State University, Central Washington University, University of Washington, Western Washington University,

Pacific Lutheran University, Whitman College, University of Puget Sound, Eastern Washington University and Washington State Sea Grant. Business and related institutions that help sponsor seminars include Simpson Timber Company, Burlington Northern, Port of Seattle, Weyerhaeuser Company, Washington Forest Protection Association and Farm Credit Services.

Seven resident seminars of three days duration are offered each year. Subject matter includes communications, economics, government, social and cultural understanding and international trade. The focus during the first year is on local, state and national issues. The second year emphasizes international affairs. Instructors are top level persons employed in the public and private sectors. Class members assume responsibility for managing sessions, preparing reports and evaluating each session. Participants spend over 65 days together during the two year period and learn from each other.

The first year includes a week long national travel seminar to Washington D.C. to study and observe political processes. Stopovers to view markets and urban settings are made. A lengthier international seminar consisting of a trip to other countries provides exposure to other cultures and international trade during the second year (Roseleip, 1987).

Financing the Foundation is a challenge. The program began in 1977 with funds from the Rural Rehabilitation

Funds. The Kellogg Foundation initially declined support. Then, in July of 1979, after the results of Dr. Robert Howell's evaluation of four other state programs became available, the Kellogg Foundation gave the WAFEF a three year seed money grant. This commitment eased the financial problem but did not eliminate it.

A professional fund raiser was hired in 1980 to head the fund raising effort, but he could not fulfill mutually agreed upon goals. A few board members took the leadership to raise the funds necessary to sustain the Foundation. The board continues to provide the leadership to the fundraising efforts. Alumni and current members are also asked to support and identify potential supporters. Besides annual cash contributions, large in-kind contributions make a significant difference by providing resources that would cost thousands if the foundation had to pay for them. They include:

1. Services provided without charge, or for less than actual cost by universities, colleges and businesses.
2. Hosting of meals.
3. Coordinators, facilities and educational supplies furnished at little or no cost.
4. Seminar speakers who give their time as a public service. Some receive a token honorarium.
5. Board members paying their own travel expenses to meetings.
6. Class participants paying their own travel expenses to the three day seminars.
7. Time spent at meetings, in travel, raising money, etc.

The number of members in the Foundation providing financial support was 172 in 1978. The goal then set of 300 members was surpassed in 1980, with membership growing to 500 by 1987. A new goal of 1000 was set. Financing the Foundation is a challenge met by dedicated people interested in creating the best leadership program.

The Washington Agriculture and Forestry Education Foundation goals are:

1. To prepare selected individuals involved in renewable resources for the challenges of leadership.
2. To promote understanding of the inter-relationship and interdependence of renewable natural resources interests to the general economic welfare of the state.
3. To promote understanding between resource specialists in government and in higher education.
4. To promote understanding of international trade among the state's leaders in renewable natural resource areas by direct exposure to foreign cultures.
5. To promote understanding between urban and rural sectors.

Theoretical Framework for the Proposed Study

This study evaluates the variables related to transactional and transformational leadership at the knowledge and practice level. This study does not attempt to evaluate the entire program. The researcher selected this focus because: (1) the goals identified by the WAFEF are at the knowledge level of participation, (2) a review of the literature indicates evaluation at the knowledge and

practice level is an appropriate way to evaluate a program to determine the overall effectiveness (Bennett, 1977) and (3) the WAFEF wanted to know if particular leadership skills are practiced as a result of participation in the program. Open ended questions provide a sample of outcomes, accomplishment, etc. at the end result level (Bennett, 1977). This post program design, which is also pre-experimental, is defined as a case study by Campbell and Stanley (1963).

Statement of the Problem to be Investigated

In the summer of 1990, at the annual meeting, the Board of Trustees of the Washington Agriculture and Forestry Education Foundation (WAFEF) requested an independent study to evaluate "Success Factors" of participants. They wanted to determine if the curriculum increases participants' abilities to be more effective leaders. The Executive Committee was evaluating whether more of the curriculum should focus on leadership training. Continued review of the program results is also important for program improvement, program success and for maintaining financial support.

A review of the leadership literature shows few leadership studies that have populations over 30 to 50 or that can document their training program. This study contributes to the literature by providing a sample of 186 from a population of 355. The program can document

curriculum since initiation in 1977. The time that has elapsed since the first class graduated provides longitudinal data on the value of the program. Most other studies provide only follow up evaluations a few weeks or months following training programs of shorter duration.

Research Questions

The basic research questions for this study are:

1. Does participation in the Washington Agriculture and Forestry Education Foundation's two year educational program increase the leadership abilities of the participants?
2. Could the curriculum be improved, and if so, how?

Hypotheses Investigated

1. There is a positive relationship between participation in the WAFEF program and participants' increased use of transactional leadership skills.
2. There is a positive relationship between participation in the WAFEF program and participants' increased use of transformational leadership skills.
3. There is a positive relationship between participants' increased use of transformational leadership skills and increased use of transactional leadership skills.
4. More recent classes of participants will have a greater gain in transformational leadership skills than initial classes.

5. There is a positive relationship between personal goal setting abilities and transformational leadership.
6. There is a positive relationship between vision and transformational leadership.
7. There is a positive relationship between ethical leadership abilities and transformational leadership.
8. There is a positive relationship between operational goal setting and transactional leadership.
9. There is a positive relationship between team building skills and transformational leadership.
10. There is a positive relationship between self assessment processes and transformational leadership.
11. There is a positive relationship between abilities to inspire others and transformational leadership.
12. There is a positive relationship between trust building abilities and transformational leadership.
13. There is a positive relationship between ability to do environmental scanning and transformational leadership.
14. There is a positive relationship between ability to empower others and transformational leadership.
15. There is a positive relationship between value clarification and transformational leadership.
16. There is a positive relationship between group conflict management and transformational leadership.

Limitations of the Study

Conclusions drawn from this study are subject to the limitations inherent in its scope, subjects, instruments, and methodology. Limitations of scope relate to the definitions of the variables studied. The study also was limited by only obtaining the opinions of participants and not their followers. Their opinion reflects what they believed to be true at the time of answering the questionnaire. Another difficulty is the lack of precision of the term "leadership" as a theoretical construct. It is difficult to determine fully how the program has affected participants' leadership abilities.

It is important to understand who the people are who will use the evaluation and their needs for conducting the study (Patton, 1978). Therefore, the researcher explored with the Board of Trustees their definition of leadership to help understand the nature of their research questions.

The WAFEF Executive Committee described a four part definition: vision, transactional leadership, development of self, and empowerment. They further describe each of these terms as follows:

Vision: Strategic Goal Setting, Public Policy Development, Ethical Leadership, Understanding Different Cultures, and other Broadening Topics

Transactional Leadership: Communication Skills (Reading, Writing, Verbal and Nonverbal) Operational Goal Setting, Team Building Skills, Managing Meetings, Group Conflict Management

Development of Self: Values, Self Assessment
Processes and Techniques, Public
Speaking, Personal Goal Setting,
Development of Self Esteem and/or
Positive Attitudes

Empowerment: Delegation, Time Management,
Motivating and Inspiring Others, Trust
Building, Environmental Scanning, Strategic
Planning, and Empowering Others

With this focus in mind, the researcher conducted a review of the literature to develop an understanding of the concepts to be studied and approaches to be used when conducting the study. Based on this review of the literature, the researcher decided that these concepts can be classified into two major areas. These are described as transactional and transformation leadership (Burns, 1978).

From the literature review the researcher selected several variables described as contributing to transactional and transformational leadership. These were used to measure knowledge, attitudes, and practice changes.

The study is subject to several threats to validity as described by Campbell and Stanley (1963). For these reasons the study is more properly called an "impact assessment" than an evaluation (Howell, 1979). According to Campbell and Stanley (1963), a case study is subject to threats to validity for history, maturation, selection, mortality, and interaction of selection and external forces.

Selection is a threat to validity. The program participants were selected for their demonstrated leadership capabilities and potential for change. Because they took

the initiative to apply for the program suggests an interest in self development and natural curiosity in public affairs, leadership, and natural resources.

Interaction of selection and the program or selection and maturation is also a threat. According to Campbell (1963) selection threats are any factors which conspire to make the experimental and control groups unequal at the outset in ways which cannot be properly taken into account in the data analysis. The participants were selected upon their past leadership efforts and leadership potential. Stogdill (1974) found that the best predictor of leadership potential was past success as a leader. Taylor (1962) does not feel you can train leaders but you can help leaders to develop. Through training you allow leaders to develop new vistas, awaken new curiosities, motivate new effort, stimulate new searches, and arouse new desire for new learning. While the selection process is consistent with the recommendations in the literature, it does pose a threat to internal validity in the research design.

Maturation is a threat because a few months to eleven years have elapsed since participants were exposed to the program. It is possible that the natural maturation process has influenced their perceptions.

Mortality is not a threat because there were 355 graduates of the 360 persons eligible for the program. The five missing cases can all be accounted for, and were due to circumstances not related to the program.

Another limitation of the study is that it is limited to the perceptions of participants. Bass and Yammarino (1989, as cited in Bass, 1990) found that self-ratings of leadership were not predictive of the performance and promotability of Naval officers, while supervisee ratings were predictive. Thus, it would be valuable to include perceptions of followers of the participants too. A difficulty in implementing this conclusion is that participants are varied. The organizations in which they are involved change over time, as well as the followers with whom they work. There is no systematic reliable procedure for collecting the views of followers. Some participants work with employees, others do not. Some are active in many organizations, others are not. Finally, the jobs and activities in which they are involved are not static. There are too many intervening variables to obtain accurate reflections from followers.

Sudman and Bradburn (1985) suggest the researcher obtain the information from the participant when obtaining attitude information. The researcher can build a strength dimension into the question, such as in using Likert scales, to strengthen the validity of the findings. Further, he/she should ask several independent questions that measure a different dimension of the attitude.

The strength of the study is that the program now has twelve graduated classes or a total population of 355, from which a random stratified sample was drawn. Few studies of

leadership training programs have population sizes beyond 30 to 50 to evaluate their programs (Bass, 1981).

A further strength of the study is that enough time has elapsed since Class I graduated in 1980 that many participants have had many opportunities to put the lessons learned into practice. As one of the founders, Art Peterson, said "Time will water the seeds we have planted, and who can guess what the harvest will be." (Roseleip, 1987). The results are part of a process. The accomplishments cited by participants show only a glimpse in time from a sample of participants, not the whole or emerging picture.

Definition of Terms

Transactional leadership: J.M. Burns (1978) first made the distinction between transactional and transformational leadership. He described transactional leadership as leaders who approach followers to exchange one thing for another. This comprises the bulk of leadership in groups. Examples include: rewards for certain behaviors, jobs for votes, bonuses for outstanding sales, etc.

Transformational leadership: Burns (1978) definition, "the essence of transformational leadership is the capacity to adapt means to ends--to shape and reshape institutions and structures to achieve broad human purposes and moral aspirations. The dynamics of leadership is recognizing

expressed and unexpressed wants among potential followers, bringing them into fuller consciousness of their needs, and converting consciousness of needs into hopes and expectations... the secret of transforming leadership is the capacity of leaders to have their goals clearly and firmly in mind, to fashion new institutions relevant to those goals, to stand back from immediate events and day-to-day routines and understand the potential and consequences of change."

Vision: According to Tichy (1986) vision has two elements. One provides a conceptual framework for understanding the organization. The second part has emotional appeal that has a motivational pull with which people can identify. A vision is motivating for two reasons. It gives challenge for the organization, the reaching for excellence and source of self esteem of the organization's members. Secondly, it provides a conceptual road map for what the organization will be like in the future. The vision creates a focus for what is possible (Taylor, 1989).

Strategic Goal Setting: Goals are the stepping stones to creating the vision. They are the focal points for moving toward the vision and measuring progress and success.

Empowerment: According to Tom Peters (1987) empowering really boils down to taking people seriously. It means

allowing people to risk and fail, listening to their concerns and acting on them, getting people to come forth with ideas and suggestions in support of a course that both followers and leaders find worthy.

Environmental Scanning: Environmental scanning is an overt attempt to seek out threats and opportunities for decision making or in a proactive response to creating the future.

Strategic Planning: Strategic plans are the guides for planned change, based as logically and intelligently as possible given the information available now. The thrust of strategic planning is to sort out what is critical from what is not and to concentrate efforts (White, 1987). According to Horton (1987), a strategic plan has three phases: diagnostic, developing new plans to fit the current context, and finally bringing the resources necessary to carry out the implementation. Further clarification is presented in the literature review.

Summary

This chapter has described the research question: Has the WAFEF two year program made a difference in participants' leadership abilities? A brief history of the foundation was presented with some of the challenges it has faced. The program requires substantial resources to continue. The

Board of Trustees wants to know if they are spending the resources wisely. Secondly, they want to identify areas for improvement. Third, they want to have research based knowledge of the results for seeking future financial support. While there are several limitations to the study, it also has several strengths that are not often found in other studies of leadership development programs. The study has a large population of graduates developed over the past thirteen years. Their perspectives reflect the value of the program to them, as they have had many opportunities to use their knowledge.

The following chapters discuss related literature, the methodology used in this study, findings of the research and finally the conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

Historical Overview

of the Theory and Research Literature

Many authors have tried to define leadership and its components and still are not sure they have conveyed the full meaning. Stogdill (1974) first tried to promote understanding and application of leadership research as he compiled the research of 3,000 studies for his Handbook of Leadership. Bass (1981, 1990) revised and expanded Stogdill's original handbook to include 7,500 research studies on leadership. The quest to understand leadership can be dated back to egyptian hieroglyphics. Bass states that a multiplicity of themes frequently appears in any one study.

Leadership may be the independent, dependent or intervening variable. Leadership research is influenced by what is happening in society as a whole. Early leadership studies tried to discover a personality trait or group of traits to distinguish leaders from nonleaders (Howell, 1979). Stogdill (1948) and others (cited in Howell, 1979) later examined the situation as a variable related to leadership, thus defining the situational leadership

paradigm. Bernard Bass (1981) says that leadership cannot be understood in a vacuum. Some variance in leadership is due to the situation, some is due to the person, and some is due to assertiveness and initiative of the person in the situation. Sometimes the situation is the primary determinant and other times personal traits are more important.

Bass (1981) says that behavior research on management information systems has been unimpressive, but a breakthrough in empirical research based on new models may be in the offing. We have seen the impact of social learning theory, and uses of catastrophe theory from mathematics. Other paradigms emerged based on continuing social change and revolutionary shifts in thinking. Although much research has been done there are challenges for years ahead for theory building, testing and further application.

Findings From Earlier Research

Stogdill's, (1974) research suggests that although several research instruments have tried to measure leadership, they have not been reliable for the selection of leaders. Research suggests that traits and abilities required for a leader tend to vary from one situation to another. The best predictor of leadership potential is past success as a leader. Still, a previously successful leader may fail when placed in a situation incompatible with his or

her personality or stabilized pattern of interaction and performance.

Personality Models

Fiedler (1987) found leaders need to be viewed as competent if the group is to be effective. His research shows a positive correlation between intelligence of the leader and the intelligence of the other members of the group. Intelligence was measured on standardized tests. There was a correlation of .28, which is positive, but neither high nor significant. People who have thought that the leader should be vastly superior to their group have been disappointed with the results. Frequently they get ahead of their followers. This leads to misunderstandings and frustration for the leader and the followers (Taylor, 1962). In a comparison of leaders' and followers' psychological tests, leaders consistently tend to be more self sufficient, dominant, adjusted, and self-assured, showing a courageous willingness to decide upon courses of action, lead the way into the action, and live with the consequences (Taylor, 1962).

Adair (1984) says the skills of leadership can be learned. One must understand the principles of leadership and practice them to acquire the skills of leadership. Adair has identified several skills of leadership and developed instructional and practice sessions to develop them. These skills include: thinking and problem solving

skills; written, interpersonal, listening and speaking communication skills; and chairing effective meetings.

Taylor (1962) does not feel you can train leaders but you can help leaders to develop. Through training you can allow leaders to develop new vistas, awaken new curiosities, motivate new effort, stimulate new searches, arouse new desire for new learning. He feels that it is absurd to expect training to redirect a man's basic likes and dislikes. He does not believe that you can take people who for twenty years have been primarily technical in a job and make them people centered rather than thing centered. A person will tend to continue to be what he/she has been. Training can develop, not create the aptitudes, drives, and personality characteristics required for leadership. Taylor (1962) feels persons demonstrating leadership qualities should be coached to further develop their potential. A leader need not possess the personal magnetism often associated with a highly personified leader.

Leadership does not necessarily require charisma. Leaders who enjoy good relations with group members, though they have little charisma, may need little else to make group members bend to their will. If subordinates are eager to comply, they will accept the leader's definition of the task and the methods of doing it.

Charisma may take many forms. The most often quoted definition of charisma is from Weber (cited in Stogdill, 1974). He emphasizes:

"The term 'charisma' will be applied to a certain quality of an individual personality by virtue of which he is set apart from ordinary men and treated as endowed with supernatural, super human, or at least specifically exceptional powers or qualities. These are such as are not accessible to the ordinary person, but are regarded as of divine origin or as exemplary, and on the basis of them the individual concerned is treated as a leader."

The importance of the leader - member relationship is dramatically demonstrated by the charismatic leader. Weber (1946) suggested that the "personal magnetism" of these leaders makes others follow them blindly, even sometimes to the point of self destruction. House (1977) listed three elements of charismatic leadership: (1) a clear set of goals and a sense of their value, (2) an unshakable faith in the necessity of achieving these goals, and (3) the ability to communicate the goals and the certainty of attaining them. The charismatic leader knows how to make use of pomp and ceremony as dramatic symbols of power.

Toth (1981) describes leadership as having two charismas. In his studies of some remarkable social movements and revolutions initiated by charismatic leaders throughout history, he found that many of them had not one leader but two. The theory postulates the emergence of two charismatic leadership roles in the social movements that are successful and survive in some institutional form. These two leadership roles appear in both conjunction and succession. One is the charisma of the "outer call." The second is the charisma of the "inner consolidation."

This explanation appears to solve the problem of routinization of charisma. The ideal type of description of the two charismas is characterized by:

(1) The sudden appearance of a dramatic, unconventional, and charismatic leader with a "gift of grace," issuing an irresistible call to a growing group of followers.

(2) The gathering about the leader of an inner circle of disciples, persons who also are somewhat charismatic, or who can share and borrow the charisma of the leader.

(3) The equally sudden, dramatic, and unexpected martyrdom of the charismatic leader, leaving an initial, temporary, and fearsome void of leadership only partially filled by the presence of the inner circle of disciples as a collective body.

(4) The rise, from within the discipleship, of a new leader, also charismatic, predominant over the other members and issuing a new call -- for consolidation and organization.

(5) The institutionalization of the martyred and his or her mission in concrete and symbolic forms.

What distinguishes the two leaders is not just in their charisma, but also a difference in the direction in which their leadership efforts express their thrust and focus. The first leader is strange and fascinating, unusual, and unearthly. The second is more conventional, mundane, and

practical. The first brings people together and the second organizes them. They are the enthusiast and the bureaucrat. Examples include: Jesus and Peter, Joseph Smith and Brigham Young, Gandhi and Nehru, and JFK and LBJ.

While it is possible for the same person to do both roles, the roles are sequential. Listed below are some typical functions of both styles (Toth, 1981).

<u>First Charismatic Leader</u>	<u>Second Charismatic Leader</u>
Enthusiast	Bureaucrat
Mobilizer	Articulator
Symbolic	Decision-maker
Socio-emotional	Task-instrumental
Theoretician	Politician
Charismatic	Administrative
Incarnation	Concentration
Outer call	Inner consolidation
Prophet	Activist

Trait theory has been criticized on procedural grounds. Jago (1982, as cited in Vandenberg) questions the feasibility of the two major goals of trait research. First, comparing effective with ineffective leaders is difficult given the problems of defining and measuring 'effectiveness.' Second, comparing leaders with followers is also difficult. Leaders may be chosen on a variable not related to leadership. For example, Etzioni (1975) describes the leadership trait of power being of three types: coercive, remunerative or normative. Power is a person's ability to induce or influence another actor to carry out his directive or any other norms he supports. The means may

be physical, material, or symbolic. Each form is a completely different form of leadership.

Situational Models

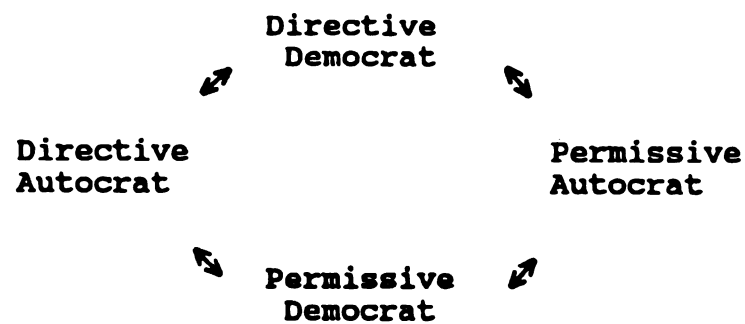
By the late 1950's it became evident that an approach was needed that did not depend on ideal traits and universal behaviors. One answer was "situational theory."

Situational theory starts with the theory that there are no traits, and no behaviors, that automatically create effective leadership. The key is the fit between the leader's style and the situation. According to the theory, the leader who may be highly effective in one situation may be highly ineffective in another situation. According to situational theory, effective leaders must correctly identify the behaviors each situation requires and then be flexible enough to exhibit these behaviors. Leaders who lack the necessary diagnostic skills must be either trained or replaced.

Muczuk and Reimann (1987, as cited in Taylor, 1989) found that there are fundamental changes that most organizations undergo as they grow that raises questions about any one style of leadership being effective. Many leaders who find that their styles were effective in one stage of development find that their styles are no longer effective in the next. Figure 1 illustrates their definition of leader behavior and the cycle observed in many business situations.

Figure 1. Types of Leader Behavior

		Degree of Participation in Decision Making	
		<u>High</u>	<u>Low</u>
Amount of Leader Direction	High	Directive Autocrat	Directive Democrat
	Low	Permissive Autocrat	Permissive Democrat

The Leadership Cycle

A successful evolution of leadership behaviors would most frequently take the upper path of Figure 1. If a firm with predominately autocratic and directive leaders succeeds in attracting, developing, and keeping employees that are both capable and independent, its leaders may be effective by being more permissive. This evolution is the exception rather than the rule, since directive autocrats generally do not do well in attracting, developing, or keeping capable subordinates with high motivation and initiative.

The movement usually goes from left to right, or from the directive autocrat toward the permissive democrat. The reverse is possible too. This may occur with a change of leadership or may be required by growth or other environmental changes. Leaders need to be able to change styles to meet the situation. Muczuk and Reimann's study cites these examples: Quality Inns was near bankruptcy when directive, tough, hands on leader like Hazard was hired. When the hugely successful Apple Computer began to stumble, Stephen Jobs was replaced by a more directive CEO. Ronald Reagan may have avoided the Irangate-Contra scandal if he had been more directive.

Recent Thought and Research on Leadership

Warren Bennis has written several books on leadership and defines it differently in each book. In Leaders: The Strategies for Taking Charge, Bennis (1985) says there are over 350 definitions that have evolved out of decades of academic analysis. He claims the full meaning of leadership is difficult to grasp because it is an art. It is a matter of doing the right things, rather than just doing things right. It is using the power of the right and left brain, or intuition and logic. It is like beauty. It is hard to describe it, but you know it when you see it (Bennis, 1989).

Whether we are looking at organizations, government agencies, institutions, or small enterprises, the key and pivotal factor needed to enhance human resources is

leadership (Bennis, 1985). In 1964, Bennis (1990) dreamed of a new concept of man in an address he gave to the American Psychological Association.

"A new concept of man, based on increased knowledge of his complex and shifting needs, which replaces an oversimplified, innocent push-button idea of man, a new concept of power, based on collaboration and reason, which replaces a model of power based on coercion and threat, a new concept of organizational values, based on democratic ideals, which replaces the depersonalized mechanistic value system of democracy. The social structure of organizations of the future will have some unique characteristics. The key word will be temporary. Groups will be arranged on an organic rather than mechanical model. They will evolve in response to a problem rather than to programmed role expectations. People will be evaluated not vertically according to rank and status, but flexibly and functionally, according to skill and professional training. Adaptive problem-solving, temporary systems of diverse specialists, linked together by coordinating and task-evaluating executive specialists in an organic flux--this is the organization form that will gradually replace bureaucracy as we know it."

He says his vision has not evolved because bosses confuse quantity for quality and substitute ambition for imagination.

More than 90 percent of the employed population of this country works in formal organizations. Status, position, a sense of competence and accomplishment are all achieved in our culture through belonging to these institutions. What you do, determines to a large extent, what you are (Bennis, 1990). There is a need for organizations and individuals to grow both quantitatively and qualitatively. This requires leadership, a sense of purpose and commitment. Positive change requires trust, clarity, and participation in

reaction to external and internal events. It is not the articulation of a profession or organization's goals that creates new practices, but the imagery that creates the understanding, the moral necessity for the new way.

Kotter (1988) found environmental and organizational changes in our society which make the leadership factor significantly more important. Environmental changes he identified include internationalization of competition, deregulation, maturation of markets, and the increasing speed of technological development that has increased the competitive intensity in most industries. These changes have increased the need for change toward higher levels of performance in productivity, innovation and new approaches to marketing and distribution. Leadership is needed frequently in more jobs. Simultaneously there are organizational changes in the business scene. There is growth in firms, product diversification, international expansion and increased use of sophisticated technologies. This has created increasing complexity of most firms and a resulting difficulty of making changes in an efficient and effective way. Providing effective leadership becomes much harder in this environment. For the rest of the century, it will be a world in which even the best "professional managers" will be ineffective unless they also can lead. He finds that bureaucratic managers are increasingly irrelevant and dangerous.

Kotter's (1988) studies and his review of studies done by Bennis, Levinson and the Center for Creative Leadership found four similarities in effective leadership: (1) a vision of what should be, which considers the interests of the legitimate people involved, (2) a strategy for achieving the vision that recognizes all the relevant environmental forces and organizational factors, (3) a cooperative network of resources, a coalition powerful enough to carry out that strategy, and (4) a highly motivated group of key people in that network who are highly committed to making the vision a reality. The leader worked hard to attract, and elicit cooperation and teamwork from a large network of people needed to accomplish the agenda, and worked relentlessly to keep key people in that network motivated to work on the evolving agenda and to work hard. That meant communicating, cajoling, praising, pushing, pulling, coaching, and inspiring folks by his "selling" skills, high energy level, and keen insight into fundamental needs and values that made all those different folks tick. The combination of intelligent agenda for change and an energized network of appropriate resources worked miracles.

A true leader is not only himself or herself an innovator but makes every effort to locate and use other innovators in the organization. He or she creates a climate where conventional wisdom can be questioned and challenged, risks taken, and errors embraced. Innovators are creative

people who think in creative ways. They may be viewed as troublemakers (Bennis, 1990).

Some people equate successful leadership today with entrepreneurship. Kotter (1988) found some significant similarities and differences in his research. Both involve risk-taking in contrast to management, which often eliminates risk. Unlike effective business leaders, successful entrepreneurs are often very independent, parochial, and competitive. This works fine when they are in charge of their own independent businesses, but add an acquisition and they are often unable to enlarge their agendas to understand the legitimate interests of the rest of their new firm.

Kotter's research showed that successful general managers' style of leadership is flexible enough and broad enough to take other people's agendas into consideration when developing their own agenda. It is a leadership that can build support networks with subordinates, peers and superiors. It is a leadership that knows how to compete and how to cooperate. It is a leadership that is broad in its vision and popular in its support.

Kouzes (1988) cited Vance Packard's description of leadership as the art of getting others to want to do something you are convinced should be done. Research shows that most followers want leaders who are honest, competent, forward-looking, and inspiring. We want leaders who are credible and have a clear sense of direction. When leaders

are perceived to be credible and have a strong philosophy, employees are more likely to:

- Be proud to tell others they are part of the organization.
- Talk up the organization to friends.
- See their values as similar to those of the organization.
- Feel a sense of ownership for the organization.

When top management is perceived to have low credibility, employees believe that other employees:

- Produce only when watched.
- Are motivated primarily by money.
- Say good things about the organization at work, but feel differently in private.
- Would consider looking for another job during tough times.

In a study of leaders describing their personal best, ninety-five percent of the cases used the words challenging, exciting, rewarding, dedication, intense, commitment, determination, inspiring, uplifting, motivating, unique, important, proud and empowering. Twenty percent expressed frustration, and fifteen percent also expressed fear and anxiety. The vast majority were challenged by the process and energized by it rather than stressed negatively (Kouzes, 1988).

Leaders by their presence and competence inspire others. They have high expectations of others. They can bring out the best in others by their perceptions of what is possible. A leader is separated out from a manager by inspiring us to achieve even more than we originally believed possible ourselves. They can create a self

fulfilling prophecy -- we do what we believe possible.
Leaders are confident and they inspire confidence in others.

To recognize performance, leaders are adept at using three criteria. They make certain that people know what is expected of them, provide feedback about the performance, and reward only those who meet those standards. Leaders work skillfully and diligently to be sure the system works (Kouzes, 1988).

Kouzes and Posner's (1987) research has shown that leadership is a set of observable and learnable practices. It is not something mystical and ethereal that cannot be understood by ordinary people. They claim that it is a myth that only a few people can ever decipher the leadership code. They have discovered hundreds who have led others to get extraordinary things done in organizations. They feel there are thousands or millions more. The belief that leadership cannot be learned is a more powerful deterrent to leadership development than is the leadership process itself. They further identify ten behavioral commitments in personal best leadership cases.

Challenging the Process

1. Search for Opportunities
2. Experiment and Take Risks

Inspiring a Shared Vision

3. Envision the Future
4. Enlist Others

Enabling Others to Act

5. Foster Collaboration
6. Strengthen Others

Modeling the Way

7. Set the Example
8. Plan Small Wins

Encouraging the Heart

9. Recognize Individual Contribution
10. Celebrate Accomplishments.

The Theory and Research Literature Specific to the Topic**Emergence of the Transformational Leader Paradigm**

MacGregor Burns is recognized as the father of the concept of transformational leadership. He describes transformational leadership as one or more persons engaging with others so that leaders and followers raise one another to higher levels of motivation and morality (Burns, 1978). Their purposes that started out to be separate (as is true with transactional leadership) become fused. It raises the level of human conduct and ethical aspiration of both the leader and the led, thus transforming both.

Bass and Avolio (1990) have contributed extensive research on transformational and transactional leadership development. They describe the transformational leader establishing goals and objectives with the intent of developing followers into leaders. The process of transforming followers does not merely empower them or delegate to them the responsibility for the goal; it is a process by which followers develop the capability to decide their course of action.

Transformational leaders are likely to be perceived as charismatic leaders by their followers, but a charismatic leader is not necessarily a transformational leader. Leaders are only transformational if they also work hard to develop leaders out of their followers. It is even possible to be transformational without being charismatic. Inspiration can occur through articulate, simple ways, shared goals and mutual understanding of what is right and important.

Transformational leaders provide opportunities and develop organizational structures supportive of individual growth. They effect change in many ways. They define and redefine the organizational culture as well as work one on one with followers to identify and elevate individual needs. The transformational leader successfully focuses and establishes congruence between individual and organizational needs. Leaders become transforming and intellectually stimulating by their ability to comprehend, conceptualize, and articulate to their followers the opportunities and threats facing their organization as well as strengths, weaknesses, and comparative advantages. It is through the intellectual stimulation of followers that the status quo is questioned and new creative methods of accomplishing the organization's mission are explored. Followers have a sense of taking charge to exercise their leadership. Transformational leaders are likely to find more ready acceptance in organizations facing rapidly changing

technologies and markets. Acceptance is likely to be greater in less mechanistic and bureaucratic organizations that modify themselves through feedback and learning, or where project team assignments are risky, unstructured, or for which a sense of purpose must be developed.

Transactional leaders recognize the roles and tasks required for followers to reach desired outcomes. They clarify these requirements for followers, thus creating the confidence they need to exert the necessary effort. Bass (1990) points out limitations to the transactional approach. First managers tend to underutilize transactional methods due to time pressures, poor appraisal methods, discomfort to leader and follower, lack of skill and confidence. Another limitation of transactional leadership is the leader may lack the necessary reputation or resources to deliver the needed rewards. Reinforcement can backfire and the follower may react defensively instead of constructively. Still, transactional leadership is not bad, because good transformational leaders also use transactional leadership. Transformational leadership can be thought of as a higher order exchange process; not a simple transaction, but a fundamental shift in orientation with long and short term implications.

Research in Cognate Areas Relevant to Leadership Development

Gardner (1982) says that one of the maladies of leadership today is failure of confidence. Lacking

confidence, too many leaders add new twists to the modern art of "How to reach a decision without really deciding." Questions are decided by taking public opinion polls, devising statistical systems, cost accounting systems, information processing systems, hoping for the course of action to be revealed. These systems destroy the effectiveness of those who have a natural gift to leadership by destroying confidence.

Lombardo (1982) describes a self fulfilling prophecy generated by leaders by which success builds success. He says that even more important than having the right skills is having the right jobs. Fast movers in challenging jobs spend more time on projects involving top management, and work for managers who are themselves moving up. This combination of access to counsel of top management, working for a highly regarded manager, and having a core job gives fast movers four edges that matter most:

- They learn the business more quickly.
- They learn the perspective of top managers on the business.
- They learn which kinds of jobs and experiences compose the core of the business.
- They more often have a highly-placed mentor to nudge and guide them.

This combination of being seen and being good, usually leave their first position within two years, broadening their perspective and experiences and become an expert in a segment of the corporate operations. Managers learn things far beyond management skills through this process. A list one group of successful executives came up with included:

Learning to delegate.
Learning how to get advice.
Setting life goals.
Discovering strengths.
Dealing with adversity.
Struggling with change.

Kotter (1988) examines leadership from an organizational effectiveness model. He says that effective leadership in complex business settings cannot be totally developed outside the business setting in today's intensely competitive, technically changing environment. To be effective individuals need broad knowledge of the industry (market, competition, products, technologies) and the company (key players and what makes them tick, the culture, the history, and the systems). They need a set of relationships in the firm and in the industry. They need an excellent reputation and track record. Their abilities and skills should include a keen mind and strong interpersonal skills. Their personal values need to be broadly based in all peoples and groups. They need a high energy level and a strong drive to lead. Kotter's research shows that most firms today are reacting to short term economic change and parochial politics. This undermines adequate leadership development of emerging leaders. To be successful in today's business environment, more leadership is needed at more levels and across managerial lines.

Kotter found that firms with better-than-average management had several practices to develop their leadership. These included:

1. A sophisticated recruiting effort.
2. An attractive work environment.
3. Challenging opportunities.
4. Early identification of potential and development needs.
5. Planned development.

These practices helped to bring in enough people with basic leadership potential of integrity, intelligence, empathy, energy, and some drive to lead. Once recruited, challenging opportunities and attractive work environments helped to retain and motivate enough of these people. Challenging opportunities, early identification and planned development helped to develop people with a broad understanding of the industry and organization, enabling them to develop a broad set of relationships, excellent track records, reputations and higher level intellectual and interpersonal skills.

Another variable necessary for today's leader is vision. What distinguishes leaders from others is that they can "see" a future state of affairs for the organization (Taylor, 1989). Often, this vision is not clearly understood by others and may not be a logical extension of the present. Leaders must make their vision understood if they are to empower others.

The leader is the storyteller. Through language and symbols, the vision of the future is captured in a phrase or logo. Language is the least visible component of the vision but it is the most influential. At every occasion, the leader tells the story, so the vision is felt; it is believed. The vision creates a focus for what is possible.

Leaders use intuition to help them to make decisions. Intuition is using information learned, but using it in different ways and combinations that do not seem logical. If we extrapolated the past, charting the course would be easy. When we allow our intuition to flow freely, new constructions of things we know emerge. The result is creativity and vision.

Sashkin (1986) identified four key actions, each requiring certain thinking skills:

The first thinking skill is expressing the vision. Expressing calls for the leader to understand and carry out the sequence of actions he/she must take to make the vision real.

The second thinking skill is explaining the vision to others. This requires making the vision clear in its required steps and its aims.

The third thinking skill is extending the vision. This involves applying the sequence of activities to a variety of situations so the vision can be carried out in several ways and places. The visionary leader must be able to adapt to a variety of circumstances as required, and to explain these changes.

The fourth thinking skill involves expanding the vision. This involves the insight to apply the vision not just in one limited way, and not even in a variety of similar ways, but in many different ways in a wide range of circumstances.

Horton (1987, as cited in Taylor, 1989) says every successful CEO has a strategic focus. A strategic plan has three phases. First is the diagnostic phase that studies how the company got to where it is. It includes an inventory of the company's resources and capabilities, careful identification of the gaps, either managerial or

technological. During phase two, market niches are sought and new marketing approaches designed. The top management team is built, followed by tense discussions to gain team members' commitment to the need to redefine and reposition the company. The plan is developed in stage three. Inevitably there will be a need for additional resources. The successful executive will somehow find a way to obtain the resources. This may involve selling off less successful parts of the business, creating joint ventures or other external arrangements.

Self directed growth is another variable contributing to successful leadership. In a study of 100 Harvard graduates in the face of duress or crisis, the successes responded neither by denying the problem nor by fighting it (Taylor, 1989). They managed by themselves and with the help of their friends to absorb the shock of the difficulty and work through it. Zaleznik (as cited in Taylor, 1989) reported that how creatively people manage disappointment is the key to the evolution of their careers.

McCall and Lombardo (as cited in Taylor, 1989) found that one of the things that seems to make a difference between success and failure at the top is a capability to overcome obstacles and engage in self-directed growth. In their study of executives, part of what distinguished the two groups of those who remained at the top and those who derailed, was how they dealt with their flaws. Successful

executives remained courageous enough to acknowledge their faults and do something about them.

Self development is one effective way to come to terms with transitions, crises, setbacks or persistent tension from any source. Sheehy (1982) found that people with a sense of well-being "take time for critical self-reflection only when approaching a tough transition or after making one." Introspection peaks at time of transition and drops to low levels at other times.

Taylor (1982) observes that self-development for executives is a frontier needing exploration. Executives whose power, impact, access to resources, experience and skill, wealth, social position, and success all work to set them above most of their fellow humans may find it more difficult in knowing themselves. The constraint of their condition may limit the fullest development of their capabilities.

In leading, teaching and dealing with young people, in all relationships of influencing, directing, guiding, helping, nurturing, the whole tone of relationships is conditioned by our faith in human possibilities. Gardner (1984) says this is the generative factor. He quotes from William James, "Just as our courage is often a reflex of someone else's courage, so our faith is often a faith in someone else's faith." If you believe in me, it is easier for me to believe in myself. Leaders have a major responsibility in establishing a framework of expectation.

The final requirement of effective leadership is to earn trust. To be trusted the leader's actions and professed beliefs must be congruent (Drucker, 1988, as cited in Taylor, 1989).

Studies of Leadership Programs Similar to the WAFEF's

There are several research studies that examine the impact of various state leadership programs modeled after the original Kellogg Farmer Study Program. Lowell Rothert's (1969) dissertation was "An Analysis of Changes in Critical Thinking Ability, Open-Mindedness, and Farm Policy Opinions of Participants in the Kellogg Farmer Study Program."

Results show no significant difference in gain from pretest to post test by treatment over control groups on the variables critical thinking ability, open-mindedness, reading comprehension, and the ability to identify realistic farm policy alternatives. Higher levels of education were associated with greater critical thinking ability and greater open-mindedness. Persons with less education generally made greater gains in both critical thinking ability and open-mindedness while involved in the educational program. Age did not seem to be a factor to determining the amount of gain a person would make in critical thinking ability or open-mindedness. There was no significant difference between open-mindedness and gender. The study explored only a few specific aspects of the

Kellogg Farmers Study Program and did not attempt to evaluate the program on other impacts.

Robert Howell (1979) conducted a four state study. The study titled, "Public Affairs Leadership Development: An Impact Assessment of Programs Conducted in California, Michigan, Montana, & Pennsylvania" measured changes in affiliations with organizations, self assessment of program success, and spin off educational programs. Affiliations with organizations increased for all four groups although in different proportions. There was a positive relationship between participation in the program and running for public office in all four states. Responses to the self-assessment items showed that participants felt the program experience substantially increased their leadership and problem-solving skills. Respondents also indicated that the program experience increased their interest in public affairs and their feelings of independence, growth, and self-worth as persons; broadened their interest in community problems and issues; increased their desire to concentrate on specific issues rather than getting involved in many; and helped them gain confidence in their long-range future involvement in public affairs. Eighty-five percent of the respondents indicated the program made a difference in their lives, and ninety-one percent reported that they would participate again if given the opportunity.

In 1985, Robert Howell conducted a similar study of the Washington Agriculture and Forestry Leadership Program to

determine if the Program's goals were met or whether changes in the program were needed. Under impacts related to the goal of developing leadership skills, the mean score of participants suggested a moderate to substantial increase on the variables of: promoting causes, willingness to listen, biases and prejudices, ability to influence, speaking ability, group skills, analyzing data, ability to lead groups, leadership of community organizations, ability to serve, leadership of agriculture and forestry organizations, and more effective industry representatives in the state. Of the impact areas related to the dependent variable of broadened perspectives, moderate to substantial mean scores were indicated in the independent variables of knowledge of resources, importance of fact gathering, breadth of interests, interrelationships, analyzing data, working with others, knowledge, leadership of community, ability to serve, leadership of agriculture and forestry organizations, and ability to view others with greater objectivity.

Of the independent variables related to the dependent variable of encourage participation in public affairs, only interest in public affairs, confidence, and desire to serve had a group mean score of moderate to substantial increase, although several other variables also showed some increase.

Bill Kimball and Mary Andrews (1986) studied five Expanded Horizons Leadership Development Programs in Michigan. A follow up evaluation at 18 months, suggested that short term, intensive leadership development programs

are effective in changing behavior. In spite of small sample size, significant results were found. Participants became more involved in organizations that impact community decisions. They increased their public affairs involvements and rated themselves as more effective leaders after participation in the program. The study was not designed to address the components of transactional or transformational leadership.

Bill McKinley (1985) conducted a study of the Missouri Program called "An Impact of the Missouri Agricultural Leadership of Tomorrow Program." The study examined increases in public policy organizational involvement. Results showed an increase in organizational membership by participants upon completion of their two year leadership program. No other variables were examined.

Randolph Long (1986), of Ohio State completed his dissertation on "An Evaluation of Ohio Cooperative Extension Service Leadership Workshops in a Community Development Context." Long designed his study after the extensive study of Howell's (1979) study. His response rate to his questionnaire was low (50%). Respondents expressed a moderate increase on attitudes and abilities related to the leadership concepts they were exposed to. Participants felt the programs were too abbreviated to accomplish more than the presentation of elementary leadership ideas. The structure and time limitations of the program prevented more complete interaction and skill practice. Participants

increased involvement in organizations by 11%. This compares with a 56% increase of other longer programs as studied by Howell (1979). The workshops studied were only days or weeks as compared to the longer one to three year programs studied by Howell (1979). Long recommended upgrading the level of participant involvement largely through increasing the time allocated to the programs.

While these studies provide good background, they address the overall impact of these programs based on individual program objectives. None of them use the transformational or transactional leadership paradigm as a framework for evaluation. Besides a difference in objectives in their evaluation process, the quantity of literature that discusses these concepts is recent. It was only 1978 when Burns first used these terms to describe and define leadership. Since then best sellers such as Tom Peters and Bob Waterman's, In Search of Excellence, Tom Peters and Nancy Austin's, A Passion for Excellence and many others have stirred American thinking about leadership. The economic times with increased globalization and competition influences the current perception of effective leadership. For example, according to Bass (1960), effective leadership was defined as reinforcing or rewarding others for changing behavior. He further states that defining leadership in terms of goal attainment is particularly useful as it allows transfer of reinforcement theory to understanding leader--follower behavior.

Contrast his earlier definition with his recent definition. Bass (1990) says that prior leadership research and training had concentrated on identifying and measuring behaviors that fall into a limited range that we label as transactional leadership. Transactional leaders work to set up agreements or contracts to achieve specific work objectives by defining what needs to be done, finding out what the followers are capable of doing, and specifying what rewards are given for successful completion. Yet, when managers, students, and other leaders were asked to identify the most effective leaders they had worked with in their past, their descriptions included much more. They described them as inspirational, intellectually stimulating, challenging, visionary, oriented toward development, and determined to maximize performance. He calls these characteristics transformational.

Events continue to change how we view leadership. Current thought on transactional and transformational leadership is the paradigm for this impact study of the Washington Agriculture and Forestry Education Foundation Program.

The Contribution the Study Will Make to the Literature

Bass, (1981) says that while there is much training research, we still need research which links particular training efforts with particular behavioral changes. In many studies of leadership development programs, it is

impossible to discern the method or combination of methods used. The method of training and the content taught is outlined for each class at the WAFEF headquarters. The researcher reviewed the minutes of the curriculum committee since its inception and found no major changes in the curriculum. The presenters have changed but the content is basically the same. Another important concern, not examined is the effect of training on retention of leadership roles. There are few studies that have followed up on leadership development programs over a period of years.

Few studies are of significant sample size. Schmidt, Hunter, and Urry (1971) (as cited in Bass, 1981) stated that sample sizes were usually too small to produce acceptable levels of statistical power. In a review of eighty-nine reports between 1970 and 1975 by Hunt, Osborn, and Schreisheim (1977) (as cited in Bass, 1981), 20% used samples of thirty or less in analyses of data.

It is unusual to have a population of 300 or more to study after a period of time. Most studies have been conducted just a few months after the program. It is unusual to have an organization who can locate such a high percentage of their membership after a few years. The study shows that leadership can be developed through educational programs and describes impacts the program is making.

CHAPTER III

RESEARCH DESIGN

General Method

The researcher's purpose in this study was to assess the impact of the Washington Agriculture and Forestry Education Foundation's two year program on the participants' leadership abilities. This chapter will describe and explain the research design, and the procedures used in conducting this study.

Research Design

The research design for the study is a case study. This study is designed to identify the usefulness of curriculum related to transactional and transformational leadership skills as perceived by participants. This study will not measure actual practices of participants as perceived by community members, employees or employers, due to the difficulty of obtaining accurate information.

There are several threats to validity that the researcher was unable to overcome in the design of the study. There is a time lapse of nearly fifteen years for some participants and only a few months for others since completing the program. History is a major threat.

Unfortunately there is no pretest of the groups, or no outside control group with which to compare. Therefore, it is difficult to be sure the results are unbiased.

The basic research instrument used in this study was a mail survey. Surveys are conducted for the purpose of making descriptive assertions about some population. Sudman and Bradburn (1985) say that for nonthreatening behavior, respondents will generally give more accurate information about themselves than about others. The survey is a study of attitudes. Sudman and Bradburn (1985) identify three components of attitudes: affective, cognitive and action. The affective or evaluative describes whether the respondent likes or dislikes the object. The cognitive component addresses what the respondent knows or thinks about the attitude. The action component measures the respondent's willingness or intention to do something concerning the object of the attitude. They suggest measuring the strength of the attitude by building a strength dimension into the question itself or asking a series of independent questions, each of which reflects the general attitude.

Population

Population: The target population is the graduates of the Washington Agriculture and Forestry Education Foundation two year leadership program. Each class has about 30 participants. Nearly 360 persons have graduated from the program. The benefits of studying a total population v.s. a

sample could not be justified (Kraemer, 1987) in economic terms. Instead of studying a census of the total population, the researcher chose to use the power of inferential statistics and select a random sample. The number to include in the survey was determined using the software package Statpac and setting the reliability at .95 confidence level. After determining a sample of 185 was needed, the researcher, by toss of a coin selected odd numbers from the list of participants. By random selection the fourteenth person on every other class list was added to make up the stratified random sample.

The research methods used allow the study to be generalized to the population of Washington Agriculture and Forestry Education Foundation graduates in classes one through twelve.

Instrumentation

The questionnaire was developed from the review of the literature and from examining other research instruments from related research (Howell, 1979, 1985), (Long, 1986) (Bass, 1990), (Rothert, 1969), (McKinley, 1985).

The procedure used in constructing the questionnaire and subsequent mail-out is termed the "total design method" (Dillman, 1978). This method is designed to get the maximum rate of response.

Questions were developed using Likert scales where possible to measure the strength of knowledge, attitude, and

practice changes (Sudman & Bradburn, 1985). Likert scales provided ordinal data for conducting factor analysis, and inferential and descriptive statistics. Open-ended questions were developed to obtain qualitative (Patton, 1990) data at the end result level (Bennett, 1977).

Self assessment items were measured using an ordinal scale. The respondents could rate the program as having a decreased effect, no effect, or an increased effect on the area of life referred to in each item. A nine point scale was used to rate program effects from strong decreased effect to a strong increased effect. Marking zero in the center of the scale indicated no program effect upon a specific area of life. On either side of zero, the scale had four points for the respondent to register the perceived extent of the increase or decrease. Minus signs were assigned to the numbers 1-4 on the decreased side of the scale, to emphasize that these numbers showed the program had a decreased effect on a specific area of life. The higher the number circled on the increased or decreased effect sides of the scale, the greater the perceived effect.

Validity Testing of the Instrument

The instrument was reviewed for content validity by a panel of experts who included the researcher's guidance committee and other doctoral graduate students. The WAFEF curriculum committee, Board of Trustees and President Dave Roseleip also reviewed the questionnaire before mailing.

Joe Neimer, President of the Board of Trustees provided input into the development of the cover letter.

The Pilot Test

The instrument was tested for reliability using a sample of twenty eight. Reliabilities were run on Part I of the questionnaire which consisted of the first 40 questions. Where there were few questions relating to a variable, the overall reliability level of the particular item was lowered to an unacceptable (.80) level. Yet, when they were factored in with all the variables relating to the dependent variables of transactional and transformational leadership, the reliabilities increased substantially.

Because the dependent variable of transformational leadership had a high (.9363) and no particular question reduced the reliability substantially, the researcher decided the instrument was reliable. The research question, "Has the program increased participants abilities and practices in transactional and transformational leadership?" can be answered using the instrument.

Reliabilities were also run for Part II B, which measured participants increase in abilities in many skills. This set of questions was reliable at the .8393 level. Reliabilities were calculated using the software Statistical Package for the Social Sciences (SPSS) and the statistical test Cronbach's alpha.

The reliabilities for the dependent variables transformational leadership and transactional leadership were .9363 and .8929 respectively. The reliabilities for the independent variables were as follows:

Vision	.8143
Strategic Goal	
Setting	.7419
Ethical	
Leadership	.7129
Operational	
Goal	
Setting	.7278
Team Building	
Skills	.8143
Self Assessment	
Processes	.8981
Inspiring	
Others	.7034
Trust Building	.7730
Environmental	
Scanning	.7228
Empowering	
Others	.8079
Values	.8144
Group Conflict	
Management	.8060

Data Collection

The questionnaire was printed in a 8.5" by 7" booklet designed for the convenience of the respondent. A four stage mail-out procedure was used. The first step consisted of a personalized mailing with a cover letter introducing the participant to the study and its purposes. Dave Roseleip, President of the WAFEF personally signed the cover letters on Foundation stationery and provided foundation insignia envelopes for mailing. A return addressed, postage paid envelope was included with the questionnaire. A week

following the first mailing, a post card was sent to each participant that thanked them if they had returned the completed questionnaire, or reminded them to return the questionnaire if they had not already done so. Three weeks after the initial mailing a personalized reminder letter, survey and postage paid addressed envelope was mailed to nonrespondents. Participants were always informed that their response to the questionnaire was voluntary. Copies of all correspondence are in Appendix A.

Requirements that regulate research involving human subjects at Michigan State University were complied with throughout the study. Copies of the research instrument were reviewed by the Human Subjects Committee and placed on file at Michigan State University with copies of cover letters and other related documents. The study design and procedures complied with the federal law governing the use of mail questionnaires.

As indicated above, the total design method was carefully followed to reduce nonresponse rate. These data collection efforts resulted in 155 useable cases, or 82 percent of the random sample. This response rate compares favorably with a sample of sociological studies using mail survey methods that have an average response rate of 61.35 percent and a range of response of 32.57 to 93.85 percent (Vedgerhause, 1977, as cited in Howell, 1979). Although the response was high, the possibility of bias due to nonresponse cannot be ignored. To account for nonresponse

error, the researcher compared early respondents with late respondents. Based on no perceived differences, no further investigation was warranted (Miller and Smith, 1983).

Treatment of the Data

Inferential statistics were used to describe the population proportion responding to the survey. A T-test of early and late respondents was conducted to decide if there was a difference between the two groups and if the researcher could expect nonrespondents to answer differently than respondents.

The first forty items in the questionnaire were used to test the research hypothesis. To describe the distribution of the responses and the magnitude and direction of change, the researcher used means, modes, standard deviations and inferential statistics on the population mean. The means show the average scores for all respondents on each dimension. The standard deviations show the dispersion of scores around the mean. Alpha was set a priori at 0.05.

When composite variables were used, such as comparing practice changes in transactional leadership with practice changes in transformational leadership scores were aggregated for each participant before the means were computed. The scores on these variables were added to create a single category score, and the variable was treated like the others.

The assessment for the additivity of separate items into a single dimension was made using an average correlation coefficient. This is known as an interitem correlation coefficient (Howell, 1979) and it is calculated by adding all the correlations between items and dividing by the number of correlations.

Cronbach's Alpha was used to assess the reliability of each set of items during the pretest, and the combined sets of items as single unidimensional scales.

The hypotheses were tested as follows:

Hypotheses Investigated

1. There is a positive relationship in participation in the WAFEF program and participants increased use of transactional leadership skills.

The researcher measured practice changes in transformational leadership on the following set of questions out of Part I of the questionnaire: 8, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 32, 33, 34, 37, 38, and 40. This set of questions was found to be reliable at the .9363 level using Cronbach's alpha statistical test on the pre-test sample. Descriptive and inferential statistics were calculated on the population mean.

2. There is a positive relationship in participation in the WAFEF program and

participants increased use of transformational leadership skills.

The researcher measured practice changes at the transactional level using the following set of questions from Part I of the questionnaire: 1, 16, 17, 19, 20, 21, 28, 29, 30, 31, 35, 36, 37, and 39. This set of questions was reliable using Cronbach's alpha statistical test at the .8929 level with the pretest group. Descriptive and inferential statistics were calculated on the population mean.

3. There is a positive relationship in participants increased use of transformational leadership skills and increased use of transactional leadership skills.

To test this hypothesis of the relationship between increased use of transformational leadership skills and increased use of transactional leadership skills, the researcher conducted the Pearson product moment correlation coefficient on the two variables. The Pearsons product moment correlation was chosen because the researcher was testing the relationship of two variables using interval data for both (Glass & Stanley, 1970).

4. More recent classes of participants will have a greater gain in transformational leadership skills compared to initial classes.

To test this hypothesis the researcher grouped respondents into four groups based on class of participation. Their mean scores were analyzed using a one way analysis of variance to see if there were significant differences.

5. There is a positive relationship between and personal goal setting abilities and transformational leadership.

This hypothesis was tested comparing items 1, 11, 12, and 15 with transformational leadership skills. The test used was a Pearson-product moment correlation.

6. There is a positive relationship between vision and transformational leadership.

This hypothesis was tested comparing items 1, 11, 12, 15, 22, 23, 29, and 37 with transformational leadership scores using Pearson-product moment correlation.

7. There is a positive relationship between ethical leadership abilities and transformational leadership.

This hypothesis was tested comparing items, 1, 21, 22, 24, and 14. Scores were grouped and compared to grouped scores of transformational leadership using Pearson's product moment correlation.

8. There is a positive relationship between operational goal setting and transactional leadership.

This hypothesis was tested comparing items, 7, 28, 30, 31, 35, 36, and 39. Scores were grouped and compared to grouped scores on transactional leadership using Pearson's product moment correlation.

9. There is a positive relationship between team building skills and transformational leadership.

This hypothesis was tested comparing items 20, 21, 25, and 38 with scores on transformational leadership using Pearson's product moment correlation.

10. There is a positive relationship between self assessment processes and transformational leadership.

This hypothesis was tested comparing items 10, 12, 19, 22, 25, 26, 27, 29, 28, and 32 with scores on transformational leadership using Pearson's product moment correlation.

11. There is a positive relationship between abilities to inspire others and transformational leadership.

This hypothesis was tested comparing items 8, 21, 22, 23, 24, 26, 36, and 39 with scores on transformational leadership using Pearson's product-moment correlation.

12. There is a positive relationship between trust building abilities and transformational leadership.

This hypothesis was tested comparing items 21, 22, 26, and 38 with scores on transformational leadership using Pearson's product-moment correlation.

13. There is a positive relationship between ability to do environmental scanning and transformational leadership.

This hypothesis was tested comparing items 13, 12, 23, and 37 with scores on transformational leadership using Pearson's product moment correlation.

14. There is a positive relationship between ability to empower others and transformational leadership.

This hypothesis was tested comparing items 8, 17, 21, 22, 23, 24, 26, 33, 34, 37, and 38 with scores on transformational leadership using Pearson's product moment correlation.

15. There is a positive relationship between value clarification and transformational leadership.

This hypothesis was tested comparing items 22, 24, 29, and 32, with scores on transformational leadership using Pearson's product moment correlation.

16. There is a positive relationship between group conflict management and transformational leadership.

This hypothesis was tested comparing items 17, 20, 23, 25, 39, and 40, with scores on transformational leadership using Pearson's product moment correlation.

Descriptive and inferential statistics on the population mean were also calculated for the skills described in questions one through forty of the questionnaire.

A short list of adjectives describing personal best leadership experiences from the Kouzes (1988) study were provided in the next section. Participants were asked to check those that most apply. Totals were calculated and they were ranked from highest response to lowest for comparison to the Kouzes study.

Part II of the questionnaire asked participants to make a recommendation on the importance of twenty four skills for future curriculum development. Secondly, they were asked to go through the same list again and describe how much the curriculum expanded their abilities in the twenty four areas. The scales were ordinal and ranged from none, little, some, much, and no opinion. Descriptive and inferential statistics were calculated for each component.

Part III consisted of a series of three open ended questions. These were entered as stated by the respondent and then sorted according to similarity of items and categories that emerged. The summaries are described in Chapter IV and the recorded responses are located in Appendix D.

Part IV of the questionnaire asked for demographic data about the individuals to describe of the sample.

Participants were asked to indicate their gender, marital status, number of children, age, education, income and class of participation. Frequencies and percentages were calculated to provide the description.

The alpha level was set aprior at the 0.05 level for all significance tests.

Summary

This chapter has outlined the methods and procedures used to implement the study. The methods used to develop the questionnaire, test it for reliability, and implement it were described. The rationale and procedures for selecting the sample, and a discussion of the generalizability of the findings was examined. Finally, the methods used to analyze the data were described for the hypotheses and research questions.

CHAPTER IV

FINDINGS

The purpose of the study was to determine if participation in the WAFEF increases leadership skills of participants. The framework of the investigation was leadership skills as defined by the concepts of transactional and transformational leadership.

The data collected was analyzed according to the procedures described in Chapter III. The discussion of the findings is arranged according to the specific hypotheses to be tested, secondly according to other data collected that address the overall research questions and finally a description of the demographics of the sample.

A sample of 185 was selected from the general population of 355 participants. One hundred and fifty five participants returned their questionnaires, or a total of 84%. The confidence interval for the population proportion was found to be $C(.80 < p < .88) = .95$. This shows that given the size of the sample for the population, we can be 95 percent confident that had we asked the entire population, between 80 percent to 88 percent of the population would answer similarly.

A t-test of early and late respondents was conducted to determine if there was a difference in the responses between the two groups. Differences in the values of n was due to missing cases. If a respondent did not answer all the questions pertaining to the variable transactional or transformational leadership, their questionnaire was not included in the calculations. Because the value of t was less than critical t, there are no differences at the .05 level between early and late respondents (See Table 1). Because there was no difference found between early and late respondents, the researcher could assume that nonrespondents would not differ significantly from respondents. According to Miller and Smith (1983), no further investigation into nonresponse error was required.

Table 1

Comparison of Early and Late Respondents

Variables	(n)	Mean Value	t-Value	F value
Transformational				
Early respondents	63	1.9130	.52	1.31
Late respondents	61	1.8472		
C(-2.71<μ1-μ2<+2.85)=.95				
Transactional				
Early respondents	63	1.7985	.70	1.46
Late respondents	64	1.7103		
C(-2.73<μ1-μ2<+2.91)=.95				

Two tailed test

Significance level .05

** Confidence interval calculations for this chapter are located in Appendix B.

On the group of transformational variables the pooled variance estimate of observed t was used, because the F

value of 1.31 was considered to be close to one. The observed t value of pooled variances was .52. Critical t is plus or minus 1.97. Since observed t is less than critical t there are no observed differences in the sample between early and late respondents on the transformational variables.

On the group of transactional variables the separate variance estimate of observed t was selected, however the pooled and separate value of t was .70 or the same. The F value was 1.46, or of greater value than one, indicating the separate variance value should be used. Critical t is 1.97. Again with the alpha level set at .05, the observed t is less than critical t . The test conducted was a two tailed test. We have no significant observed differences in the samples between early and late respondents on the transactional variables.

Because there were no observed differences on these forty variables in the study, the researcher determined that early and late respondents did not vary significantly. Based on this comparison of early and late respondents, according to Miller and Smith (1983), we can assume that nonrespondents would answer similarly and the study will be generalizable to the total population of WAFEF graduates in classes one through 12.

Differences in the number of respondents between late respondents on transformational variables and transactional variables is due to some respondents not answering all items

in both transactional and transformational leadership. A total of 155 questionnaires were returned, but only 124 answered all items related to transformational leadership and only 127 answered all items related to transactional leadership.

Hypotheses Investigated

The hypotheses stated in chapter II were investigated. Hypotheses were converted to null hypothesis for statistical analysis. The null hypotheses were tested based on the first forty variables in part I of the questionnaire (See Appendix A for specifics). A nine point scale was provided for the participants. They were asked if the program had increased, decreased, or had no effect on the skill or practice described. Based on a review of the literature, several questions were developed to measure each variable. The scale for testing was:

Decreased				No Effect	Increased			
-4	-3	-2	-1	0	1	2	3	4

Alpha was established at .05 to obtain a confidence level of .95%.

Null Hypothesis 1

There is no relationship between increased use of transformational leadership skills and participation in the WAFEF program.

The researcher measured practice changes in transformational leadership on the following set of

questions out of Part I of the questionnaire: 8, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 32, 33, 34, 37, 38, and 40 (A copy of the questions may be found in Appendix A). The questions asked about practice changes in participants understanding and use of several independent variables related to transformational leadership. These included vision, strategic goal setting, public policy development, ethical leadership, understanding of broader topics, verbal communication skills, team building skills, managing meetings, self assessment processes, inspiring others, trust building, environmental scanning, empowering others, and group conflict management. Items in these categories focused on assisting others to see themselves as leaders as well as personal leadership skills. The group of questions was found to be reliable at the .9363 level using Cronbach's alpha statistical test on the pre-test sample.

Table 2

Descriptive Statistics of Transformational Leadership

Variable	Mean	Std Dev	Minimum	Maximum	N
Transformational Leadership	1.89	.72	.08	3.40	144
Confidence Interval (1.77 <μ< 2.01)=.95					

A likert scale measured participants changes in attitudes on particular areas of life because of participating in the leadership development program. Minus

four suggested maximum decrease, zero no effect and plus four maximum increase. We can conclude from the scores that all participants increased their transformational leadership skills with on average increase of 1.89. We reject the null hypothesis that there is no relationship between participation in the WAFEF and increased transformational leadership skills. All respondents increased their transformational leadership skills.

Null Hypotheses 2

There is no relationship between participation in the WAFEF program and participants increased use of transactional leadership skills.

The researcher measured practice changes at the transactional level using the following set of questions from Part I of the questionnaire: 1, 16, 17, 19, 20, 28, 29, 30, 31, 35, 36, 37, and 39. These questions attempted to assess the use of transactional leadership skills. Transactional leadership skills are used to shape behavior as an exchange of something for something. The use of positive reinforcement or pay raises for performance are examples. Transactional leadership skills do not focus on long term vision or developing leaders out of followers as is the developmental step to transformational leadership. Variables tested as the transactional leadership level included: operational goal setting, managing meetings, team building skills, communication skills, self assessment processes, inspiring others, trust building, strategic

planning, empowering others, group conflict management. This set of questions was reliable using Cronbach's alpha statistical test at the .8929 level with the pretest group.

Table 3

Descriptive Statistics of Transactional Leadership

Variable	Mean	Std Dev	Min	Max	N
Transactional Leadership	1.78	.72	.00	3.46	148

Confidence Interval (1.77 < μ < 2.01) = .95

The same likert scale was used to describe the variables relating to transactional leadership. Again, there was an increase in areas of life relating to transactional leadership, but slightly less than the variables relating to transformational leadership skills. The mean score was 1.78 for transactional variables as compared to 1.89 for transformational variables. Participants attributed their greatest gains from the program in those skills most highly correlated with transformational leadership.

Null Hypothesis 3

There is no relationship between participants increased use of transformational leadership skills and increased use of transactional leadership skills.

To test this hypothesis of the relationship between increased use of transformational leadership skills and increased use of transactional leadership skills, the researcher conducted the Pearson product moment coefficient on the two variables.

Table 4

Correlation Coefficient of Transactional with Transformational Variables

	Transformational leadership
Transactional leadership	.9346

One tailed test, significance level $-.001$

$C(.91 < p < .95) = .95$

The findings confirm similar findings in the literature review. Persons who are strong in transformational leadership skills are also strong in the use of transactional leadership skills. The hypothesis is rejected. This finding is important because transformational leadership is a developmental next step beyond transactional leadership. One would expect that persons who are strong in transformational leadership skills would also be strong in transactional leadership skills.

Null Hypothesis 4

There are no differences in transformational leadership skills between initial groups and more recent classes.

To test this hypothesis the researcher compared the mean scores of the classes. Transformational leadership variables were compared according to class groupings longitudinally. Classes were grouped into four groups by dividing the 12 classes by four and comparing early with later classes. Classes one through three, four through six, seven through nine and 10 through 12 made up the groups for comparison purposes. The research question, is there a difference in class scores as the program has evolved, is the concern for this analysis. There was no difference between groups. Based on the findings illustrated in Table 5, the hypothesis that there is a difference between classes in transformational leadership skills is rejected.

Table 5**Time of Participation**

One Way Analysis of Variance of Transformational Leadership Skills when Considering Time of Participation.

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	Critical F
Between Groups	3	.2720	.0907	.1723	1.74
Within Groups	137	72.0638	.5260		
Total	140	72.3358			

No two groups are significantly different at the .05 level. The observed F ratio is less than critical F, therefore the hypothesis is rejected.

Null Hypothesis 5

There is no relationship between personal goal setting abilities and transformational leadership.

This hypothesis was tested comparing personal goal setting activities of items 1, 11, 12, and 15 with transformational leadership skills. Based on the Pearson product-moment correlation shown in Table 6, the hypothesis is rejected. Personal goal setting abilities were highly correlated with transformational leadership skills.

Table 6

Correlation Coefficient for Personal Goal Setting
Related to Transformational Leadership Skills

Transformational leadership skills	
Personal goal setting	.8241

One tailed test, significant at -.001 level

C(.80 <p< .87)=.95

Null Hypothesis 6

There is no relationship between vision and transformational leadership.

This hypothesis was tested comparing attitudes related to visioning of items 1, 11, 12, 15, 22, 23, 29, and 37 with transformational leadership scores using Pearson's product moment correlation. The items were grouped prior to comparison. Based on the very strong association (Davis, 1971), the hypothesis is rejected.

Table 7

Correlation Coefficient for Visioning Skills
Related to Transformational Leadership Skills

Transformational leadership skills	
Vision	.9893

One tailed test, significant at -.001 level

C(.985 <p< .99)=.95

Null Hypothesis 7

There is no relationship between ethical leadership abilities and transformational leadership.

This hypothesis was tested comparing ethical leadership attitudes on items, 1, 21, 22, 24, and 14 as a group. Scores were grouped and compared to grouped scores of transformational leadership using Pearson's product moment correlation. The relationship is very strong. The hypothesis is rejected.

Table 8

Correlation Coefficient for Ethical Leadership**Skills Related to Transformational Leadership Skills**

Transformational leadership skills	
Ethical leadership skills	.8587

One tailed test, significant level at -.001

$C(.82 < p < .895) = .95$

Null Hypothesis 8

There is no relationship between operational goal setting and transactional leadership.

This hypothesis was tested comparing operational goal setting questions on items, 7, 28, 30, 31, 35, 36, and 39. Scores were grouped and compared to grouped scores on transactional leadership using Pearson's product moment

correlation. The very strong relationships shows the hypothesis should be rejected.

Table 9

**Correlation Coefficient of Operational Goal
Setting and Transactional Leadership Skills**

	Transactional Leadership Skills
Operational Goal Setting	.9465

1-tailed test significant at the -.001 level

$C(.92 < p < .96) = .95$

Null Hypothesis 9

There is no relationship between team building skills and transformational leadership.

This hypothesis was tested comparing questions related to team building skills on items 20, 21, 25, and 38 with scores on transformational leadership using Pearson's product moment correlation. Team building skills had a very strong association with transformational leadership skills. The hypothesis is rejected.

Table 10

**Correlation Coefficient for Team Building Skills as it
Relates to Transformational Leadership Skills**

Transformational Leadership Skills	
<hr/>	
Team building skills	.8554

1 tailed test, significant at the -.001 level

C(.82 <p< .90) =.95

Null Hypothesis 10

There is no relationship between self assessment processes and transformational leadership.

This hypothesis was tested comparing questions on self assessment processes of items 10, 12, 19, 22, 25, 26, 27, 29, 28, and 32 with scores on transformational leadership using Pearson's product moment correlation. Self assessment processes were strongly correlated with transformational leadership skills, so the hypothesis is rejected.

Table 11**Correlation Coefficient for Self Assessment****Processes Related to Transformational Leadership Skills**

	Transformational leadership skills
Self assessment processes	.9398

One tailed test, significant at the -.001 level

$C(.92 < p < .96) = .95$

Null Hypothesis 11

There is no relationship between abilities to inspire others and transformational leadership.

This hypothesis was tested comparing questions measuring attitudes related to inspiring others on items 8, 21, 22, 23, 24, 26, 36, and 39 with scores on transformational leadership using Pearson's product moment correlation. It is inferred from the high correlation that there is a strong relationship between ability to inspire others and transformational leadership skills. The hypothesis is rejected.

Table 12

Correlation Coefficient for Abilities to
Inspire Others Related to Transformational Leadership Skills

Transformational leadership skills	
<hr/>	
Ability to inspire others	.9251

One tailed test, significant at the -.001 level

C(.90 < p < .95) = .95

Null Hypothesis 12

There is no relationship between trust building abilities and transformational leadership.

This hypothesis was tested using the interitem correlation coefficient of items 21, 22, 26, and 38 with scores on transformational leadership using Pearson's product moment correlation. As described in table 13, there was found to be a high correlation between trust building abilities and transformational leadership. The hypothesis is rejected.

Table 13

Correlation Coefficient for Trust Building
Abilities Related to Transformational Leadership Skills

	Transformational leadership skills
Trust building abilities	.8613

One tailed test, significant at the -.001 level

C (.81 <p< .895)=.95

Null Hypothesis 13

There is no relationship between ability to do environmental scanning and transformational leadership.

This hypothesis was tested comparing items 13, 12, 23, and 37 with scores on transformational leadership using Pearson's product moment correlation statistic. A strong relationship was discovered between environmental scanning abilities and transformational leadership skills. The researcher rejects the hypothesis.

Table 14

Correlation Coefficient for Environmental
Scanning Abilities Related to Transformational
Leadership Skills

Transformational leadership skills	
<hr/>	
Environmental scanning ability	.8733

One tailed test, significant at -.001 level

C (.83 < p < .91) = .95

Null Hypothesis 14

There is no relationship between ability to empower others and transformational leadership.

This hypothesis was tested comparing items 8, 17, 21, 22, 23, 24, 26, 33, 34, 37, and 38 with scores on transformational leadership using Pearson's product moment Correlation. It is implied from the high correlation that there is a very strong relationship between empowering others and transformational leadership skills. The hypothesis is rejected by the researcher.

Table 15

Correlation Coefficient for Ability to Empower
Others Related to Transformational Leadership

Transformational leadership skills	
<hr/>	
Ability to empower others	.9426

One tailed test, significant at -.001 level

$C(.95 < p < .96) = .95$

Null Hypothesis 15

There is no relationship between value clarification and transformational leadership.

This hypothesis was tested comparing items 22, 24, 29, and 32, with scores on transformational leadership using Pearson's product moment correlation. Table 16 describes a very strong correlation between value clarification and transformational leadership. Consequently, the hypothesis is rejected.

Table 16

**Correlation Coefficient Value Clarification as it Relates to
Transformational Leadership Skills**

Transformational leadership skills	
<hr/>	
Value clarification	.8640

One tailed test, significant at -.001 level

$C(-.82 < p < .90) = .95$

Null Hypothesis 16

There is no relationship between group conflict management and transformational leadership.

This hypothesis was tested comparing items 17, 20, 23, 25, 39, and 40, with scores on transformational leadership using Pearson's product moment correlation. Group conflict management skills were highly correlated with transformational leadership skills. Reject the hypothesis.

Table 17

**Correlation Coefficient for Group Conflict Management Skills
Related to Transformational Leadership Skills**

Transformational leadership skills	
<hr/>	
Group conflict management	.8689

One tailed test, significant at -.001 level

$C(.825 < p < .905) = .95$

In part one of the questionnaire participants were asked to indicate the various ways the leadership development program has affected their lives. They were asked to share whether their participation in the WAFEF program increased, decreased or had no effect on specific areas of life relating to transactional and transformational leadership. These forty variables were used to test the hypotheses just discussed. Table 18 shows the individual questions and mean scores for each item. Additional descriptive information is located in Appendix C.

Table 18**Descriptive Scores on Each of the Forty Leadership Skill**

Question	Mean	N
1. Your feeling confidence to openly promote causes about which you feel strongly	2.28	155
2. Your knowledge of your limits and strengths	1.95	155
3. Recognition of your biases and prejudices	1.76	155
4. Your willingness to consider alternative points of view	2.17	155
5. Your efforts to involve others in group efforts	1.82	154
6. Use of positive reinforcement in daily interactions	1.52	154
7. Ability to recognize roles and tasks needed to accomplish a desired outcome	1.91	155
8. Ability to motivate others	1.59	153
9. Your appreciation for listening to others' points of view	2.25	154
10. Your confidence in establishing long range goals for organizations in which you are involved.	1.74	155
11. Your confidence in establishing long range goals for organizations in which you are involved.	1.77	155
12. Confidence in your ability to achieve long range goals.	1.94	155
13. Your desire to seek out new opportunities.	2.25	155
14. Your feeling that others look to you for advice.	1.85	155
15. Your ability to find creative solutions to problems.	1.83	155
16. Your confidence to speak in public.	2.29	155
17. Your use of group process skills in community life.	1.93	154
18. Your use of group process skills in your work.	1.68	155

Question	Mean	N
19. Stimulation to new efforts in personal development.	1.98	154
20. Frequency with which you involve others to solve a group problem.	1.77	155
21. Your ability to help those you lead to see themselves as leaders.	1.59	155
22. Your desire to serve the common good.	2.13	155
23. Ability to focus on what is most important in a situation.	2.10	154
24. Greater consideration to ethical issues in problem solving.	1.66	154
25. Interest in innovative ideas.	1.97	154
26. Others regard you as a competent leader.	1.99	154
27. Stimulating your desire for learning.	2.44	153
28. Served as a motivation for a new goal.	2.01	154
29. Commitment to achieving my goals.	1.94	154
30. Ability to focus others on goals.	1.38	152
31. Ability to convince others that the goals are worth attaining.	1.51	152
32. Actively seek out opportunities which allow you to do your best.	1.72	152
33. Ability to inspire others to achieve.	1.56	151
34. Belief in the self fulfilling prophesy.	1.30	152
35. Rewarding those who meet the standards as a way to help others learn the standards.	.99	151
36. Ability to provide constructive feedback about performance.	1.51	152
37. Ability to examine the system and look for the weak spots.	1.79	151
38. Efforts to involve those who are hesitant to participate.	1.58	151
39. You like to personally examine problems to strategize on a solution.	1.62	152
40. You like to discuss problems with others to come up with the best strategy for solving the problem.	2.11	152

**Comparing Experiences of WAFEF Leaders
to that of Other Leaders**

In the study of leaders cited in Kouzes (1988), ninety five percent of the cases used positive words such as challenging, exciting, rewarding, dedication, intense, commitment, determination, inspiring, uplifting, motivating, unique, important, proud and empowering when describing their best leadership experience. Twenty percent expressed frustration, and fifteen percent also expressed fear and anxiety. The vast majority were challenged by the process and energized by it rather than stressed negatively. The Kouzes study offered an open ended question. In this study the researcher offered a checklist. Although there was a difference in format, the results were similar. WAFEF graduates also selected positive words such as challenging, rewarding, exciting, commitment, important, inspiring, demanding, intense as their highest responses. Words like frustrating, frightening or scary were selected by fewer than 15% of respondents.

To compare how the leaders in the Washington Agriculture and Forestry Education Foundation compared to leaders studied in Kouzes, (1988), participants were asked:

In describing my best leadership experience, I would use words like: (Check those that **MOST** apply.) Frequency indicates the number of respondents who felt the adjective described their best leadership experience. Percent refers to the percentage of all respondent checking yes of those answering the questionnaire. The results are illustrated in Table 19.

Table 19

**Adjectives that Describe Respondents Personal Best
Leadership Experience**

ADJECTIVE	Frequency	Percent
Challenging	121	78.1
Rewarding	116	74.8
Exciting	89	57.4
Commitment	77	49.7
Important	71	45.8
Inspiring	73	47.1
Demanding	66	42.6
Intense	52	33.5
Stressful	41	26.5
Empowering	35	22.6
Frustrating	22	14.2
Scary	10	6.5
Overwhelming	9	5.8
Frightening	5	3.2

* Respondents could respond to more than one category.

**Personal Perceptions and Recommendations
of Program Modules by Participants**

Part II of the questionnaire asked participants questions relating to their recommendations for designing future leadership programs. They were asked their opinion of the importance of program components for them personally, and to the program design for future participants. The scale range from 0 = None, 5 = Little, 10 = Some, 15 = Much and N/O as no opinion. Sudman and Bradburn (1989) suggest that the most frequent method of measuring intensity of

att

cat

dir

coo

the

wa

fo

il

re

st

me

co

12

an

in

1

e

f

d

Te

Co

—

—

S

attitude is to build an intensity scale into the response categories, so that responses indicate not only the direction of evaluation but also the intensity -- or for cognitive components, the perception that is asked about and the certainty or intensity with which it is believed. This was the reason for the fifteen point scale as opposed to a four point scale. Tables 28 and 29 located in Appendix C illustrate their responses using descriptive statistics.

Participants felt that all areas are important and recommend placing some emphasis on each. They felt strongest about public speaking communication skills with a mean score of 13.52. Closely following it was interpersonal communications with 12.57, understanding different cultures 12.05, ethical leadership 11.89, team building skills 11.73, and public policy development 11.59, motivating and inspiring others 11.03 and other broadening experiences 11.03.

Respondents' perceptions of their personal gain in every category was lower than the mean score recommendation for the importance for future programs. When comparing descriptives from Table 28 with Table 29.

Table 20

Comparison of Personal Gain with Recommendation

Topic	Mean	Std Dev	n
Strategic goal setting			
Gain	7.92	4.36	137
Recommend	10.92	3.57	152

Topic	Mean	Std Dev	n
Public policy development			
Gain	9.93	4.05	138
Recommend	11.59	3.38	151
Ethical leadership			
Gain	7.34	4.62	137
Recommend	11.89	3.73	151
Understanding different cultures			
Gain	12.25	3.66	140
Recommend	12.25	3.23	151
Other broadening cultures			
Gain	12.25	3.99	132
Recommend	12.05	3.39	139
Communication skills - reading			
Gain	3.36	3.57	140
Recommend	8.52	4.17	141
Communication skills - writing			
Gain	4.36	4.02	140
Recommend	10.53	3.96	151
Communication skills - public speaking			
Gain	9.62	4.18	144
Recommend	13.52	2.63	152
Communication skills - interpersonal			
Gain	9.75	4.01	139
Recommend	12.57	3.31	150
Operational goal setting			
Gain	6.72	4.46	131
Recommend	9.64	3.53	140
Team building skills			
Gain	9.21	4.14	139
Recommend	11.73	3.48	150
Managing meetings			
Gain	7.99	4.46	142
Recommend	10.72	3.75	142
Group conflict management			
Gain	7.64	4.13	140
Recommend	11.69	3.51	151
Values			
Gain	7.52	4.82	137
Recommend	10.17	4.21	146

Topic	Mean	Std Dev	n
Self assessment processes and techniques			
Gain	7.30	4.19	138
Recommend	9.87	3.97	150
Personal goal setting			
Gain	7.39	4.82	140
Recommend	9.83	4.15	150
Development of self esteem or positive attitudes			
Gain	8.52	6.16	140
Recommend	10.47	4.46	152
Delegation			
Gain	5.67	4.15	141
Recommend	9.90	3.62	152
Time management			
Gain	5.83	4.17	138
Recommend	10.69	4.10	153
Motivating and inspiring others			
Gain	7.28	3.73	138
Recommend	11.03	3.48	151
Trust building			
Gain	6.85	4.15	138
Recommend	9.80	3.79	150
Environmental scanning			
Gain	7.38	4.30	124
Recommend	8.77	3.85	134
Empowering others			
Gain	5.88	3.89	136
Recommend	9.70	3.58	150
Development of long term vision			
Gain	9.10	4.39	139
Recommend	11.62	3.58	150

Participants gained most in understanding different cultures with a mean score of 12.25 and other broadening experiences 11.48. The lowest gain score was increased reading skills 3.36, writing 4.36, ability to delegate 5.67, closely followed by time management 5.83 and empowering others 5.88. While several people indicated that they wanted more

opportunities to increase their public speaking skills in the open ended questions to be discussed later, the mean score on public speaking abilities was received a mean score of 9.62. Participants felt the program improved their public speaking abilities some.

Results and Further Recommendations of Participants

The final portion of the questionnaire asked the participants to answer three open ended questions. The first question asked participants to identify three program factors, which they felt made the greatest difference in their leadership development.

Question One

The answers were reviewed by the researcher to observe trends. General categories were identified to help organize responses for analysis purposes. (Actual responses of participants are located in Appendix C). These categories were identified as (1) confidence, (2) increased leadership skills, (3) understanding of issues, (4) networking, (5) broaden perspective of global issues, (6) belief that they could make a difference, (7) goal setting, (8) interpersonal relationships, as well as a few (9) miscellaneous answers. Because of the enormous variety and responses in leadership skills identified, these were further categorized into decision making, time management, interaction with

influentials, communications, trust in others, political astuteness, insight into the dynamics of leadership, organizational development and management skills, and personal strengths and weaknesses.

Table 21

List Three Factors that made the GREATEST Difference in Your Leadership Development

Factors	n	n
1. Confidence		52
2. Increased leadership skills		130
Communications	36	
Insight into the dynamics of leadership	33	
Political astuteness	17	
Organizational development and management skills	14	
Decision making	10	
Time management	6	
Interaction with influentials	5	
Trust in others	4	
Personal strengths and weaknesses	4	
Other	1	
3. Understanding of issues		49

Factors	n	n
4. Networking		29
5. Broader perspective of global issues		70
6. "I can make a difference."		14
7. Goal setting		11
8. Interpersonal relationships		23
9. Miscellaneous answers		1

One hundred and thirty participants said the program contributed greatest to their leadership development in refining a variety of skills. This is the largest category of responses. Greater understanding of issues is also very important. Forty nine participants made comments on the value of understanding issues, and another seventy participants identified a broader understanding of global issues in particular. Comments like:

"Before Ag-Forestry, I tended to be apathetic about things that didn't affect me directly, now I am less so."

"Looking at issues through the opposition's perspective has changed some of my redneck views on life."

are examples of the types of responses people made in this category.

Another important factor is their increased confidence in achieving tasks, public speaking, inner strength, personal ideas, willingness to take risks. Fifty two

persons stated confidence in some form. Closely related to confidence was recognition that they could make a difference. Fourteen people identified, "I can make a difference."

Question Two

Question two asked participants to give three results or accomplishments that they attributed to their participation in the WAFEF two year program. The researcher reviewed the responses and identified four categories for the responses. The responses could be categorized into a (1) promotion in their job, (2) personal growth areas that expanded their horizons and desire to do new things, (3) assumed a new leadership role by running for public office or assuming a new leadership role in other organizations and finally some cited (4) specific impacts they felt they were making in organizations. These are summarized in Table 22.

Table 22

Results or Accomplishments that You Attribute to Your Participation in WAFEF Two Year Program

Factors	n
1. Impact on organizations in which I participate	183
2. Personal growth	113
3. Office holder	52
4. Promotion	31

Several participants felt that their participation directly contributed to the advancement of their career. Several others said it gave them the confidence to start their own business, expand or upgrade their current business, or just be successful in staying in their current business.

Several persons identified new personal goals that were categorized in the personal growth category as well as feeling more capable and better at working with others and accomplishing goals. Some are continuing their education or have completed advanced degrees since the program, and feel the program contributed to their decision to do this. Greater respect and appreciation for others, issues, and the process for getting people to work together to solve problems is a thread throughout these comments.

Office Holder

Fifty two people identified that they had run for office or accepted a major leadership role in their organization. One individual identified that they had gotten married and the researcher included this in this category as a new leadership role and responsibility. Other examples included national presidents of commodity organizations, school board members, industry leaders, numerous board memberships in the agriculture and forestry industry, and election to county government offices.

Impact on Organizations

One hundred and eighty three gave examples of how they are making a difference. Examples included:

"Making sure that whatever organization I am involved with, that they get my full attention when decisions must be reached."

"Development of the Canola industry in Washington State."

"Commitment to getting others involved in agriculture organizational activities."

"Developing export market for apples into the Rim of Asia for my firm."

"The decision to help grow people instead of crops."

Political involvement was identified by many, from becoming involved in local and national politics to working the political process on issues that affect agriculture and forestry.

The final question asked participants to share any additional suggestions for improving the curriculum regarding leadership development. The responses are categorized in Table 23.

Table 23

**Additional Recommendations for Improving the Curriculum
Regarding Leadership Development**

Factors	Sub-Factors	n	n
Skills			91
	Public Policy	60	
	Communications	15	
	Other	12	
	Time management	4	
Great experience			14
No change			6
More			3
Miscellaneous			19

The responses to this question were more challenging to categorize, because the message often conveyed more than one idea. If the researcher were to separate them, a portion of the context would be lost. Therefore, the researcher tried as much as possible to put them where they seemed to fit best. The category with the largest response was public policy considerations, with sixty persons making a statement related to this area. Most people remarked on the high value they placed on exposure and understanding of issues and the processes in creating public policy. Comments related to the task force experience were included under public policy. Eleven people identified the task force experience as an important issue. One of the eleven said that while everyone grumbled, it was a good experience. The other ten made suggestions for improving the task force

experience or said the process needs improvement.

Statements like,

"I'm not sure the public policy committee left with us a very positive taste in our mouths. I never want to do that again."

"The public policy assignments don't go far enough - they were, for the most part, time exercises that did not really get at the issues or processes necessary."

Comments suggested that the task force experience needs to be more real within respective industries, state, or area issues, more focused, and more hands on. Several participants mentioned increasing the actions of participants through additional communication skills in the public policy arena. Opportunities to improve oral communications before a group are valued. It was recommended that there be increased opportunities for public speaking, discussion or debate among participants.

"Push them a little harder, more reading, writing, homework."

A few would like more experience with the governmental process.

Other issues identified, which they see as important to add to the program, are health, different religions, risk assessment, environmental issues such as water quality and allocation, growth management, futuring, innovation, creativity, and the costs of leadership. Another suggested that additional private sector resources be used, which are not just the large corporations or the niche marketers.

Six people said don't change it. An additional fourteen said it was a great experience. Examples of their comments are:

"WAFEF has been a great educational exposure, creating and cumulating and refining prior education and experience."

"The program developed my abilities to where I have a greater understanding of myself and desire to learn more of those issues surrounding my environment."

"The networking of members is probably the most valuable asset of the program."

"The program was the most positive effect that I have made on my life."

"Basically I would say that experience advanced me 10 years in the growth process both professionally and personally."

"Great program, one that makes a lasting difference."

The overall response to the program is that they are pleased for having had the opportunity to participate. With one exception, even those who made suggestions for improving the curriculum, shows that they benefitted from the program.

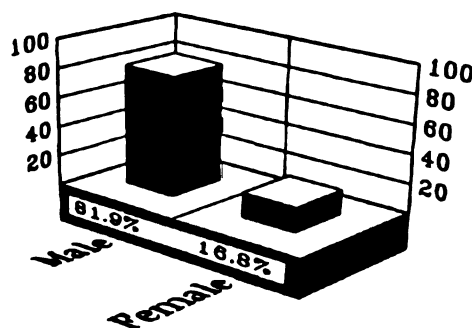
Characteristics of Respondents

The subjects of this study were the participants of the Washington Agriculture and Forestry Education Foundation who have completed the two year program. Current participants were not included in the study. Selected demographic information was collected to describe the nature of the population. This section presents information regarding the respondents' gender, marital status, family, age, income, education and class of participation.

Gender

As shown in Figure 2, the return sample reflects the population. The participants in the programs were predominately male.

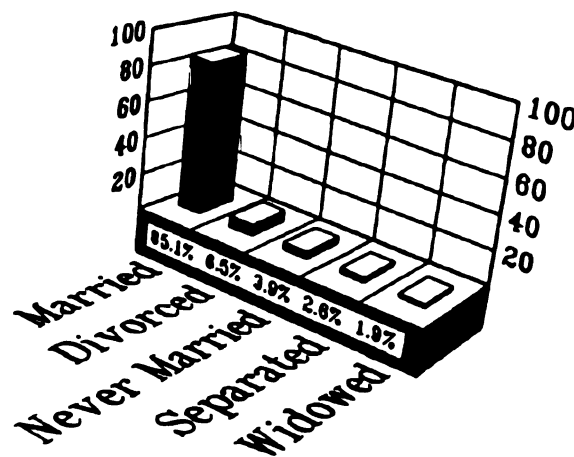
Figure 2. Gender of Respondents



Total n = 155 responding

Marital Status

Respondents were asked to indicate their marital status. One hundred and thirty one, or 85% indicated they were married. Figure 3 illustrates the distribution of responses in percentages.

Figure 3. Marital Status**Table 24****Marital Status**

	n	%
Never married	6	3.9
Married	131	85.1
Divorced	10	6.5
Separated	4	2.6
Widowed	3	1.9
	1	Missing
Total	<u>155</u>	<u>100.0</u>

Number and Age of Children

Figure 4 shows most of the respondents have young children at home.

Figure 4. Age of Children of Respondents (Expressed as Percentage of the Total Number of Children)

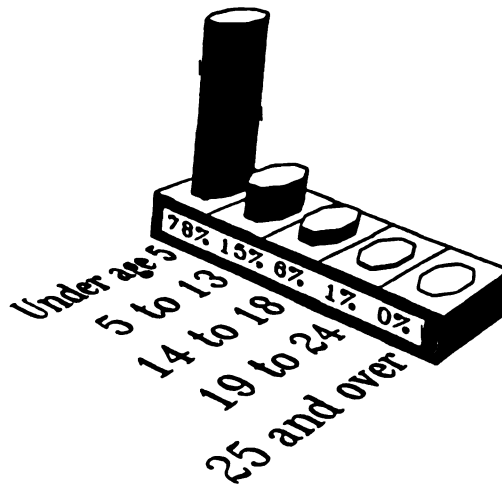


Table 25

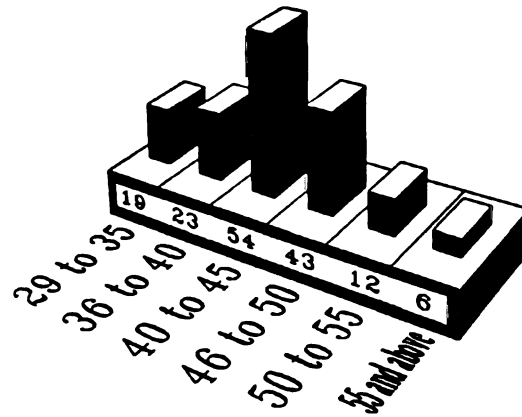
Children of Participants

Age of Children	n	%
Under 5 years of age	92	78.0
5 to 13	18	15.3
14 to 18	7	5.9
19 to 24	1	.8
25 and over		
None	37	
Total	155	100

Age of Respondents

The age of the respondents ranged from 29 years old to 58. Notice the bell shape to the curve, with the peak at ages 40 to 45. The bar graph is a frequency distribution of respondents ages.

Figure 5. Age of Respondents



Education

Participants were asked to circle their highest level of education completed. Professional terminal degrees such as Doctorate of Philosophy, Doctor of Veterinary Medicine, and Juris Doctor were grouped in one category. Eighty percent of the sample have completed college or have advanced degrees. Twenty six percent have advanced degrees. Figure 6 illustrates the sample representation of educational levels.

Figure 6. Educational Level of Respondents Illustrated in Percentages

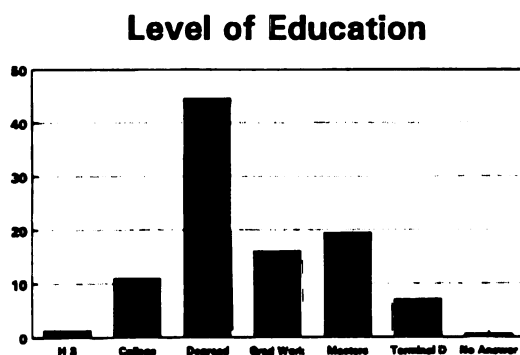


Table 26

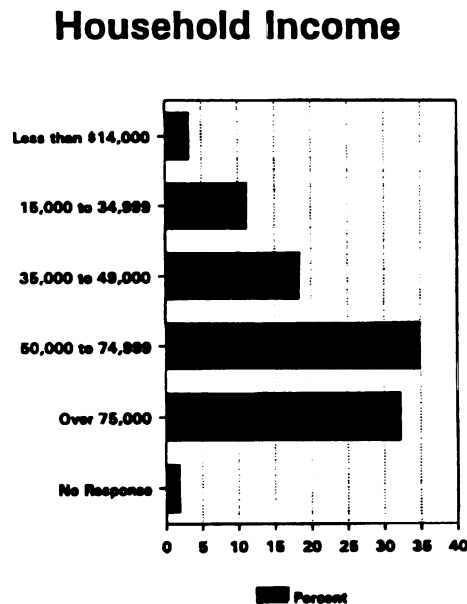
Level of Education

	n	%	
High School	2	1.3	
Some College	17	11.0	
Completed College	69	44.5	
Some Graduate Work	25	16.1	
Graduate Degree	30	19.4	
Terminal Degree	11	7.1	
	1	.6	no answer
	-----	-----	
Total	155	100.0	

Household Income

Participants were asked their approximate household income by all members, before taxes in 1990. Sixty seven percent had household incomes more than \$50,000. Median income according to U.S. Department of Commerce 1989 census data for a married couple household was \$38,660. In 1989, according to this census report, 41% of Americans had an income over \$35,000 as compared to 85% of this sample.

Figure 7. Household Income in 1990



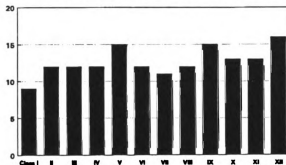
Class of Participation

The selection of the sample was stratified by class and then randomly selected. The researcher wanted to know if the returned questionnaires were representative of the total sample. Respondents were asked to identify the class in which they participated. Figure 8 shows that the returns did represent all classes similarly.

Figure 8. Class Distribution of Respondents

(Frequency by Class)

Class Distribution of Respondents



CHAPTER V

SUMMARY

CONCLUSIONS AND RECOMMENDATIONS

This chapter is a summary of the research questions, procedures, and results of the statistical analysis. Strengths and weaknesses of the study are shared in the limitations section. The major conclusion and implications for developing future leadership programs follow. Finally, the researcher provides some recommendations for future research.

The study was an evaluation of the participants of the Washington Agriculture and Forestry Education Foundation (WAFEF) leadership development program. The Washington Agriculture and Forestry Education Foundation was formed to invest in people - to create programs that broaden the skills, enrich the experience and increase the knowledge of persons likely to become leaders in the renewable natural resources arena.

The Washington Agriculture and Forestry Education Foundation has conducted leadership development programs consisting of two year series of seminars since 1977 for individuals in the natural resource industries. The purpose

of this study was to assess the growth in the transactional and transformational leadership skills of participants by their participation in the programs.

Thirty candidates are selected annually for each class. Candidates are selected on their demonstrated aptitude for leadership, past experience, and interest in assuming future leadership roles. A committee representing the natural resource industries, education, business and geographic areas of Washington makes the final selection.

Consideration is also given to include broad representation from the natural resource industries in the participants of each class as well as geographic representation. The intent is to provide as rich an experience for participants as possible and to increase networking across industries.

Institutions of higher learning and businesses throughout the state cooperate with the Foundation and furnish instructors and facilities for the seminars. Seven resident seminars of three days duration are offered each year. Subject matter includes communications, economics, government, social and cultural understanding and international trade. The focus during the first year is on local, state and national issues. The second year emphasizes international affairs. Instructors are top level persons employed in the public and private sectors. Class members assume responsibility for managing sessions, preparing reports and evaluating each session. Participants

spend over 65 days together during the two year period and learn from each other. The first year includes a week long national travel seminar to Washington D.C. to study and observe political processes. Stopovers to view markets and urban settings are made. A lengthier international seminar provides exposure to other cultures and international trade during the second year (Roseleip, 1987).

The research design for the study was a case study. The research instrument used was a mail survey. The population was the graduates of the Washington Agriculture and Forestry Education Foundation two year leadership program in classes one through twelve. Each class has about 30 participants. Three hundred and fifty five persons have graduated from the program. The researcher chose to use the power of inferential statistics and select a stratified random sample. A sample size of 186 was selected using the software package Statpac and setting the reliability at .95 confidence level. The mail survey was reviewed by a panel of experts for content validity. To test the reliability of the instrument the researcher conducted a pretest with a sample of 28 and the questionnaire was found to be reliable. The reliabilities were presented in Chapter IV. T-tests of early and late respondents showed no difference between the two groups, so no further investigation of nonresponse error was conducted.

The research methods used allow the study to be generalized to the population of Washington Agriculture and

Forestry Education Foundation graduates in classes one through twelve.

Summary of Findings, Conclusions and Implications

Research Question 1

The first research question for this study was:

1. Does participation in the Washington Agriculture and Forestry Education Foundations' two year educational program increase the leadership abilities of the participants?

The hypothesis were constructed based on the research question and review of the literature. The results were as follows:

1. Participants increased their use of transformational leadership skills an average of 1.89 as a result of their participation in the WAFEF program. (The scale was minus four for decreased to plus four for maximum increase. Zero was no effect.)
2. Participants increased their use of transactional leadership skills an average of 1.78 as a result of their participation in the WAFEF program. (The scale was minus four for decreased to plus four for maximum increase. Zero was no effect.)
3. A very high correlation of .93 was found between participants increased use of transformational leadership skills and increased use of transactional leadership skills.
4. There was no difference between time of participation in the program and gain in transformational leadership skills. All classes of participants increased their transformational leadership skills similarly. This was found using a one way analysis of variance.

5. A positive correlation of .82 was found between personal goal setting abilities and transformational leadership.
6. A positive relationship of .99 was found between vision and transformational leadership.
7. A positive correlation of .86 was found between ethical leadership abilities and transformational leadership.
8. A positive correlation of .95 was found between operational goal setting and transactional leadership.
9. A positive correlation of .86 was found between team building skills and transformational leadership.
10. A positive correlation of .94 between self assessment processes and transformational leadership.
11. A positive correlation of .93 was found between abilities to inspire others and transformational leadership.
12. A positive correlation of .86 was found between trust building abilities and transformational leadership.
13. A positive correlation of .87 was found between ability to do environmental scanning and transformational leadership.
14. A positive correlation of .94 was found between ability to empower others and transformational leadership.
15. A positive correlation of .86 was found between value clarification and transformational leadership.
16. A positive correlation of .87 was found between group conflict management and transformational leadership.

In addition to the likert scales on specific questions to test the hypothesis, open ended questions were asked to

help the researcher better understand the achievements graduates attributed to their participation in the program. Their recommendations for program development were also asked.

The first question asked participants to identify three program factors, that they felt made the greatest difference in their leadership development. General categories were identified to assist in organizing the responses. One hundred and thirty participants said the program contributed greatest to their leadership development in refining a variety of skills. This is the largest category of responses. Greater understanding of issues was also very important. Forty nine made comments on the value of understanding issues, and another seventy identified a broader understanding of global issues in particular. This reaffirmed what they had indicated on the likert scales.

Important too is their increased confidence in achieving tasks, public speaking, inner strength, personal ideas and willingness to take risks. Fifty two persons stated confidence of some form. Closely related to confidence was recognition that they could make a difference. Fourteen people said, "I can make a difference."

Question two asked participants to give three results or accomplishments that they attributed to their participation in the WAFEF two year program. The responses were categorized into a career promotion; personal growth

areas which expanded their horizons and or desire to do new things; assumed a new leadership role by running for public office or assuming a new leadership role in other organizations; and finally some cited specific impacts they felt they were making in organizations.

One hundred and eighty three gave examples of how they are making a difference. Examples included:

"Making sure that whatever organization I am involved with, that they get my full attention when decisions must be reached."

"Development of the Canola industry in Washington State."

"Commitment to getting others involved in agriculture organizational activities."

"Developing export market for apples into the Rim of Asia for my firm."

"The decision to help grow people instead of crops."

Political involvement was identified by many, from becoming involved in local and national politics to working the political process on issues which affect agriculture and forestry.

One hundred and thirteen respondents identified new personal goals as well as feeling more capable and better at working with others and accomplishing goals. Some are continuing their education or have completed advanced degrees since the program, and feel the program contributed to their decision to do this. Greater respect and appreciation for others, issues, and the process for getting

people to work together to solve problems is a thread throughout these comments.

Fifty two people identified that they had run for office or accepted a major leadership role in their organization. Examples include national presidents of commodity organizations, school board members, industry leaders, numerous board memberships in the agriculture and forestry industry, and election to county government offices.

Thirty one felt that their participation directly contributed to the advancement of their career or that it gave them the confidence to start their own business, expand or upgrade their current business, or just be successful in staying in their current business.

Research Question 2

The second research question was: Could the current curriculum be improved, and if so, how? Participants were asked to share their opinions through likert scales on specific questions and through open ended questions.

Competencies were listed with likert scales. Respondents were asked to indicate the level to which the curriculum expanded their personal capacity in a set of skills. Then they were asked to go through the list a second time and indicate their recommendation for the importance of a set of skills in the future curriculum. The

mean scores of their personal gain and recommendation is indicated as follows:

Table 27

Comparison of Personal Gain with Recommendation

Topic	Mean	Std Dev	n
Strategic goal setting			
Gain	7.92	4.36	137
Recommend	10.92	3.57	152
Public policy development			
Gain	9.93	4.05	138
Recommend	11.59	3.38	151
Ethical leadership			
Gain	7.34	4.62	137
Recommend	11.89	3.73	151
Understanding different cultures			
Gain	12.25	3.66	140
Recommend	12.25	3.23	151
Other broadening cultures			
Gain	12.25	3.99	132
Recommend	12.05	3.39	139
Communication skills - reading			
Gain	3.36	3.57	140
Recommend	8.52	4.17	141
Communication skills - writing			
Gain	4.36	4.02	140
Recommend	10.53	3.96	151
Communication skills - public speaking			
Gain	9.62	4.18	144
Recommend	13.52	2.63	152
Communication skills - interpersonal			
Gain	9.75	4.01	139
Recommend	12.57	3.31	150
Operational goal setting			
Gain	6.72	4.46	131
Recommend	9.64	3.53	140
Team building skills			
Gain	9.21	4.14	139
Recommend	11.73	3.48	150

Topic	Mean	Std Dev	n
Managing meetings			
Gain	7.99	4.46	142
Recommend	10.72	3.75	142
Group conflict management			
Gain	7.64	4.13	140
Recommend	11.69	3.51	151
Values			
Gain	7.52	4.82	137
Recommend	10.17	4.21	146
Self assessment processes and techniques			
Gain	7.30	4.19	138
Recommend	9.87	3.97	150
Personal goal setting			
Gain	7.39	4.82	140
Recommend	9.83	4.15	150
Development of self esteem or positive attitudes			
Gain	8.52	6.16	140
Recommend	10.47	4.46	152
Delegation			
Gain	5.67	4.15	141
Recommend	9.90	3.62	152
Time management			
Gain	5.83	4.17	138
Recommend	10.69	4.10	153
Motivating and inspiring others			
Gain	7.28	3.73	138
Recommend	11.03	3.48	151
Trust building			
Gain	6.85	4.15	138
Recommend	9.80	3.79	150
Environmental scanning			
Gain	7.38	4.30	124
Recommend	8.77	3.85	134
Empowering others			
Gain	5.88	3.89	136
Recommend	9.70	3.58	150
Development of long term vision			
Gain	9.10	4.39	139
Recommend	11.62	3.58	150

Note that respondents perception of their personal gain in every category except two was lower than the mean score recommendation for the importance for future programs. The categories understanding different cultures and other broadening experiences mean gain score and mean recommendation score were similar. Participants gained most in understanding different cultures with a mean score of 12.25 and other broadening experiences 11.48. The lowest gain scores were in reading skills 3.36, writing 4.36, ability to delegate 5.67, closely followed by time management 5.83 and empowering others 5.88.

While several people indicated they wanted more opportunities to increase their public speaking skills in the open ended questions to be discussed later, the gain mean score of public speaking abilities was 9.62 and recommendation score was 13.52. Areas where there was a broad discrepancy of nearly four or more points between the participants gain and their recommendation were ethical leadership, communication skills in reading, writing, and public speaking, and group conflict management. We can conclude from this, that these are areas that participants feel are important, but which their personal gain from participation was not as great as the value they place on the topic. Based on these scores and the responses in the open ended questions, respondents feel they would like more experience and training in these important topics.

To further address the second research question, the final question asked participants to share additional suggestions for improving the curriculum regarding leadership development. The responses to this question were more challenging to categorize, because the message often conveyed more than one idea. The category with the largest response was public policy considerations, with sixty persons making a statement related to this area. Most people remarked on the high value they placed on exposure and understanding of issues and the processes in creating public policy. This was very consistent with other questions in the questionnaire.

Eleven people identified the task force experience as an important issue. One of the eleven said that while everyone grumbles, it was a good experience. The other ten made suggestions for improving the task force experience or said the process needs improvement. Statements like, "I'm not sure the public policy committee left with us a very positive taste in our mouths. I never want to do that again." "The public policy assignments don't go far enough - they were, for the most part, time exercises that did not really get at the issues or processes necessary." Comments suggested that the task force experience needs to be more real within respective industries, state, or area issues, more focused, and more hands on.

Several mentioned increasing the actions of participants through additional communication skills in the

public policy arena. The speeches are valued and several recommended increasing these opportunities, also increasing dialogue or debate among participants. Some said push them a little harder, more reading, writing, homework. A few asked for more experience with the governmental process.

Because mean scores on the forty leadership skills ranged from .99 to 2.44, there does seem to be room to challenge the participants through greater involvement and responsibility. Greater involvement and responsibility would model the theory of transformational leadership in empowering followers to become leaders. Further, the questions that explored participants gain in skills compared to the value they feel the topic has for others indicates that the topics are viewed as very important and maybe participants need to be pushed harder to increase their learning. A suggestion is to ask participants to develop a project around personal or professional goals in which they can implement the skills as taught. This would help participants learn new skills and increase their skills in working with others.

In reviewing the types of skills where participants cited they gained the most either in their comments or on the likert scales, the strongest areas of development relate to personal development in setting new goals, increasing confidence in relation to a number of areas, understanding issues, increased desire to serve the common good, and increasing personal motivation. Many of the questions

related to working with others and developing leadership in others had lower mean scores. While the difference was not great, and moderate increases in these skills were identified, it does indicate that a greater emphasis needs to be placed on developing skills in working with others and developing leadership in others. Topics include: motivating others, efforts to involve others in group activities, use of positive reinforcement in interactions, confidence to help organizations establish a long term vision and related goals, ability to convince others that the goals are worth achieving, feeling others look to them for advice, frequency of involving others to solve a group problem, ability to help others see themselves as leaders, rewarding others, and ability to involve others who are hesitant to participate.

The exception was participants made larger increases in their ability to listen to others and appreciation for others points of view.

This would indicate that participants need increased opportunities to refine their people and organizational skills as well as increasing practical applications. Perhaps more group activities, videotaping group exercises for self reflection, or a requirement of participants being involved in outside groups during their experience with some personal goals set for increasing their abilities to work with others and groups. In what ways could the seminars motivate participants to become involved in an issue facing

their family, community, or industry and provide practical application of these people skills? Participants need to identify and set goals related to increasing their transformational leadership skills in developing leadership in others. These people skills need to be moved to a higher level of consciousness in the curriculum.

Other issues identified in the open ended questions seen as important to add to the program, are health, different religions, risk assessment, environmental issues such as water quality and allocation, growth management, futuring, innovation, creativity, and the costs of leadership. Another suggested that additional private sector resources be used, which are not just the large corporations or the niche marketers..

Six people said don't change it. An additional fourteen said it was a great experience. Examples of their comments are: "WAFEF has been a great educational exposure, creating and cumulating and refining prior education and experience." "The program developed my abilities to where I have a greater understanding of myself and desire to learn more of those issues surrounding my environment." "The networking of members is probably the most valuable asset of the program." "The program was the most positive effect that I have made on my life." "Basically I would say that experience advanced me 10 years in the growth process both professionally and personally." "Great program, one that makes a lasting difference."

The overall response to the program is that they are pleased for having had the opportunity to participate. With one exception, even those who made suggestions for improving the curriculum, indicated that they benefitted from the program.

Limitations of the Study

Conclusions drawn from this study are subject to the limitations inherent in its scope, subjects, instruments, and methodology. Limitations of scope relate to the definitions of the variables studied. The study also was limited by only obtaining the opinions of participants and not their followers. Their opinion reflects what they believed to be true at the time of answering the questionnaire. Another difficulty is the lack of precision of the term "leadership" as a theoretical construct. It is difficult to determine fully how the program has affected participants' leadership abilities. Based on the review of the literature, the researcher decided that the concepts of transformational and transactional leadership was an appropriate classification of the skills to be investigated. From the literature review the researcher selected several variables described as contributing to transactional and transformational leadership. These were used to measure knowledge, attitudes, and practice changes.

The study is subject to several threats to validity as described by Campbell and Stanley (1963). According to

Campbell and Stanley (1963), a case study is subject to threats to validity for history, maturation, selection, mortality, and interaction of selection and external forces.

History is a major threat. Unfortunately there is no pretest of the groups, or no outside control group with which to compare. Therefore, it is difficult to be sure the results are unbiased.

Selection is a threat to validity. The program participants were selected for their demonstrated leadership capabilities and potential for change. Because they took the initiative to apply for the program suggests an interest in self development and natural curiosity in public affairs, leadership, and natural resources.

Interaction of selection and the program or selection and maturation is also a threat. According to Glass (as cited in Campbell & Stanley, 1963) selection threats are any factors which conspire to make the experimental and control groups unequal at the outset in ways which cannot be properly taken into account in the data analysis. The participants were selected upon their past leadership efforts and leadership potential. Stogdill (1974) found that the best predictor of leadership potential was past success as a leader. Taylor (1962) does not feel you can train leaders but you can help leaders to develop. Through training you allow leaders to develop new vistas, awaken new curiosities, motivate new effort, stimulate new searches, and arouse new desire for new learning. While the selection

process is consistent with the recommendations in the literature, it does pose a threat to internal validity in the research design.

Maturation is a threat because a few months to eleven years have elapsed since participants were exposed to the program. It is possible that the natural maturation process has influenced their perceptions.

Mortality is not a threat because there were 355 graduates of the 360 persons eligible for the program. The five missing cases can all be accounted for, and were due to circumstances not related to the program.

Another limitation of the study is that it is limited to the perceptions of participants. Bass and Yammarino (1989, as cited in Bass, 1990) found that self-ratings of leadership were not predictive of the performance and promotability of Naval officers, while supervisee ratings were predictive. Thus, it would be valuable to include perceptions of followers of the participants too, but this was not possible given the varied circumstances. Some participants work with employees, others do not. Some are active in many organizations, others are not. Finally, the jobs and activities in which they are involved are not static. There were too many intervening variables to obtaining accurate reflections from followers.

Another limitation is the conceptual framework used of transformational and transactional leadership. As the researcher analyzed the data and drew upon the knowledge of

statisticians, she discovered that the research on the development of the theoretical constructs of transformational and transactional leadership is based on a factor analysis of with several limitations. Nunnally (1978) says that for factor analysis to yield reliable and valid results the researcher must have a sample ten times the number of variables. This was not the case with Bass's study or in follow up studies conducted by Bass. His questionnaire consisted of 73 of the 142 items generated from a literature review of leadership. The data collection was a sample of 176 senior military officers. A sample of 730 is needed. Because the sample is senior military officers, the results are only generalizable to this population.

Sudman and Bradburn (1985) suggest the researcher obtain the information from the participant when obtaining attitude information. The researcher can build a strength dimension into the question, such as in using Likert scales, to strengthen the validity of the findings. Further, s/he should ask several independent questions that measure a different dimension of the attitude. This was accomplished.

The strength of the study is that the program now has twelve graduated classes or a total population of 355, from which a random stratified sample was drawn. Few studies of leadership training programs have population sizes beyond 30 to 50 to evaluate their programs (Bass, 1981).

A further strength of the study is that enough time has elapsed since Class I graduated in 1980, that many participants have had many opportunities to put the lessons learned into practice. As one of the founders, Art Peterson, said "Time will water the seeds we have planted, and who can guess what the harvest will be." (Roseleip, 1987). The results are part of a process. The accomplishments cited by participants show only a glimpse in time from a sample of participants, not the whole or emerging picture.

Even though there were several limitations, the researcher concludes from the findings and citations of participants that participation in the Washington Agriculture and Forestry Education Foundation two year seminar series develops leadership in participants. Based on participant responses the program builds confidence in addition to specific skills. According to Gardner (1982) the lack of confidence is one of the maladies of leadership today.

Implications

Leadership development as it is presented in the WAFEF curriculum, increased the forty leadership skills described in the survey. While several respondents commented that they already had many of these skills when they entered the program and that was the reason for their marking a moderate increase, the mean scores on each of the forty items showed

moderate increases. Because the forty items on the questionnaire were highly and strongly correlated to transformational and transactional leadership, the WAFEF should reexamine their curriculum and seek additional ways to push their participants harder. Participants indicated they would like to be pushed harder. Suggestions include: increasing outside assignments, increasing content on developing the skills of leadership and increasing the opportunities for self and group reflection, discussion and involvement. Consider uses of new technology such as videotaping group sessions for feedback, use of interactive television, or computer modems in the communications seminars. These communications devices will become more important in the global society, and could be an important preparation or follow-up to the international seminar.

The variables most strongly correlated to transformational leadership should be examined in the curriculum and strengthened where possible. Vision was very strongly correlated (.99) to transformational leadership. Development of long term vision was also recommended by participants as very important compared to the amount of gain they felt they received on this topic. The curriculum committee may want to plan new ways to assist participants to develop visioning skills. Topics on futuring, environmental scanning, strategic planning as well as discussions with other leaders on the topic are suggested. The World Future Society, futurist publications, Ball State

University's charette process, the Michigan State University Cooperative Extension Leadership and Local Governments Kalamazoo River Visioning Conference (Elliott and Olson, 1992) are examples for speakers or materials on related topics. Many of the leaders who participate as speakers on the issues seminars may also provide insight into the vision process.

The positive correlation of .95 between operational goal setting and transactional leadership. This is consistent with the concept of transactional leadership as an exchange or a quid pro quo style of leadership.

Based on the comments related to the task force experience, the curriculum committee may want to explore the presentation of the task force process and how it has evolved and increase the structure and content of this segment. A review of the literature on team building may be useful. The task force provides an opportunity to not only address an issue to come up with solutions, but a chance to develop some team building, group process, organizational development and people skills. Participants need to be challenged on all these topics in the process. There also seems to be opportunity for the groups to identify an issue that could be implemented either in the private or public sector rather than the experience being an exercise. Maybe the group could make a determination on their desired outcome. Again this is an opportunity to model transformational leadership on behalf of the program

developers of the WAFEF. Increase the knowledge level of related skills of the participants, but allow them to take the responsibility for the outcome.

A question raised related to the lower gain in people and organizational skills is the absence of comments on impacts on the family. The vast majority of the respondents were married with children. In all the open ended questions none of the respondents made any comments related to family life or made any recommendations of changes in the curriculum which would make the program more supportive of family life.

For future curriculum development, perhaps some research should have explored the impact of one spouse participating in the program and strain on family life. Exposure of only one spouse to learning experiences in a statewide public affairs leadership development program led to strain and tension in family life for some program graduates in Howell's (1979) study. Howell also found that participation in a statewide public affairs leadership development program led to strain and tension between some program graduates and their peers and older community leaders. Only one of the respondents in this study expressed this frustration, but the question was not asked directly.

To some extent the finding that participants experienced less gain in people and organizational skills compared to their desire to set new goals, increased

personal confidence and other personal growth areas may be creating conflict with family and peers. Additional research is needed to explore this question.

While there may be possibilities for increasing the leadership dimensions of the curriculum, based on the survey results including the open ended questions, we can conclude that leadership can be developed in persons who have an aptitude for leadership activity. Further, participation increased the confidence of participants to set new goals and take on new more challenging responsibilities.

The curriculum can be documented through the years and serve as a basis for planning by others interested in developing a leadership development program.

In addition to the original research question, the research raised an important question related to the theory of leadership. The concepts of transformational and transactional leadership should be examined further. Do dependent variables of leadership really factor into two concepts or are there other or more important variables as critical to the understanding of leadership? In this study participants gained in variables related to transactional and transformation leadership. Further, transactional and transformational leadership were found to be highly correlated at .93. The researcher asks, are there really two forms of leadership or is it just a way to describe some of the variables of leadership? Factor analysis of leadership variables described in the literature should be

conducted with statistically determined sample sizes from varied populations.

Recommendations for Further Studies

1. Factor analysis of leadership variables described in the literature should be conducted with statistically determined sample sizes from varied populations.
2. What are the effects on close relationships such as family, coworkers and other community leaders resulting from the selection process and exposure of one individual to the learning experiences?
3. Does conflict arise with peers or family members when participants increase their confidence, personal goals, and increase personal development skills at an increased rate to the development of their people and organizational skills? Additional research is needed from participants and followers to better understand this relationship.
4. What are the negatives of participation in a program such as the Washington Agriculture and Forestry Education Foundations program, and what are the recommendations for minimizing them?
5. Further studies that examine the activities and decisions of participants from a historical perspective are needed to determine the extent to which they served the broader interest of mankind.

6. Further investigations are needed to determine if followers ratings and self ratings of participants are congruent. Leader's self ratings consistently found to relate poorly with dependent variables have been conducted in military settings and manager employee settings. Do the conclusions apply to leadership situations beyond military and manager employee environments?
7. Increased confidence was seen as important to participants willingness to take on new responsibilities and set new goals. Further investigation is needed to determine which variables were most highly related to increasing the confidence of participants.
8. Additional studies need to be conducted on the dynamics of leadership that increase leaders effectiveness in leading others and in developing leadership in followers. Variables need to be tested to determine which ones are most highly correlated with empowering followers.

APPENDIX A

QUESTIONNAIRE AND SURVEY CORRESPONDENCE

COVER LETTER

Washington Agriculture and Forestry Education Foundation
Stationary
August 19, 1991

Participant's Name
Address

Dear (Name of Participant):

The Board of Trustees of the Washington Agriculture and Forestry Education Foundation is in the process of evaluating the effectiveness of the leadership training program.

Linda Olson, a graduate of Class IX and current Ph.D. candidate at Michigan State University is conducting the survey as part of her doctoral thesis. The survey is intended to measure the development and use of participants' leadership skills.

Your sincere reflections and comments are important. We are asking a selected group of graduates from all classes of the program to participate. Please personally complete the questionnaire because the survey consists of questions that deals with your experiences. Please answer the questionnaire and return it in the enclosed stamped envelope promptly. It should take you only fifteen to twenty minutes. Thank you!

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so Linda can check your name off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire. Once your questionnaire is returned and checked off, she will not need to contact you again.

The aggregate results of this research will be made available to the Board of Trustees and Curriculum Committee of the WAFEF. You may receive a summary by writing "copy of results requested" on the back of the return envelope, and printing your name and address below it. Please do not put this information on the questionnaire itself.

We will be happy to answer any questions you might have. You may write or call. Linda at home, (517) 669-8281, or office (517) 355-6580.

Sincerely,

Dave Roseleip, President
cc: Linda Olson, Graduate, Class IX

**WASHINGTON AGRICULTURE AND FORESTRY EDUCATION
FOUNDATION****SURVEY OF GRADUATES****1991**

In 1979, the Washington Agriculture and Forestry Education Foundation began sponsoring a special leadership development program for potential leaders of Washington's agriculture and forest resource industries. The Foundation's Board of Directors has commissioned an evaluation study to determine if program goals are being met and whether changes in the program need to be made. Your help is needed to assure that the evaluation represents the views of all program graduates.

Although we hope you will participate in this study, it is entirely voluntary. Federal law provides that your answers to all questions must be kept confidential, and may not be used for other than statistical purpose. Also, the information you provide cannot be published in such a way as to identify you personally.

Please return this survey to:

Dept. of Ag. and Extension Education
410 Ag. Hall
Michigan State University
East Lansing, Michigan 48824

Stamped Return Envelope Enclosed

PART I

Participants have indicated various ways the leadership development program has affected their lives. Listed below are some areas of life in which the program may have affected you in one way or another.

Please share with us your candid feelings about whether your participation in the program had an INCREASED, DECREASED, OR NO EFFECT upon the areas of life listed. If the program had a substantial effect in either direction, circle a large number; a slight effect, circle a small number; and no effect, circle a zero.

Areas of Life	How did the program affect your life? (Circle one response for each statement)									
	Decreased	No Effect	Increased							
1. Your feeling of confidence to openly promote causes about which you feel strongly.....	-4	-3	-2	-1	0	1	2	3	4	
2. Your knowledge of your limits and strengths in motivating others.....	-4	-3	-2	-1	0	1	2	3	4	
3. Recognition of your own biases and prejudices.....	-4	-3	-2	-1	0	1	2	3	4	
4. Your willingness to consider alternative points of view.....	-4	-3	-2	-1	0	1	2	3	4	
5. Your efforts to involve others in group efforts.....	-4	-3	-2	-1	0	1	2	3	4	
6. Use of positive reinforcement in daily interactions.....	-4	-3	-2	-1	0	1	2	3	4	
7. Ability to recognize roles and tasks needed to accomplish a desired outcome.....	-4	-3	-2	-1	0	1	2	3	4	
8. Ability to motivate others.....	-4	-3	-2	-1	0	1	2	3	4	
9. Your appreciation for listening to others' point of view.....	-4	-3	-2	-1	0	1	2	3	4	
10. Your confidence in establishing long range goals for yourself.....	-4	-3	-2	-1	0	1	2	3	4	
11. Your confidence in establishing long range goals for organizations in which you are involved.....	-4	-3	-2	-1	0	1	2	3	4	
12. Confidence in your ability to achieve long range goals.....	-4	-3	-2	-1	0	1	2	3	4	
13. Your desire to seek out new opportunities.....	-4	-3	-2	-1	0	1	2	3	4	
14. Your feeling that others look to you for advice.....	-4	-3	-2	-1	0	1	2	3	4	

15. Your ability to find creative solutions to problems.....	-4	-3	-2	-1	0	1	2	3	4
16. Your confidence to speak in public.....	-4	-3	-2	-1	0	1	2	3	4
17. Your use of group process skills in community life.....	-4	-3	-2	-1	0	1	2	3	4
18. Your use of group process skills in your work.....	-4	-3	-2	-1	0	1	2	3	4
19. Stimulation to new efforts in personal development.....	-4	-3	-2	-1	0	1	2	3	4
20. Frequency with which you involve others to solve a group problem.....	-4	-3	-2	-1	0	1	2	3	4
21. Your ability to help those you lead to see themselves as leaders.....	-4	-3	-2	-1	0	1	2	3	4
22. Your desire to serve the common good.....	-4	-3	-2	-1	0	1	2	3	4
23. Ability to focus on what is most important in a situation.....	-4	-3	-2	-1	0	1	2	3	4
24. Greater consideration to ethical issues in problem solving.....	-4	-3	-2	-1	0	1	2	3	4
25. Interest in innovative ideas.....	-4	-3	-2	-1	0	1	2	3	4
26. Others regard you as a competent leader.....	-4	-3	-2	-1	0	1	2	3	4
27. Stimulating your desire for learning.....	-4	-3	-2	-1	0	1	2	3	4
28. Served as a motivation for a new goal.....	-4	-3	-2	-1	0	1	2	3	4
29. Commitment to achieving my goals.....	-4	-3	-2	-1	0	1	2	3	4
30. Ability to focus others on goals.....	-4	-3	-2	-1	0	1	2	3	4
31. Ability to convince others that the goals are worth attaining.....	-4	-3	-2	-1	0	1	2	3	4
32. Actively seek out opportunities which allow you to do your best.....	-4	-3	-2	-1	0	1	2	3	4
33. Ability to inspire others to achieve.....	-4	-3	-2	-1	0	1	2	3	4
34. Belief in the self fulfilling prophesy	-4	-3	-2	-1	0	1	2	3	4

35. Rewarding those who meet the standards as a way to help others learn the standards..... -4 -3 -2 -1 0 1 2 3 4
36. Ability to provide constructive feedback about performance..... -4 -3 -2 -1 0 1 2 3 4
37. Ability to examine the system and look for the weak spots to improve it..... -4 -3 -2 -1 0 1 2 3 4
38. Efforts to involve those who are hesitant to participate.....-4 -3 -2 -1 0 1 2 3 4
39. You like to personally examine problems to strategize on a solution..... -4 -3 -2 -1 0 1 2 3 4
40. You like to discuss problems with others to come up with the best strategy for solving the problem..... -4 -3 -2 -1 0 1 2 3 4

In describing my best leadership experience, I would use words like:
(Check those that **MOST** APPLY.)

- | | |
|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Challenging | <input type="checkbox"/> Intense |
| <input type="checkbox"/> Stressful | <input type="checkbox"/> Commitment |
| <input type="checkbox"/> Exciting | <input type="checkbox"/> Scary |
| <input type="checkbox"/> Anxiety | <input type="checkbox"/> Important |
| <input type="checkbox"/> Rewarding | <input type="checkbox"/> Frightening |
| <input type="checkbox"/> Proud | <input type="checkbox"/> Overwhelming |
| <input type="checkbox"/> Empowering | <input type="checkbox"/> Demanding |
| <input type="checkbox"/> Frustrating | <input type="checkbox"/> Inspiring |

PART II

1. A. If you were designing the leadership development component of the WAFEF curriculum, how much emphasis do you **RECOMMEND** placing on the skills listed below. (Please circle the number that most reflects your value.)

B. Going through the list again, please indicate the level to which the curriculum expanded **YOUR** ability in the skills listed. (Place an **X** on the number for each skill that most closely reflects the value to you.)

Example: NONE LITTLE SOME MUCH NO OPINION
 0 5 10 15 N/O Enjoying good food

NONE LITTLE SOME MUCH NO OPINION					
0	5	10	15	N/O	
0	5	10	15	N/O	.....Strategic Goal Setting
0	5	10	15	N/O	.....Public Policy Development
0	5	10	15	N/O	.....Ethical Leadership
0	5	10	15	N/O	.....Understanding Different Cultures
0	5	10	15	N/O	.....Other Broadening Experiences
0	5	10	15	N/O	.....Communication Skills - Reading
0	5	10	15	N/O	.....Communication Skills -Writing
0	5	10	15	N/O	.....Communication Skills - Public Speaking
0	5	10	15	N/O	.....Communication Skills - Interpersonal
0	5	10	15	N/O	.....Operational Goal Setting
0	5	10	15	N/O	.....Team Building Skills
0	5	10	15	N/O	.....Managing Meetings
0	5	10	15	N/O	.....Group Conflict Management
0	5	10	15	N/O	.....Values
0	5	10	15	N/O	.....Self Assessment Processes and Techniques
0	5	10	15	N/O	.....Personal Goal Setting
0	5	10	15	N/O	.....Development of Self Esteem/or Positive Attitudes
0	5	10	15	N/O	.....Delegation
0	5	10	15	N/O	.....Time Management
0	5	10	15	N/O	.....Motivating and Inspiring Others
0	5	10	15	N/O	.....Trust Building
0	5	10	15	N/O	.....Environmental Scanning
0	5	10	15	N/O	.....Empowering Others
0	5	10	15	N/O	.....Development of Long Term Vision

B. Going through the list again, please indicate the level to which the curriculum expanded **YOUR** ability in the skills listed. (Place an **X** on the number for each skill that most closely reflects the value to you.)

Example: NONE LITTLE SOME MUCH NO OPINION
 0 5 10 15 N/O Enjoying good food

PART III

1. The WAFEF offers training that could be evaluated in many ways. Please identify three factors which made the **GREATEST** difference in your leadership development?

A.

B.

C.

2. Please give three results or accomplishments which you attribute to your participation in the WAFEF two year program:

A.

B.

C.

3. Now that you have had time to reflect, use the training and perhaps explore some other ideas further, what suggestions do you have for improving the curriculum in regard to leadership development.

Your thoughts are very important. It is not necessary to limit yourself to the space provided. You may send an attachment if you wish. If you want this portion identified with you for further clarification you may send it in another envelope.

Additional space is available on the back cover if needed.

PART IV

Finally, we would like to ask a few questions about you and your family to assist with the statistical purposes.

Your gender. (Circle number of your answer)

1. MALE
2. FEMALE

Your present marital status. (Circle number)

1. NEVER MARRIED
2. MARRIED
3. DIVORCED
4. SEPARATED
5. WIDOWED

Number of children you have in each age group. (If none, write "0".)

_____ UNDER 5 YEARS OF AGE
_____ 5 TO 13
_____ 14 TO 18
_____ 19 TO 24
_____ 25 AND OVER

Your present age: _____ YEARS

Which is the highest level of education that you have completed?
(Circle number)

- 1 HIGH SCHOOL
- 2 SOME COLLEGE
- 3 COMPLETED COLLEGE
- 4 SOME GRADUATE WORK
- 5 GRADUATE DEGREE
(specify degree) _____

What was your approximate net family income by all members, before taxes in 1990? (Circle number)

- 1 LESS THAN 20,000
- 2 20,000 TO 29,999
- 3 30,000 TO 44,999
- 4 45,000 TO 59,999
- 5 OVER 60,000

In which class of the WAFEF did you participate? _____

You may use this space for any further comments relating to the open ended questions previously, or for any additional thoughts you would like the Executive Committee to consider. We appreciate your candid thoughtful comments and are grateful to you for your time to complete the questionnaire and share any additional comments.

Your contribution toward our understanding of what participants feel about the leadership development program and how it relates to your life since is greatly appreciated.

THANKS !!

POSTCARD FOLLOW UP

August 26, 1991

Last week a questionnaire seeking your opinion about the Washington Agriculture and Forestry Leadership program was mailed to you. If you have already completed and returned it to me, please accept my sincere thanks. If not, please do so today. Because the questionnaire was sent to only a random sample, it is extremely important that yours be included to accurately represent the opinions of the participants.

If by some chance you did not receive the questionnaire, or it got misplaced, please call me right now, collect (517-355-6580) and I will get another one in the mail to you today.

Sincerely,

Linda Olson, Class IX
Project Director

FOLLOW UP LETTER

Washington Agriculture and Forestry Education Foundation
Stationary

September 10, 1991

inside address

Dear (Participants name):

About three weeks ago I wrote to you seeking your opinion on the effectiveness of the leadership training program. As of today your completed questionnaire has not yet been received.

The Board of Trustees of the Washington Agriculture and Forestry Education Foundation plan to use the results of the survey to assist them to make the Leadership Program the best it can be.

Since this study is using a scientific sampling process, it is essential that each person in the sample return his or her questionnaire in order for the results of the study to be truly representative of the opinions of all Leadership Program graduates.

In the event that your questionnaire has been misplaced, a replacement is enclosed along with a stamped, addressed return envelop.

Thank you for your cooperation.

Sincerely,

Dave Roseleip

cc. Linda Olson, Graduate, Class IX, Survey Project
Director

P.S. A number of people have written requesting results of the survey. We will include them in a future mailing as soon as the results are known.

APPENDIX B

INFERENCEAL STATISTICS CALCULATIONS

INFERENCEAL STATISTICS CALCULATIONS

Confidence Interval on Population Proportion of the Sample of WAFEF Graduates:

$$p \pm \sqrt{\frac{pq}{n}} \sqrt{\frac{N-n}{N-1}}$$

$$p = \frac{155}{185} = .84$$

$$n = 185 \quad N = 355$$

$$p = .84$$

$$.84 \pm 1.97 \sqrt{\frac{.84(.16)}{185}} \sqrt{\frac{355-185}{355-1}}$$

$$.84 \pm 1.97 (.02695) (.75)$$

$$.84 \pm .0398$$

$$.84 - .04 = .80$$

$$.84 + .04 = .88$$

$$C(.80 < p < .88) = .95$$

In Reference to Table I. Comparison of early and late respondents

Inferential statistics for testing hypothesis about different population means (independent samples) were calculated as follows:

Transformational

(mean of x one minus the mean of x two) \pm t s x one - x two

$$df = (n \text{ one} + n \text{ two}) - 2$$

$$df = (63-61) - 2 = 0$$

$$S \text{ x one} - x \text{ two} = S^2w = \frac{\sum x^2 \text{one} + \sum x^2 \text{two}}{(n \text{ one} - 1) + (n \text{ two} - 1)}$$

$$\sqrt{60.669} = \frac{\sum x^2 \text{one} + \sum x^2 \text{two}}{62 + 61}$$

$$S \text{ mean x one} - \text{mean x two} = 7.789 \sqrt{\frac{1}{63}} + \frac{1}{61}$$

$$S \text{ mean x one} - \text{mean x two} = 1.410$$

$$(\text{mean of x one} - \text{mean x two}) \pm 1.97(1.410)$$

$$.00658 \pm 2.78$$

$$C(-2.71 < \mu_1 - \mu_2 < 2.85) = .95$$

Raw Data:

t-test for: TRANSFO

	Number of Cases	Mean	Standard Deviation	Standard Error
Group 1	63	1.9130	.750	.095
Group 2	61	1.8472	.655	.084

F	2-Tail Value Prob.	Pooled Variance Estimate			Separate Variance Estimate		
		t Value	Degrees of Freedom	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.
1.31	.294	.52	122	.604	.52	120.73	.604

*** ANALYSIS OF VARIANCE ***

TRANSFO
BY DATE1

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Main Effects	.134	1	.134	.270	.604
DATE1	.134	1	.134	.270	.604
Explained	.134	1	.134	.270	.604
Residual	60.669	122	.497		
Total	60.803	123	.494		

155 Cases were processed.
31 Cases (20.0 PCT) were missing.

*** MULTIPLE CLASSIFICATION ANALYSIS ***

TRANSFO
By DATE1

Grand Mean =		1.881					
Variable + Category	N	Unadjusted Dev'n	Eta	Adjusted for Independents Dev'n	Beta	Adjusted for Independents + Covariates Dev'n	Beta
DATE1							
1	63	.03		.03			
2	61	-.03		-.03			
			.05		.05		
Multiple R Squared					.002		
Multiple R					.047		

Transactional

(mean of x one minus the mean of x two) \pm t s x one - x two

df = (n one + n two) - 2

df = (63-61) - 2 = 0

$S_{x \text{ one} - x \text{ two}} = S^2_w = \frac{\sum x^2_{\text{one}} + \sum x^2_{\text{two}}}{(n \text{ one} - 1) + (n \text{ two} - 1)}$

$\sqrt{60.669} = \frac{\sum x^2_{\text{one}} + \sum x^2_{\text{two}}}{62 + 61}$

$S_{\text{mean } x \text{ one} - \text{mean } x \text{ two}} = 7.89 \sqrt{\frac{1}{63} + \frac{1}{61}}$

$S_{\text{mean } x \text{ one} - \text{mean } x \text{ two}} = 1.43$

(mean of x one - mean x two) \pm 1.97(1.43)

.0882 \pm 2.817

$C(-2.73 < \mu_1 - \mu_2 < 2.91) = .95$

Raw Data:

t-test for: TRANSACT

	Number of Cases	Mean	Standard Deviation	Standard Error
Group 1	63	1.7985	.770	.097
Group 2	64	1.7103	.637	.080

		Pooled Variance Estimate			Separate Variance Estimate		
F	2-Tail Value Prob.	t Value	Degrees of Freedom	2-Tail Prob.	t Value	Degrees of Freedom	2-Tail Prob.
1.46	.135	.70	125	.483	.70	120.03	.483

11/25/91

ANOVA TRANSACT BY DATE1 (1,2)/STATISTICS 1.

'ANOVA' PROBLEM REQUIRES 150 BYTES OF MEMORY.

*** ANALYSIS OF VARIANCE ***

TRANSACT
BY DATE1

Source of Variation	Sum of Squares	DF	Mean Square	F	Signif of F
Main Effects	.247	1	.247	.496	.483
DATE1	.247	1	.247	.496	.483
Explained	.247	1	.247	.496	.483
Residual	62.262	125	.498		
Total	62.509	126	.496		

155 Cases were processed.

28 Cases (18.1 PCT) were missing.

**In Reference to Table 2. Pearson Correlation Coefficient
for Variables Describing Practice Changes in
Transformational Leadership**

Variable	Mean	Std Dev	Minimum	Maximum	N
Transformational Leadership	1.89	.72	.08	3.40	144

$$\text{mean of } x \pm t \frac{sx}{\sqrt{n}}$$

$$n = 144$$

$$\text{mean of } x = 1.98$$

$$sx = .72$$

$$1.89 \pm 1.97 \frac{.72}{\sqrt{144}}$$

$$1.89 \pm .1182$$

$$\text{Confidence Interval } (1.74 < \mu < 2.01) = .95$$

**In Reference to Table 3. Pearson Correlation Coefficient
for Variables Describing Practice Changes in Transactional
Leadership**

Variable	Mean	Std Dev	Minimum	Maximum	N
Transactional Leadership	1.78	.72	.00	3.46	148

$$\text{mean of } x \pm t \frac{sx}{\sqrt{n}}$$

$$n = 148$$

$$\text{mean of } x = 1.78$$

$$sx = .72$$

$$1.89 \pm 1.97 \frac{.72}{\sqrt{148}}$$

$$1.89 \pm .11659$$

$$\text{Confidence Interval } (1.77 < \mu < 2.01) = .95$$

In Reference to Table 4. Correlation Coefficient of Transactional with Transformational Variables

	Transformational leadership
Transactional leadership	.9346
One tailed test, significance level -.001 C(.91 <p< .95) =.95	

n=143

r=.9346

Z=1.697

$$\sigma Z = \frac{1}{\sqrt{n-3}} = .08$$

Z \pm z σ z

Z = 1.6797

1.697 \pm .16

Z C(1.53 <p< 1.857) =.95

r C(.91 <p< .95) =.95

In Reference to Table 6. Correlation Coefficient for Personal Goal Setting Related to Transformational Leadership Skills

	Transformational leadership skills
Personal goal setting	.8241

One tailed test, significant at -.001 level
C(.80 <p< .87)=.95

n=144

r=.8241

Z=1.172

$$\sigma Z = \frac{1}{\sqrt{n-3}} = .08$$

Z \pm z σ z

Z = 1.172

1.172 \pm .16

Z C(1.01 <p< 1.33) =.95

r C(.80 <p< .87) =.95

In Reference to Table 7. Correlation Coefficient for Visioning Skills Related to Transformational Leadership Skills

Vision	Transformational leadership skills
	.9893

One tailed test, significant at -.001 level
 C(.985 <p< .99)=.95

n=144

r=.9893

Z= 2.647

$\sigma Z = \frac{1}{\sqrt{n-3}} = .08$

Z \pm z σ z

Z = 2.647

2.647 \pm .16

Z C(2.49 <p< 2.81) =.95

r C(.985 <p< .99) =.95

In Reference to Table 8. Correlation Coefficient for Ethical Leadership Skills Related to Transformational Leadership Skills

Ethical leadership skills	Transformational leadership skills
	.8587

One tailed test, significant level at -.001
 C(.82 <p< .895)=.95

n=144

r=.8587

Z= 1.274

$\sigma Z = \frac{1}{\sqrt{n-3}} = .08$

Z \pm z σ z

Z = 1.274

1.274 \pm .16

Z C(1.14 <p< 1.434) =.95

r C(.815 <p< .895) =.95

In Reference to Table 9. Correlation Coefficient of Operational Goal Setting and Transactional Leadership Skills

	Transactional Leadership Skills
Operational Goal Setting	.9465

1-tailed test significant at the -.001 level
 $C(.92 < p < .96) = .95$

$n=144$
 $r=.9465$
 $Z= 1.783$
 $\sigma Z = \frac{1}{\sqrt{n-3}} = .08$
 $Z \pm z\sigma_z$
 $Z = 1.783$
 $1.783 \pm .16$
 $Z \quad C(1.62 < p < 1.94) = .95$
 $r \quad C(.92 < p < .96) = .95$

In Reference to Table 10. Correlation Coefficient for Team Building Skills as it Relates to Transformational Leadership Skills

	Transformational Leadership Skills
Team building skills	.8554

1 tailed test, significant at the -.001 level
 $C(.82 < p < .90) = .95$

$n=144$
 $r=.8554$
 $Z= 1.274$
 $\sigma Z = \frac{1}{\sqrt{n-3}} = .08$
 $Z \pm z\sigma_z$
 $Z = 1.274$
 $1.274 \pm .16$
 $Z \quad C(1.14 < p < 1.434) = .95$
 $r \quad C(.82 < p < .90) = .95$

In Reference to Table 11. Correlation Coefficient for Self Assessment Processes Related to Transformational Leadership Skills

	Transformational leadership skills
Self assessment processes	.9398

One tailed test, significant at the -.001 level
 $C(.92 < p < .96) = .95$

$n=144$

$r=.9398$

$Z= 1.783$

$\sigma Z = \frac{1}{\sqrt{n-3}} = .08$

$Z \pm z\sigma z$

$Z = 1.783$

$1.783 \pm .16$

$Z \quad C(1.62 < p < 1.94) = .95$

$r \quad C(.92 < p < .96) = .95$

In Reference to Table 12. Correlation Coefficient for Abilities to Inspire Others Related to Transformational Leadership Skills

	Transformational leadership skills
Ability to inspire others	.9251

One tailed test, significant at the -.001 level
 $C(.90 < p < .95) = .95$

$n=144$

$r=.9251$

$Z= 1.623$

$\sigma Z = \frac{1}{\sqrt{n-3}} = .08$

$Z \pm z\sigma z$

$Z = 1.623$

$1.623 \pm .16$

$Z \quad C(1.46 < p < 1.78) = .95$

$r \quad C(.90 < p < .95) = .95$

In Reference to Table 13. Correlation Coefficient for Trust Building Abilities Related to Transformational Leadership Skills

	Transformational leadership skills
Trust building abilities	.8613

One tailed test, significant at the -.001 level
 $C(.81 < p < .895) = .95$

$n=144$

$r=.8613$

$Z= 1.293$

$\sigma Z = \frac{1}{\sqrt{n-3}} = .08$

$Z \pm z\sigma z$

$Z = 1.293$

$1.293 \pm .16$

$Z \quad C(1.133 < p < 1.45) = .95$

$r \quad C(.81 < p < .895) = .95$

In Reference to Table 14. Correlation Coefficient for Environmental Scanning Abilities Related to Transformational Leadership Skills

	Transformational leadership skills
Environmental scanning ability	.8733

One tailed test, significant at -.001 level
 $C(.83 < p < .91) = .95$

$n=144$

$r=.8733$

$Z= 1.353$

$\sigma Z = \frac{1}{\sqrt{n-3}} = .08$

$Z \pm z\sigma z$

$Z = 1.354$

$1.354 \pm .16$

$Z \quad C(1.19 < p < 1.51) = .95$

$r \quad C(.83 < p < .91) = .95$

In Reference to Table 15. Correlation Coefficient for Ability to Empower Others Related to Transformational Leadership

Transformational leadership skills	
Ability to empower others	.9426

One tailed test, significant at -.001 level
 $C(.95 < p < .96) = .95$

$n=144$

$r=.9424$

$Z= 1.738$

$\sigma Z = \frac{1}{\sqrt{n-3}} = .08$

$Z \pm z\sigma z$

$Z = 1.738$

$1.738 \pm .16$

$Z \quad C(1.62 < p < 1.94) = .95$

$r \quad C(.92 < p < .96) = .95$

In Reference to Table 16. Correlation Coefficient Value Clarification as it Relates to Transformational Leadership Skills

Transformational leadership skills	
Value clarification	.8640

One tailed test, significant at -.001 level
 $C(.82 < p < .90) = .95$

$n=144$

$r=.8640$

$Z= 1.313$

$\sigma Z = \frac{1}{\sqrt{n-3}} = .08$

$Z \pm z\sigma z$

$Z = 1.313$

$1.313 \pm .16$

$Z \quad C(1.15 < p < 1.47) = .95$

$r \quad C(.82 < p < .90) = .95$

**In Reference to Table 17. Correlation Coefficient for Group
Conflict Management Skills Related to Transformational
Leadership Skills**

Transformational leadership skills	
Group conflict management	.8689
One tailed test, significant at -.001 level	
C(.825 <p< .905)=.95	

n=144

r=.8640

Z= 1.333

$\sigma Z = \frac{1}{\sqrt{n-3}} = .08$

Z \pm z σ z

Z = 1.333

1.333 \pm .16

Z C(1.17 <p< 1.49) =.95

r C(.82 <p< .90) =.95

In Reference to Table 28. Descriptive Scores on Each of the Forty Leadership Skills

$$\bar{x} \pm t \frac{sx}{\sqrt{n}}$$

Question	Mean	Std Dev	Minimum	Maximum	N
1. Your feeling of confidence to openly promote causes about which you feel strongly	2.28	.99	0	4	155
$2.28 \pm 1.97 \frac{.99}{\sqrt{155}}$ $2.28 \pm .1567$ $C(2.12 < \mu < 2.44) = .95$					
2. Your knowledge of your limits and strengths in motivating others	1.95	.96	0	4	155
$1.95 \pm 1.97 \frac{.96}{\sqrt{155}}$ $1.95 \pm .15$ $C(1.80 < \mu < 2.10) = .95$					
3. Recognition of your own biases and prejudices	1.76	1.16	-1	4	155
$1.76 \pm 1.97 \frac{1.16}{\sqrt{155}}$ $1.76 \pm .26$ $C(1.50 < \mu < 2.02) = .95$					
4. Your willingness to consider alternative points of view	2.17	1.17	-1	4	155
$2.17 \pm 1.97 \frac{1.17}{\sqrt{155}}$ $2.17 \pm .18$ $C(1.99 < \mu < 2.34) = .95$					
5. Your efforts to involve others in group efforts Your willingness	1.82	1.15	0	4	154
$1.82 \pm 1.97 \frac{1.15}{\sqrt{154}}$ $1.82 \pm .18$ $C(1.64 < \mu < 2.00) = .95$					

6. Use of positive reinforcement in daily interactions

1.52 1.11 0 4 154

1.52 ± 1.97 1.11
 12.46

1.52 ± .175
C(1.35< μ <1.70)=.95

7. Ability to recognize roles and tasks needed to accomplish a desired outcome

1.91 1.16 0 4 155

1.91 ± 1.97 1.16
 12.46

1.91 ± .18
C(1.73< μ <2.09)=.95

8. Ability to motivate others

1.59 .93 0 4 153

1.59 ± 1.97 .93
 12.36

1.59 ± .15
C(1.44< μ <1.74)=.95

9. Your appreciation for listening to others' points of view

2.25 1.09 0 4 154

2.25 ± 1.97 1.09
 12.40

2.25 ± .17
C(2.08< μ <2.42)=.95

10. Your confidence in establishing long range goals for yourself

1.74 1.23 -1 4 155

1.74 ± 1.97 1.23
 12.46

1.74 ± .19
C(1.55< μ <1.93)=.95

11. Your confidence in establishing long range goals for organizations in which you are involved

1.77 1.16 -1 4 155

1.77 ± 1.97 1.16
 12.46

1.77 ± .18
C(1.59< μ <1.95)=.95

12. Confidence in your ability to achieve long range goals

	1.94	1.17	0	4	155
1.94 ± 1.97	<u>1.17</u>				
	12.46				
1.94 ± .18					
C(1.76 < μ < 2.12) = .95					

13. Your desire to seek out new opportunities

	2.25	1.24	0	4	155
2.25 ± 1.97	<u>1.24</u>				
	12.46				
2.25 ± .20					
C(2.05 < μ < 2.45) = .95					

14. Your feeling that others look to you for advice

	1.85	1.12	-3	4	155
1.85 ± 1.97	<u>1.12</u>				
	12.46				
1.85 ± .18					
C(1.66 < μ < 2.02) = .95					

15. Your ability to find creative solutions to problems

	1.83	1.01	0	4	155
1.83 ± 1.97	<u>1.01</u>				
	12.46				
1.83 ± .16					
C(1.66 < μ < 1.99) = .95					

16. Your confidence to speak in public

	2.29	1.28	-2	4	155
2.29 ± 1.97	<u>1.28</u>				
	12.46				
2.29 ± .2					
C(2.02 < μ < 2.49) = .95					

17. Your use of group process skills in community life

	1.93	1.14	0	4	154
1.93 ± 1.97	<u>1.14</u>				
	12.40				
1.93 ± .18					
C(1.75 < μ < 2.11) = .95					

18.
worl

1.6

1.6
C(1

19.
dev

1.5

1.
C(

20
so

1.

1.
C

2:
se

1

1
C

2

2

2

2
C

2
i

2

2
C

18. Your use of group process skills in your work

1.68 1.20 0 4 155

1.68 ± 1.97 1.20
 12.46

1.68 ± .19
C(1.48 < μ < 1.87) = .95

19. Stimulation to new efforts in personal development

1.98 1.13 -1 4 154

1.98 ± 1.97 1.13
 12.40

1.98 ± .18
C(1.80 < μ < 2.15) = .95

20. Frequency with which you involve others to solve a group problem

1.77 1.14 -1 4 155

1.77 ± 1.97 1.14
 12.46

1.77 ± .18
C(1.59 < μ < 1.95) = .95

21. Your ability to help those you lead to see themselves as leaders

1.59 1.18 -1 4 155

1.59 ± 1.97 1.18
 12.46

1.59 ± .19
C(1.40 < μ < 1.78) = .95

22. Your desire to serve the common good

2.13 1.35 -4 4 155

2.13 ± 1.97 1.35
 12.46

2.13 ± .21
C(1.92 < μ < 2.34) = .95

23. Ability to focus on what is most important in a situation

2.10 1.15 0 4 154

2.10 ± 1.97 1.15
 12.40

2.10 ± .18
C(1.92 < μ < 2.18) = .95

24. Greater consideration to ethical issues in problem solving

1.66 1.30 0 4 154

$$1.66 \pm 1.97 \quad \frac{1.30}{12.40}$$

$$1.66 \pm .20$$

$$C(1.46 < \mu < 1.86) = .95$$

25. Interest in innovative ideas

1.97 1.14 -1 4 154

$$1.97 \pm 1.97 \quad \frac{1.14}{12.40}$$

$$1.97 \pm .18$$

$$C(1.79 < \mu < 2.15) = .95$$

26. Others regard you as a competent leader

1.99 1.11 -2 4 154

$$1.99 \pm 1.97 \quad \frac{1.11}{12.40}$$

$$1.99 \pm .18$$

$$C(1.81 < \mu < 2.17) = .95$$

27. Stimulating your desire for learning

2.44 1.15 0 4 153

$$2.44 \pm 1.97 \quad \frac{1.15}{12.36}$$

$$2.44 \pm .18$$

$$C(2.26 < \mu < 2.62) = .95$$

28. Served as a motivation for a new goal

2.01 1.32 0 4 154

$$2.01 \pm 1.97 \quad \frac{1.32}{12.40}$$

$$2.01 \pm .21$$

$$C(1.80 < \mu < 2.22) = .95$$

29. Commitment to achieving my goals

1.94 1.12 0 4 154

$$1.95 \pm 1.97 \quad \frac{1.12}{12.40}$$

$$1.95 \pm .18$$

$$C(1.76 < \mu < 2.12) = .95$$

30. Ability to focus others on goals	1.38	1.04	-1	4	152
1.38 ± 1.97	<u>1.04</u>				
	12.32				
1.38 ± .17					
C(1.20< μ <1.55)=.95					
31. Ability to convince others that the goals are worth attaining	1.51	.95	-1	3	152
1.51 ± 1.97	<u>.95</u>				
	12.32				
1.51 ± .15					
C(1.36< μ <1.66)=.95					
32. Actively seek out opportunities which allow you to do your best	1.72	1.19	-2	4	152
1.71 ± 1.97	<u>1.19</u>				
	12.32				
1.72 ± .19					
C(1.53< μ <1.91)=.95					
33. Ability to inspire others to achieve	1.56	.94	0	4	151
1.56 ± 1.97	<u>.94</u>				
	12.29				
1.56 ± .15					
C(1.41< μ <1.85)=.95					
34. Belief in the self fulfilling prophesy	1.30	1.26	-2	4	152
1.30 ± 1.97	<u>1.08</u>				
	12.32				
1.30 ± .20					
C(1.1< μ <1.50)=.95					
35. Rewarding those who meet the standards as a way to help others learn the standards	.99	1.08	-1	4	151
.99 ± 1.97	<u>1.08</u>				
	12.29				
.99 ± .17					
C(.82< μ <1.16)=.95					

36. Ability to provide constructive feedback
about performance

1.51 1.12 -1 4 152

1.51 ± 1.97 1.12
 12.33

1.51 ± .18
C(1.33 < μ < 1.69) = .95

37. Ability to examine the system and look for
the weak spots to improve it

1.79 1.07 -2 4 151

1.79 ± 1.97 1.07
 12.29

1.79 ± .17
C(1.62 < μ < 1.96) = .95

38. Efforts to involve those who are
hesitant to participate

1.58 1.09 -2 4 151

1.58 ± 1.97 1.09
 12.32

1.58 ± .18
C(1.40 < μ < 1.75) = .95

39. You like to personally examine problems to
strategize on a solution

1.62 1.21 -2 4 152

1.62 ± 1.97 1.21
 12.32

1.62 ± .19
C(1.43 < μ < 1.81) = .95

40. You like to discuss problems with others
to come up with the best strategy for solving
the problem

2.11 1.10 0 4 152

2.11 ± 1.97 1.10
 12.32

2.11 ± .18
C(1.93 < μ < 2.29) = .95

**In Reference to Table 29. Recommendations of Respondents
for Future Program Development**

$$\bar{x} \pm t \frac{sx}{\sqrt{n}}$$

1. A. If you were designing the leadership development component of the WAFEF curriculum, how much emphasis do you recommend placing on the skills listed below.

Topic	Mean	Std Dev	Minimum	Maximum	N
Strategic goal setting					
	10.92	3.57	0	15	152
10.92 ± 1.97	<u>3.57</u>				
	12.32				
10.92 ± .57					
C(10.35<μ<11.49)=.95					
Public policy development					
	11.59	3.38	0	15	151
11.59 ± 1.97	<u>3.38</u>				
	12.28				
11.89 ± .60					
C(11.05<μ<12.13)=.95					
Ethical leadership					
	11.89	3.73	0	15	151
11.89 ± 1.97	<u>3.73</u>				
	12.49				
11.89 ± .60					
C(11.28<μ<12.49)=.95					
Understanding different cultures					
	12.05	3.23	5	15	151
12.05 ± 1.97	<u>3.23</u>				
	12.49				
12.05 ± .51					
C(10.51<μ<12.56)=.95					
Other broadening experiences					
	11.03	3.39	0	15	139
11.03 ± 1.97	<u>3.39</u>				
	11.79				
11.03 ± .57					
C(10.46<μ<11.60)=.95					

Communication skills - reading

8.52	4.17	0	15	149
------	------	---	----	-----

8.52 ± 1.97 4.17
12.20

8.52 ± .67

C(7.85 < μ < 9.19) = .95

Communication skills - writing

10.53	3.96	0	15	151
-------	------	---	----	-----

10.53 ± 1.97 3.96
12.29

10.53 ± .63

C(9.90 < μ < 11.16) = .95

Communication skills - public speaking

13.52	2.63	0	15	152
-------	------	---	----	-----

13.52 ± 1.97 2.63
12.33

13.52 ± .42

C(13.1 < μ < 13.94) = .95

Communication skills - interpersonal

12.57	3.31	5	15	150
-------	------	---	----	-----

12.57 ± 1.97 3.31
12.25

12.57 ± .53

Confidence Interval C(12.04 < μ < 13.1) = .95

Operational goal setting

9.64	3.53	0	15	140
------	------	---	----	-----

9.64 ± 1.97 3.48
12.25

9.64 ± .59

C(9.05 < μ < 10.23) = .95

Team building skills

11.73	3.48	0	15	150
-------	------	---	----	-----

11.73 ± 1.97 3.48
12.25

11.73 ± .56

C(11.16 < μ < 12.29) = .95

Managing Meetings

10.72	3.75	0	15	152
-------	------	---	----	-----

10.72 ± 1.97 3.75
12.33

10.72 ± .60

C(10.12 < μ < 11.32) = .95

Group conflict management

11.69	3.51	0	15	151
-------	------	---	----	-----

$$11.69 \pm 1.97 \quad \frac{3.51}{12.28}$$

$$11.69 \pm .56$$

$$C(11.13 < \mu < 12.26) = .95$$

Values

10.17	4.21	0	15	146
-------	------	---	----	-----

$$10.17 \pm 1.97 \quad \frac{4.21}{12.08}$$

$$10.17 \pm .68$$

$$C(9.49 < \mu < 10.86) = .95$$

Self assessment processes and techniques

9.87	3.97	0	15	150
------	------	---	----	-----

$$9.83 \pm 1.97 \quad \frac{4.15}{12.25}$$

$$9.83 \pm .67$$

$$C(9.15 < \mu < 10.50) = .95$$

Personal goal setting

9.83	4.15	0	15	150
------	------	---	----	-----

$$9.83 \pm 1.97 \quad \frac{4.15}{12.25}$$

$$9.83 \pm .67$$

$$C(9.15 < \mu < 10.50) = .95$$

Development of self esteem or positive attitudes

10.47	4.46	0	15	152
-------	------	---	----	-----

$$10.17 \pm 1.97 \quad \frac{4.46}{12.32}$$

$$1.17 \pm .71$$

$$C(9.46 < \mu < 10.88) = .95$$

Delegation

9.90	3.62	0	15	152
------	------	---	----	-----

$$9.90 \pm 1.97 \quad \frac{3.32}{12.32}$$

$$9.90 \pm .58$$

$$C(9.31 < \mu < 10.48) = .95$$

Time management

10.69	4.10	0	15	153
-------	------	---	----	-----

10.69 ± 1.97 4.10
 12.37

10.69 ± .65

$C(10.04 < \mu < 11.34) = .95$

Motivating and inspiring others

11.03	3.48	0	15	151
-------	------	---	----	-----

11.03 ± 1.97 3.48
 12.29

11.03 ± .56

$C(10.47 < \mu < 11.58) = .95$

Trust building

9.80	3.79	0	15	150
------	------	---	----	-----

9.80 ± 1.97 3.79
 12.25

9.80 ± .61

$C(9.19 < \mu < 10.41) = .95$

Environmental scanning

8.77	3.85	0	15	134
------	------	---	----	-----

8.77 ± 1.97 3.87
 11.58

8.77 ± .66

$C(8.11 < \mu < 9.43) = .95$

Empowering others

9.70	3.58	0	15	150
------	------	---	----	-----

9.70 ± 1.97 3.58
 12.25

9.70 ± .58

$C(9.12 < \mu < 10.28) = .95$

Development of long term vision

11.62	3.58	0	15	151
-------	------	---	----	-----

11.62 ± 1.97 3.58
 12.29

11.62 ± .57

$C(11.05 < \mu < 12.19) = .95$

**In Reference to Table 30. Respondents Indication of
Their Personal Gain Related to the Following Topics**

$$\bar{x} \pm t \frac{sx}{\sqrt{n}}$$

Respondents were asked to indicate the level to which the curriculum expanded their personal capacity in the set of skills as a result of participating in the program.

Topic	Mean	Std Dev	Minimum	Maximum	N
-------	------	---------	---------	---------	---

Strategic goal setting

7.92	4.36	0	15	137
------	------	---	----	-----

$$7.92 \pm 1.97 \quad \frac{4.36}{11.70}$$

$$7.93 \pm .74$$

$$C(7.17 < \mu < 8.65) = .95$$

Public policy development

9.93	4.05	0	15	138
------	------	---	----	-----

$$9.93 \pm 1.97 \quad \frac{4.05}{11.75}$$

$$9.93 \pm .68$$

$$C(9.25 < \mu < 10.61) = .95$$

Ethical leadership

7.34	4.62	0	15	137
------	------	---	----	-----

$$7.34 \pm 1.97 \quad \frac{4.62}{11.70}$$

$$7.34 \pm .78$$

$$C(6.66 < \mu < 8.11) = .95$$

Understanding different cultures

12.25	3.66	0	15	140
-------	------	---	----	-----

$$12.25 \pm 1.97 \quad \frac{3.66}{11.83}$$

$$12.25 \pm .61$$

$$C(11.64 < \mu < 12.86) = .95$$

Other broadening experiences

11.48	3.99	0	15	132
-------	------	---	----	-----

$$11.48 \pm 1.97 \quad \frac{3.99}{11.50}$$

$$11.48 \pm .68$$

$$C(10.80 < \mu < 12.16) = .95$$

Communication skills - reading

3.36	3.57	0	15	140
------	------	---	----	-----

$$3.36 \pm 1.19 \quad \frac{3.57}{11.83}$$

$$3.36 \pm .59$$

$$C(2.77 < \mu < 3.95) = .95$$

Communication skills - writing

4.36	4.02	0	15	140
------	------	---	----	-----

$$4.36 \pm 1.97 \quad \frac{4.02}{11.83}$$

$$4.36 \pm .67$$

$$C(3.68 < \mu < 5.02) = .95$$

Communication skills - public speaking

9.62	4.18	0	15	144
------	------	---	----	-----

$$9.62 \pm 1.97 \quad \frac{4.18}{12}$$

$$9.62 \pm .67$$

$$C(8.95 < \mu < 10.29) = .95$$

Communication skills - interpersonal

9.75	4.01	0	15	139
------	------	---	----	-----

$$9.75 \pm 1.19 \quad \frac{4.01}{11.80}$$

$$9.75 \pm .68$$

$$C(9.07 < \mu < 10.43) = .95$$

Operational goal setting

6.72	4.46	0	15	131
------	------	---	----	-----

$$6.72 \pm 1.97 \quad \frac{4.46}{11.45}$$

$$6.72 \pm .77$$

$$C(5.942 < \mu < 7.48) = .95$$

Team building skills

9.21	4.14	0	15	139
------	------	---	----	-----

$$9.21 \pm 1.97 \quad \frac{4.14}{1.80}$$

$$9.21 \pm .69$$

$$C(8.52 < \mu < 9.90) = .95$$

Managing meetings

7.99	4.46	0	15	142
------	------	---	----	-----

$$7.99 \pm 1.97 \quad \frac{4.46}{11.91}$$

$$7.99 \pm .74$$

$$C(7.25 < \mu < 8.67) = .95$$

Group conflict management

7.64	4.13	0	15	140
------	------	---	----	-----

$$7.64 \pm 1.97 \quad \frac{4.13}{11.83}$$

$$7.64 \pm .69$$

$$C(6.95 < \mu < 8.33) = .95$$
Values

7.52	4.82	0	15	137
------	------	---	----	-----

$$7.30 \pm 1.97 \quad \frac{4.19}{11.74}$$

$$7.30 \pm .70$$

$$C(6.60 < \mu < 8.00) = .95$$
Self assessment process and techniques

7.30	4.19	0	15	138
------	------	---	----	-----

$$7.30 \pm 1.97 \pm \frac{4.19}{11.70}$$

$$7.30 \pm .71$$

$$C(6.59 < \mu < 8.01) = .95$$
Personal goal setting

7.39	4.82	0	15	140
------	------	---	----	-----

$$7.39 \pm 1.97 \quad \frac{4.83}{11.83}$$

$$7.39 \pm .80$$

$$C(6.59 < \mu < 8.19) = .95$$
Development of self esteem or positive attitudes

8.52	6.16	0	15	140
------	------	---	----	-----

$$8.52 \pm 1.97 \quad \frac{6.16}{11.83}$$

$$8.52 \pm 1.03$$

$$C(7.50 < \mu < 9.56) = .95$$
Delegation

5.67	4.15	0	15	141
------	------	---	----	-----

$$5.67 \pm 1.97 \quad \frac{4.15}{11.87}$$

$$5.67 \pm .69$$

$$C(4.98 < \mu < 6.36) = .95$$

Time management

5.83	4.17	0	15	138
------	------	---	----	-----

$$5.83 \pm 1.97 \quad \frac{4.17}{11.74}$$

$$5.83 \pm .70$$

$$C(5.13 < \mu < 6.53) = .95$$
Motivating and inspiring others

7.28	3.73	0	15	138
------	------	---	----	-----

$$7.28 \pm 1.97 \quad \frac{3.93}{11.74}$$

$$7.82 \pm .66$$

$$C(6.62 < \mu < 7.94) = .95$$
Trust building

6.85	4.15	0	15	138
------	------	---	----	-----

$$6.85 \pm 1.97 \quad \frac{4.15}{11.74}$$

$$6.85 \pm .70$$

$$C(6.16 < \mu < 7.55) = .95$$
Environmental scanning

7.38	4.30	0	15	124
------	------	---	----	-----

$$7.38 \pm 1.97 \quad \frac{4.30}{11.14}$$

$$C(5.18 < \mu < 6.57) = .95$$
Empowering others

5.88	3.89	0	15	136
------	------	---	----	-----

$$5.88 \pm 1.97 \quad \frac{3.89}{11.66}$$

$$5.88 \pm .66$$

$$C(5.22 < \mu < 6.54) = .95$$
Development of long term vision

9.10	4.39	0	15	139
------	------	---	----	-----

$$9.10 \pm 1.97 \quad \frac{4.39}{11.78}$$

$$9.10 \pm .73$$

$$C(8.37 < \mu < 9.93) = .95$$

Characteristics of Respondents

Confidence intervals for characteristics of respondents calculated for the highest frequency category.

Gender

Category - Male

$$p \pm \sqrt{\frac{pq}{n}} \sqrt{\frac{N-n}{N-1}}$$

$$p = \frac{127}{185} = .82$$

$$n = 185 \quad N = 355$$

$$p = .82$$

$$.82 \pm 1.97 \sqrt{\frac{.82(.18)}{185}} \sqrt{\frac{355-155}{355-1}}$$

$$.82 \pm 1.97 (.028)(.69)$$

$$.82 \pm .038$$

$$.82 - .04 = .78$$

$$.82 + .04 = .86$$

$$C(.78 < p < .86) = .95$$

Marital Status

Married

$$p \pm \sqrt{\frac{pq}{n}} \sqrt{\frac{N-n}{N-1}}$$

$$p = \frac{131}{185} = .71$$

$$n = 185 \quad N = 355$$

$$p = .71$$

$$.71 \pm 1.97 \sqrt{\frac{.71(.29)}{185}} \sqrt{\frac{355-155}{355-1}}$$

$$.71 \pm 1.97 (.03)(.69)$$

$$.71 \pm .04$$

$$.71 - .04 = .67$$

$$.71 + .04 = .75$$

$$C(.71 < p < .75) = .95$$

Number of Children

Category - Under five years of age

$$p \pm \sqrt{\frac{pq}{n}} \sqrt{\frac{N-n}{N-1}}$$

$$p = \frac{92}{185} = .49$$

$$n = 185 \quad N = 355$$

$$p = .49$$

$$.49 \pm 1.97 \sqrt{\frac{.49(.51)}{185}} \sqrt{\frac{355-185}{355-1}}$$

$$.49 \pm 1.97 (.036) (.69)$$

$$.49 \pm .036$$

$$.49 - .04 = .44$$

$$.49 + .04 = .54$$

$$C(.44 < p < .54) = .95$$

Age of Respondents

Category - Ages 40 to 55

$$p \pm \sqrt{\frac{pq}{n}} \sqrt{\frac{N-n}{N-1}}$$

$$p = \frac{54}{185} = .29$$

$$n = 185 \quad N = 355$$

$$p = .29$$

$$.29 \pm 1.97 \sqrt{\frac{.29(.71)}{185}} \sqrt{\frac{355-185}{355-1}}$$

$$.29 \pm 1.97 (.03) (.69)$$

$$.29 \pm .04$$

$$.29 - .04 = .25$$

$$.29 + .04 = .33$$

$$C(.25 < p < .33) = .95$$

Educational Level of Respondents

Category - Completed College

$$p \pm \sqrt{\frac{pq}{n}} \sqrt{\frac{N-n}{N-1}}$$

$$p = \frac{69}{185} = .37$$

$$n = 185 \quad N = 355$$

$$p = .37$$

$$.37 \pm 1.97 \sqrt{\frac{.37(.63)}{185}} \sqrt{\frac{355-185}{355-1}}$$

$$.37 \pm 1.97 (.035) (.69)$$

$$.37 \pm .09$$

$$.37 - .09 = .28$$

$$.37 + .09 = .46$$

$$C(.28 < p < .46) = .95$$

Household Income in 1990

Category - \$50,000 to 74,999

$$p \pm \sqrt{\frac{pq}{n}} \sqrt{\frac{N-n}{N-1}}$$

$$p = \frac{53}{185} = .29$$

$$n = 185 \quad N = 355$$

$$p = .29$$

$$.29 \pm 1.97 \sqrt{\frac{.29(.71)}{185}} \sqrt{\frac{355-185}{355-1}}$$

$$.29 \pm 1.97 (.03) (.69)$$

$$.29 \pm .04$$

$$.29 - .04 = .25$$

$$.29 + .04 = .33$$

$$C(.25 < p < .33) = .95$$

APPENDIX C

SUPPLEMENTARY TABLES

Table 28

Descriptive Scores on Each of the Forty Leadership Skills

Question	Mean	Std Dev	Min	Max	N	Confidence Interval
1. Your feeling of confidence to openly promote causes about which you feel strongly	2.28	.99	0	4	155	C(2.12< μ <2.44)=.95
2. Your knowledge of your limits and strengths	1.95	.96	0	4	155	C(1.80< μ <2.10)=.95
3. Recognition of your biases and prejudices	1.76	1.16	-1	4	155	C(1.50< μ <2.02)=.95
4. Your willingness to consider alternative points of view	2.17	1.17	-1	4	155	C(1.99< μ <2.34)=.95
5. Your efforts to involve others in group efforts	1.82	1.15	0	4	154	C(1.64< μ <2.00)=.95
6. Use of positive reinforcement in daily interactions	1.52	1.11	0	4	154	C(1.35< μ <1.70)=.95
7. Ability to recognize roles and tasks needed to accomplish a desired outcome	1.91	1.16	0	4	155	C(1.73< μ <2.09)=.95
8. Ability to motivate others	1.59	.93	0	4	153	C(1.44< μ <1.74)=.95

Question	Mean	Std Dev	Min	Max	N	Confidence Interval
9. Your appreciation for listening to others' points of view	2.25	1.09	0	4	154	$C(2.08 < \mu < 2.42) = .95$
10. Your confidence in establishing long range goals for organizations in which you are involved.	1.74	1.23	-1	4	155	$C(1.55 < \mu < 1.93) = .95$
11. Your confidence in establishing long range goals for organizations in which you are involved.	1.77	1.16	-1	4	155	$C(1.59 < \mu < 1.95) = .95$
12. Confidence in your ability to achieve long range goals.	1.94	1.17	0	4	155	$C(1.76 < \mu < 2.12) = .95$
13. Your desire to seek out new opportunities.	2.25	1.24	0	4	155	$C(2.05 < \mu < 2.45) = .95$
14. Your feeling that others look to you for advice.	1.85	1.12	-3	4	155	$C(1.66 < \mu < 2.02) = .95$
15. Your ability to find creative solutions to problems.	1.83	1.01	0	4	155	$C(1.66 < \mu < 1.99) = .95$
16. Your confidence to speak in public.	2.29	1.28	-2	4	155	$C(2.02 < \mu < 2.49) = .95$
17. Your use of group process skills in community life.	1.93	1.14	0	4	154	$C(1.75 < \mu < 2.11) = .95$

Question	Mean	Std Dev	Min	Max	N	Confidence Interval
18. Your use of group process skills in your work.	1.68	1.20	0	4	155	$C(1.48 < \mu < 1.87) = .95$
19. Stimulation to new efforts in personal development.	1.98	1.13	-1	4	154	$C(1.80 < \mu < 2.15) = .95$
20. Frequency with which you involve others to solve a group problem.	1.77	1.14	-1	4	155	$C(1.59 < \mu < 1.95) = .95$
21. Your ability to help those you lead to see themselves as leaders.	1.59	1.18	-1	4	155	$C(1.40 < \mu < 1.78) = .95$
22. Your desire to serve the common good.	2.13	1.35	-4	4	155	$C(1.92 < \mu < 2.34) = .95$
23. Ability to focus on what is most important in a situation.	2.10	1.15	0	4	154	$C(1.92 < \mu < 2.18) = .95$
24. Greater consideration to ethical issues in problem solving.	1.66	1.30	0	4	154	$C(1.46 < \mu < 1.86) = .95$
25. Interest in innovative ideas.	1.97	1.14	-1	4	154	$C(1.79 < \mu < 2.17) = .95$
26. Others regard you as a competent leader.	1.99	1.11	-2	4	154	$C(1.81 < \mu < 2.17) = .95$
27. Stimulating your desire for learning.	2.44	1.15	0	4	153	$C(2.26 < \mu < 2.62) = .95$

Question	Mean	Std Dev	Min	Max	N	Confidence Interval
28. Served as a motivation for a new goal.	2.01	1.32	0	4	154	$C(1.80 < \mu < 2.22) = .95$
29. Commitment to achieving my goals.	1.94	1.12	0	4	154	$C(1.76 < \mu < 2.12) = .95$
30. Ability to focus others on goals.	1.38	1.04	-1	4	152	$C(1.20 < \mu < 1.55) = .95$
31. Ability to convince others that the goals are worth attaining.	1.51	.95	-1	3	152	$C(1.36 < \mu < 1.66) = .95$
32. Actively seek out opportunities which allow you to do your best.	1.72	1.19	-2	4	152	$C(1.53 < \mu < 1.91) = .95$
33. Ability to inspire others to achieve.	1.56	.94	0	4	151	$C(1.41 < \mu < 1.85) = .95$
34. Belief in the self fulfilling prophesy.	1.30	1.26	-2	4	152	$C(1.1 < \mu < 1.50) = .95$
35. Rewarding those who meet the standards as a way to help others learn the standards.	.99	1.08	-1	4	151	$C(.82 < \mu < 1.16) = .95$
36. Ability to provide constructive feedback about performance.	1.51	1.12	-1	4	152	$C(1.33 < \mu < 1.69) = .95$
37. Ability to examine the system and look for the weak spots.	1.79	1.07	-2	4	151	$C(1.62 < \mu < 1.96) = .95$

Question	Mean	Std Dev	Min	Max	N	Confidence Interval
38. Efforts to involve those who are hesitant to participate.	1.58	1.09	-2	4	151	C(1.40< μ <1.75)=.95
39. You like to personally examine problems to strategize on a solution.	1.62	1.21	-2	4	152	C(1.43< μ <1.81)=.95
40. You like to discuss problems with others to come up with the best strategy for solving the problem.	2.11	1.10	0	4	152	C(1.93< μ <2.29)=.95

Table 29

Recommendations of Respondents for Future Program Development

$$\bar{x} \pm t \frac{sx}{\sqrt{n}}$$

Topic	Mean	Std Dev	Min	Max	N	Confidence Interval
Strategic goal setting	10.92	3.57	0	15	152	C(7.17< μ <8.65)=.95
Public policy development	11.59	3.38	0	15	151	C(11.28< μ <12.13)=.95
Ethical leadership	11.89	3.73	0	15	151	C(11.28< μ <12.49)=.95
Understanding other cultures	12.05	3.23	5	15	151	C(10.51< μ <12.56)=.95
Other broadening experiences	11.03	3.39	0	15	139	C(10.46< μ <11.60)=.95
Communication skills - reading	8.52	4.17	0	15	149	C(7.85< μ <9.19)=.95
Communication skills - writing	10.53	3.96	0	15	151	C(9.90< μ <11.16)=.95
Communication skills - public speaking	13.52	2.63	0	15	152	C(13.1< μ <13.94)=.95
Communication skills - interpersonal	12.57	3.31	5	15	150	C(12.04< μ <13.1)=.95
Operational goal setting	9.64	3.53	0	15	140	C(9.05< μ <10.23)=.95

Topic	Mean	Std Dev	Min	Max	N	Confidence Interval
Team building skills	11.73	3.48	0	15	150	C(11.16< μ <12.29)=.95
Managing meetings	10.72	3.75	0	15	152	C(10.12< μ <11.32)=.95
Group conflict management	11.69	3.51	0	15	151	C(11.13< μ <12.26)=.95
Values	10.17	4.21	0	15	146	C(9.46< μ <10.86)=.95
Self Assessment Processes and techniques	9.87	3.97	0	15	150	C(9.15< μ <10.49)=.95
Personal goal setting	9.83	4.15	0	15	150	C(9.15< μ <10.50)=.95
Development of self esteem or positive attitudes	10.47	4.46	0	15	150	C(9.46< μ <10.88)=.95
Delegation	9.90	3.62	0	15	152	C(9.31< μ <10.48)=.95
Time management	10.69	4.10	0	15	153	C(10.04< μ <11.34)=.95
Motivating and inspiring others	11.03	3.48	0	15	151	C(10.47< μ <11.58)=.95
Trust building	9.80	3.79	0	15	150	C(9.19< μ <10.41)=.95
Environmental scanning	8.77	3.85	0	15	134	C(8.11< μ <9.43)=.95
Empowering others	9.70	3.58	0	15	150	C(9.12< μ <10.28)=.95
Development of long term vision	11.62	3.58	0	15	151	C(11.05< μ <12.19)=.95

Table 30

Respondents Indication of Their Personal Gain Related to the Following Topics

Recommendations of Respondents for Future Program Development

$$\bar{x} \pm t \frac{sx}{\sqrt{n}}$$

Topic	Mean	Std Dev	Min	Max	N	Confidence Interval
Strategic goal setting	7.92	4.36	0	15	137	C(7.17< μ <8.65)=.95
Public policy development	9.93	4.05	0	15	138	C(9.25< μ <10.61)=.95
Ethical leadership	7.34	4.62	0	15	137	C(6.66< μ <8.11)=.95
Understanding other cultures	12.25	3.66	0	15	140	C(11.64< μ <12.86)=.95
Other broadening experiences	11.48	3.99	0	15	132	C(10.80< μ <12.16)=.95
Communication skills - reading	3.36	3.57	0	15	140	C(2.77< μ <3.95)=.95
Communication skills - writing	4.36	4.02	0	15	140	C(3.68< μ <5.02)=.95
Communication skills - public speaking	9.62	4.18	0	15	144	8.95< μ <10.29)=.95

Topic	Mean	Std Dev	Min	Max	N	Confidence Interval
Communication skills - interpersonal	9.75	4.01	0	15	139	C(9.07< μ <10.43)=.95
Operational goal setting	6.72	4.46	0	15	131	C(5.94 μ <7.48)=.95
Team building skills	9.21	4.14	0	15	139	C(8.52< μ <9.90)=.95
Managing meetings	7.99	4.46	0	15	142	C(7.25< μ <8.67)=.95
Group conflict management	7.64	4.13	0	15	140	C(6.95< μ <8.33)=.95
Values	7.52	4.82	0	15	137	C(6.60< μ <8.00)=.95
Self assessment processes and techniques	7.30	4.19	0	15	138	C(6.59< μ <8.19)=.95
Personal goal setting	7.39	4.82	0	15	140	C(6.59< μ <8.19)=.95
Development of self esteem or positive attitudes	8.52	6.16	0	15	140	C(7.50< μ <9.56)=.95
Delegation	5.67	4.15	0	15	141	C(4.98< μ <6.36)=.95
Time management	5.83	4.17	0	15	138	C(5.13< μ <6.53)=.95
Motivating and inspiring others	7.28	3.73	0	15	138	C(6.62< μ <7.94)=.95
Trust building	6.85	4.15	0	15	138	C(6.16< μ <7.55)=.95
Environmental scanning	7.38	4.30	0	15	124	C(5.18< μ <6.57)=.95
Empowering others	5.88	3.89	0	15	136	C(5.22< μ <6.54)=.95

Topic	Mean	Std Dev	Min	Max	N	Confidence Interval
Development of long term vision	9.10	4.39	0	15	139	$C(8.37 < \mu < 9.93) = .95$

APPENDIX D

RESPONSES TO THE OPEN ENDED QUESTIONS

QUESTION 1 OF PART III

1. The WAFEF offers training that could be evaluated in many ways. Please identify three factors which made the **GREATEST** difference in your leadership development?

Confidence

Confidence
 Confidence
 Confidence
 Confidence
 Confidence
 Confidence
 Confidence. Hey I can do it.
 Greater Self Confidence
 Self confidence
 Self confidence
 Self confidence
 Self confidence
 Self confident
 Self confidence - I have something to offer others.
 Confidence to be successful
 Confidence in myself
 Confidence enhanced
 Developing self confidence
 Higher confidence in myself
 Gave me much greater confidence
 Confidence in self.
 Increased my level of self-confidence
 Gave me increased confidence in my ability and ideas.
 Confidence and ability to communicate with others.
 Confidence, Confidence, Confidence in myself and in my
 ability to deal with others.
 Confidence in public speaking
 More confidence in front of people
 Confidence to work with new people
 More confidence in leadership skills.
 Confidence in myself as a leader
 Confidence in my abilities as a leader in the "public" arena
 Confidence and willingness to accept some leadership roles
 (chairman of committees, etc.)
 Confidence Building - Boosted my confidence in my leadership
 abilities and ability to work with others.
 Ability to project myself into leadership roles as a result
 of program
 Confidence to make career decisions.
 Reaffirmed self esteem
 Development of self esteem
 Built self-esteem and confidence.
 Self Esteem and confidence

All the activities that contribute to building the confidence to do the job.
 My horizons were greatly expanded by the national and international trip.
 Personal pride in beliefs that I already had and the new strength they gave me.
 Not afraid to tackle the big problems.
 Motivation to lead
 Gaining confidence around people through the process of building relationships w/ others in groups
 Being a participating member of the group helped me build confidence in my own abilities.
 Understanding local, state and national government has helped to build my confidence to work with government agencies.
 Confidence to work with elected officials to pass desirable legislation
 Gaining confidence that I can know as much or more about a particular subject than those in government who may work in this area.
 Encouragement -- I had just been defeated in a county wide election by a narrow margin. My attitude was "leaving" toward non - involvement. This class got me back into the flow. A push toward self fulfillment.
 Attacking new projects

Leadership Skills

Decision Making

Getting all the "facts" before making a decision to a problem.
 Ability enhanced my ability to be an effective leader.
 Exposure to a variety of leaders and the chance to evaluate their leadership style.
 Group problem solving: Required trying to use practically so much that we had learned.
 Working out problems using group process
 Task force (group) processes. Problem identification, solution and group dynamics.
 Taught how to recognize problems and what to do in order to solve them
 Overall benefit of building teams to examine option/alternatives and then having a consensus to start implementing the change/improvement.
 Awareness of informational sources, contacts, politicians
 Development of Strategy
 Problem solving (team) training
 Consensus planning, thinking, decision making

Time Management

Importance of values in decision making

Time management

The ability to delegate and organize.

Time management.

Having to examine our values and our biases.

Time management by having limited time and being forced to prioritize.

Interaction with Influentials

Interaction with leaders from industry, government and politics which created awareness of the skills and values needed to be successful leaders.

Exposure to common people who make a difference
(Barlogue/Mother Teresa)

Exposure to and interaction with my class peers -- they each provided something significant to my development in their own way.

I think that I have learned how to pull the levers of government

Getting to know 29 other people on a rather intimate basis in relation to issues and knowing that that's possible w/anyone w/any issue.

Communications

Communicating with/through the media, understanding the process and ways to be more effective.

Media Management

Public speaking

Public speaking

Public Speaking

Public Speaking

Public Speaking

Public Speaking

"Public Speaking" The fear is still there but I have much more confidence in my ability.

Public Speaking Requirements

Ability to speak confidently in public and to think on my feet.

Public speaking - I found it relatively easy before this class, but this experience took absolutely all fear away. No "class" or quantity of people bother me now!

Communication Skills

Communication skills

Improved my communications skills

My communication skills were improved.

An increased awareness of the processes of communication

Communications

Communications seminars

Intrapersonal communications

Conflict management**Art of compromise****Ability to consider and appreciate alternative points of view.****Awareness of different viewpoints and need for compromise (consensus)****Techniques on working with people esp. negotiating differences of opinions****The ability to listen to and to try to relate to a differing point of view****Understanding different points of view****Able to consider views with which I disagree as valid.****Able to remove personality as a factor when dealing with others.****Willingness to listen/consider other views****Ability to listen and see****The Listening Seminar****Learning the art of listening and better communication skills****Can discuss a little better****Expanded my ability to communicate with people from different backgrounds and interests than mine****The chance to speak and interact often with the group.****Class presentations, & the 2 minute presentations before lunch i.e. learning to think on feet.****Trust in Others****Trust in others.****More open to other opinions and points of view.****Good in Others****Ability to delegate****Political Astuteness****Insight into political process - mechanics of impacting legislation.****Demystifying the political process.****Ability to work in the public process****Greater understanding of the political process****Political process training****Exposure to the political process, to ways to achieve action****Learning more about the local, state & national political process.****Working in the governmental process: local, state, national Legislative process****Understanding better governmental processes at all levels.****Came to realize that all of us must cooperate and face most public issues of common interest, together.****Political awareness.****Exposure to government as it "really is"****Greater understanding of government and how it works.**

Knowledge of government -- It brought into proper perspective all government functions. That process is now much more "user friendly" as far as I'm concerned. The program gave me an opportunity to get my political savvy in order. I now know exactly where I am in this area and have better opinions about why. I appreciated the opportunities to examine government working at many levels, especially the inner workings of national government. Understanding of the mechanics of politics The observing and studying of our process of government How to approach, influence, and work with government and political people

Insight into Dynamics of Leadership

Knowledge of effective leadership methods
Being able to watch over time both my leadership style in action and my classmates leadership style
Appreciating the leadership skills of others
Knowing that I am not alone as a potential leader
Learning to work with other leader types
Meeting with leaders and having dialogue gave me perspective, & values clarification.
Knowledge and skills to be a more effective leader.
Vision
Meeting the real leaders in government and industry
Comparison to leadership skill of others -- self assessment
Exposure to differing leadership styles to compare my own against.
Finding out I am a leader
Observation of others in leadership positions, or what think they are, and their actions good and bad.
Leading is a learnable skill.
Recognizing I need to work with others rather than do it myself
The gift of the "tools" to make a difference---
Acquiring some of the skills presented in the seminars and seeing people much more experienced than I (both classmates and instructors) in action.
Observing others in our class who have leadership skills and how they use them.
Knowledge and awareness of the tools used to accomplish a desired outcome.
Learning what my leadership skills are and how to use them in getting the job done.
Long term importance of today's leadership decisions.
"Thinking outside the box" - Question why things are or are not. Make change an everyday item not a major or unique happening.
Ability to work with others to accomplish mutual goals
The working of public policy developments.

The basic knowledge on how to get things done, which strings to pull, and the skills to do it.

Training to be a leader

Interaction with other class members in WAFEF & watching their leadership styles.

Exposure to a wide variety of successful personalities and leadership styles/examples.

I think that I have developed skill in bringing out each member of a group so that the group can accomplish more than each individual.

Organizational Development and Management Skills

Organizational skills needed to plan and execute seminars and meetings.

Managing meetings

Task force project

Ability to work in groups (Task Force etc.) and not have to be in charge.

Ability to work with others i.e. task force and committees.

Group skills

Training in more effective group process.

Group management skills.

Group dynamics

Group dynamics

Group dynamics and meeting protocol

Group dynamics: understanding, and using have been helpful

Team building

Team building

Team building skills.

Some skills involving organization and teamwork

Don't get mad, but do your home work so you know what you are taking about.

Self Awareness

Making me aware that I had something to contribute and could make a difference

Self Assessment - Helped me to better understand my strengths, weaknesses and where my interest lie.

Self awareness - strengths and weaknesses

Learning my strengths and weaknesses.

(One weakness is answering questions like this.)

Recognition of my personality type, and how others perceive me, and how to use that knowledge.

Peer evaluation of my skills and personality.

Other

The great short liberal arts course.

Understanding of Issues

Awareness and system processes and who is available to contribute to resource problems and coordinate efforts.

I obtained a much better understanding of the common problems and issues affecting all the diverse domains of ag. and forestry.

I gained detailed insight into several specific issues, which made me a more effective leader.

Opportunity to hear and learn of opposing views on key issues.

Opportunity to meet and question people in public service at local, state and national levels.

Opportunity to work through public policy issues.

Gave a broader awareness of issues impacting my professional life (social, political, economic).

The education I received on issues and problems facing us.

Exposure to so many different issues and perspectives and ability to network.

The interaction that took place between class members after and between the scheduled meetings.

The broad array of seminar topics that crossed so many areas.

"Contact" with some excellent speakers who had interesting information that caused me to think in new ways and new ideas

Face to face exposure to social and community issues.

Ability to see both sides of an issue

Exposure to conflicting points of view

The seminars throughout the State covering current relevant issues was also invaluable.

Exposure to other industries/areas of Fed. & State Government/and individuals outside my own industry.

Opportunity to travel around the state and to know it and it's "cultures" better.

Ability to examine other viewpoints for merit of argument

Values

Culture

Exposure to a wide variety of different ways of thinking and reacting to change.

There are consequences for every action we take especially when it involves others.

Appreciation of other points of view and the complexity of issues.

Either didn't understand before or know much/care much about before.

The diversity in curriculum - from chicken farming to international banking - all somehow linked.

The in-residence format that demanded concentration of subject matter.

Looking at issues through the opposition's perspective has motivated some of my redneck views on life.

Before Ag-Forestry I tended to be apathetic about things
 that didn't directly effect me, now I'm less so.
 Expanding my knowledge of other industries and problems.
 Better understanding of the part that the media plays in
 presentation of the news (information)
 A broadened perspective on issues
 Understanding opposite opinions and viewpoints
 Understanding more fully issues - values of resource
 industries.
 Desire to have greater awareness on issues
 Making me to listen to the whole issue.
 Realizing there is two sides to each issue & if you don't
 know both sides you cannot argue for your side and be
 effective.
 Meeting with industry leaders - experts
 A greater appreciation of the magnitude of issues/problems
 facing us leaders.
 Understanding diverse perspectives on natural resource
 policy/management.
 Expanded my areas of knowledge in Washington resources
 Broadening my perspective on the issues.
 The opportunity to interact with other Washington Ag.
 leaders - and be friend them all.
 Issues are complex and need to be studied and looked at from
 various angles.
 By being exposed to an area that was new to me (natural
 resources) was of great value in understanding thought
 process of those already involved.
 Studying an issue - getting input on that issue from all
 sides.
 The 1:1 personal interaction with both staff and classmates
 was very enlightening.
 Broadening of perspective on specific issues, seeing all
 sides
 Exposure

Networking

Networks
 Networking
 Networking.
 Networking.
 Networking
 Network building
 Networking with others.
 Networking with leaders.
 Networking - knowing the people who pull the strings.
 Better use of network development and use.
 Exposure to a diversity of cultures and a resultant
 heightened appreciation of our political system.
 The relationship with 29 other diversified
 agriculturalists from Washington State.

Informal networking and friendship. Being around others and seeing how they react to different situations over the full time period of the training.

The past graduation association with the Ag Forestry program that resulted in increased contact and through the Ag-Fo Network.

"Communication" with my classmates. Discussing ideas and life with people with similar goals and ambitions but from different backgrounds and jobs.

The connection back to Wa.D.C. with Foley, Morrison & the access to these people.

My classmates

Networking w/in groups to achieve goals/outcome that couldn't have easily happened

The time spent with other participants

Networking with some very powerful people. Helped to put my life in perspective and what I can do to influence change.

Identification with a large group of "winners" or high achievers

Development and nurturing of contacts - networking

Access to 2 divergent groups of policy makers.

Class involvement with representatives from other industries/resource agencies within our own state -- classmates.

A greater appreciation for, and guidance in the use of networks.

Access to an expanded network of peers.

Development of relationships - networks - how to work within the system.

Contacts

Contacts

Broader Perspective of Global Issues

Gave me a much better perspective of the world. Convinced me that one person can begin to make a difference.

Gave a broader perspective of global concerns.

Broadening experiences: poverty; Walla Walla; Women's rights' foreign experience.

A broader view of a much greater picture.

The ability to see a bigger picture

The international experience.

Exposure

"Exposure" to some unique people, both those who are high power leaders and those who live in different cultures.

Exposure to different cultures

Exposure to Cultural Differences

Exposure to other cultures and ways of life.

Exposure to new ideas, cultures, ways of thinking.

Broadening/openminded - Helped me to understand the bigger picture, promoted better consideration for views of others. Helped me understand the various needs in our society. Broader outlook on world issues. International experience. Interest in international marketing. Widening of my perspective Exposure to Egypt Broad based experiences. Exposure to not only different perspectives, but to different "world views" The international and national seminars removes us from those things that insulate us from the real world, The world outside our comfort zone. Travel International Education Exposure to and interaction w/people completely different from me. Increasing understanding of govt. The opportunity to see different cultures and try to understand them. Understanding of different cultures An increased awareness of the uniqueness of each individual and culture Cumulative experience that allows one to look at the part as a piece of the whole. World views. See how other government and cultures function (the rest of the world is very different from the U.S.) Experience in other cultures I believe that I am much less biased regarding race and other cultures. I try to understand people where they are at. Understanding third world cultures Perspective A broader perspective of the world. Opportunity to visit other states/countries gave me a new perspective on problems close to home. Exposure to other members way of life and thoughts Exposure to a bigger world Understanding and recognizing cultural differences, I think it is very important if we are going to deal with them. Greater knowledge of issues, people, cultures The trips both D.C and Mexico, Costa Rica and Cuba Development of a broad experience base from which I can judge future events. Opportunity to listen to other view points, experience other cultures. Understand other cultures a little better Exposure to new and different people and places. Understanding of the need for global cooperation for success of the whole. Meeting with U.S. and world leaders

Understanding and experiencing different cultures seeing how
 they live, think, etc.
 Broader vision in public sector
 Gave me a vision of what was beyond these mountains.
 Multicultural exposure and values within various cultures.
 Greater awareness of the need for leadership on local,
 national and world levels.
 Broadening by looking at competing points of view and
 cultures.
 Exposure to people and places I might have never had
 occasion to see.
 Growing older and gaining a more mature overall perspective
 on life (experience).
 Ability to view my areas of interest / or concerns from a
 global point of view.
 Broadening of general knowledge.
 Cultural awareness.
 Increased awareness and understanding of values and beliefs
 of others as well as cultural differences among
 nations.
 Experiences which broadened my ways(s) of thinking
 International visit to a third world communist country.
 Through the program, I developed an excellent understanding
 of international business and realized that I could
 easily enter it if I wanted to.
 International and D.C. Trip
 Seeing the whole picture i.e. government interaction
 relationships between interacting interests
 Travel to experience different cultures
 Diverse cultural experiences
 Understanding different viewpoints whether they are
 cultural, economic, environment, international,
 political or religions!

"I Can Make a Difference!"

We can make a difference.
 Stu Bledsoe "you can make a difference"
 Stu Bledsoe
 The knowledge that I can make a difference
 The courage to make a difference.
 Inspiration provided by certain leaders that we came in
 contact with at seminars.
 Learning/understanding of the needs, resources aware? and
 what can be done to help. To make a difference.
 Awareness of our individual power to affect the process.
 Realized that I could "do it" as well as most.
 The ability to see "change." It is around us every day and
 I know I can make a difference.
 People contact. How to go about striving for something you
 believe in and knowing the best route to go.
 All are equal=therefore I can do the Job
 Awareness of the need to be involved

Setting Goals

Setting Goals

Selecting your own future.

Commitment to a goal.

Value of them building.

Internal motivation to seek greater opportunities and/or responsibilities. Very good parental rearing

Desire to try new experiences.

Efforts in personal development

Recognition of my own and others values, and how that affects goals and decisions.

Goal Setting

Increasing my limits: i.e. what I can do or accomplish under stressful, trying times.

Goals - Making goals & reaching them

Interpersonal Relationships

Building interpersonal relationships

Learning how personal values and traits cause each of us to look and react to situations differently.

Learn to accept & understand alternative points of view

Acceptance of others

Understanding that other people may disagree with my point of view, but to listen and respect their views - we always don't have to agree

New relationships developed with class members.

The friends and acquaintances made through the program.

Recognition of the validity of the views of others.

To respect others values.

Different aspect of the many parts of people who make up the classes.

Opportunity to watch and listen to the future "leaders" of the agricultural community gave me an appreciation of the role values play in education and training.

Because much more open minded about others opinions and ideas.

Friendships of classmates.

Meeting with peers.

Interact with the people who we were exposed to - both as a student - and back.

Interact as a group and individuals, locally, nationally, and internationally.

The realization that I have a lot to offer others and that I can learn so much from others - seminar process.

Interpersonal relationships and networking

Going through the process with an outstanding group, that shared experiences and developed together

Gi

Th

Ev

Ta

M

N

W

M

I

B

E

W

T

P

P

Given the opportunity to observe the political and decision making process in this state. Learning that our leaders are very human and need all the help they can get.

The association with 29 classmates. This interaction with quality people changed my world.

Evaluating varying opinions on specific problems encountered during the program.

Taught how to bond and work with others of varying backgrounds

Miscellaneous

Maturity building

Nothing

Watching and learning from other students

Military training: ROTC/officer, Tng. etc.

Innovation

Belonging to a class for two years.

Exposure to diversity within my classmates

Well structured curriculum

The contact with professors at each of the universities and colleges in Washington that Ag/For. held seminars

Exposure to the academic setting

Being elected class president.

QUESTION 2 OF PART III

2. Please give three results or accomplishments which you attribute to your participation in the WAFEF two year program.

Promotion

Promotion.

Career advancement.

Working for the Nez Perce Tribe

Serving on the Board of Directors for two national Indian Organizations.

Ability to succeed/cope in my current position.

Promoted to Asst. Reg. Manager Wa.

Still gainfully employed

Contemplating a change in career. Confidence to leave a job to work for a failing company

Mid life career change due to values's clarification

My current job

I am in line to someday own 55% of a major fruit packing shed. This has happened since I started the program.

Strong link to my legislators

Starting business in my hometown - Othello Athletic Club

Starting own business

Present position

Have survived negative farm environment

Promotions - One while in the program and one since.

Moving into administration positions professionally.

Uniting of Yakima Indian Nation, Dept of Ecology, Dept of Health, E.P.A. and other farmers in our area for utilization of municipal sledge upon agriculture grounds

Career advancement from mid level to upper level management

Better jobs/ at higher level

Contributed partially to promotion at work.

Promotion to a position with in government, where I have direct influence on public policy.

The confidence to seek and obtain a professional sales management position.

My profession life and career is on a pronounced upswing.

No doubt the program gave me additional confidence and expertise to help make this possible.

Stayed in business

Starting up a retail business.

Expansion and upgrading of business

Dedication to work with people resulting in promotion to well-paid administrative position at Whitman College: President Executive Assistant

Personal Growth

Able to be a skillful facilitator to organize group efforts.
 Able to identify problem areas and resource those problem areas.
 Able to communicate effectively and confidently with others.
 It has made me a better person, period.
 Feel more at ease giving radio and TV interviews.
 Greater understanding of the mechanisms involved in setting public policy issues including legislation.
 Making career decisions.
 Appreciation of leadership role as result of extensive writing and editing opportunities.
 Confidence that you can do it when you put your mind to it.
 Better control of time.
 I seem to be able to delegate more effectively.
 Being able to see and understand a broader view of ideas and opinions about an event.
 Being better able to outline steps to a goal.
 Greater ability to analytically review problems and arrive at solutions. Helpful in work.
 Helping me come to critical decisions regarding vocational goals.
 What I've returned to WAFEF in time on committees, leading sessions etc.
 More effort in gaining experience in public speaking.
 I set my long term professional and personal goals after the program.
 Much more awareness of overall Natural Resource industries than ever before.
 Some of the most special friends I've ever made.
 Trust in myself
 Patience with others.
 Marriage
 A new marriage
 Strive for continual motivation.
 Analyze more closely individual's strengths & weaknesses re leadership capabilities.
 Enhanced (not increased) my belief in public service as an individual's responsibility.
 Developed the Stu Bledsoe Leadership mind
 Ability to speak openly and with confidence on various issues.
 Better understanding of Ag. and Forestry in all segments of the state.
 Better understanding of external factors affecting agriculture
 Expanded my willingness and ability to network with others.
 More comfortable personal life with my family as I have determined the value this has to me
 Able to look more critically at news reports and articles - understanding both sides.

Willingness to take risks
 Increased confidence in my ability to affect change.
 Confidence to confront powerful people and express my views.
 More interest in politics and world problems
 Determined to take a greater role in policy making
 Continuing education and work on graduate degree
 I know who I am and what I am about
 I have become a more rounded and better informed person. I
 can't be specific. The program was a positive change
 integrated into my life. Everything I do reflects what
 I learned but none are solely a "result" of the
 program. I think this is the success of the program.
 Increased confidence
 More self confidence in front of legislators as a result of
 above efforts.
 Respect for a variety of values
 Differences of values are Real
 Appreciation for the views of others which depends upon
 their environment.
 Additional confidence to make a difference.
 Heightened interest in politics and world events. Increased
 ability to see opportunities.
 Self esteem needed a boost - accomplished
 Improved my conflict management skills
 My comfort in large group process and meetings
 Political awareness
 The confidence to try new ideas and not fear failure
 An insatiable desire to travel to places that don't have
 bathrooms.
 Nothing
 Greater empathy for other cultures
 Continuing education
 Going back to college to get the necessary credentials.
 Completed advanced educational goals
 Went back and finished a B.A. college degree
 It gave me the desire to complete my Ph.D.
 Current work on Ph.D. with minor in international marketing.
 Completed Masters Degree
 Started MBA program.
 I have become involved in local planning and growth
 management issues in our county.
 Self confidence increased
 Better able to express opinions in public
 Significant increase in interest in government.
 Interest in State and National political events.
 Becoming more organized in my personal life, business, and
 social events, allowing for more time and involvement
 in community and regional activities.
 Enhanced positive attitude
 Broader perspective
 Better listener.
 The courage to be honest with myself and with others about
 inner feelings

The strength to follow my convictions
 Horizons broadened generally.
 Longer term outlook in most things.
 More willingness to expand career horizons and make needed
 changes to reach for those goals.
 More independent
 Greater appreciation of the things I have and the country I
 live in
 More open minded.
 Stronger self reliance.
 Increase knowledge of the needs of people in this industry.
 Problems and how to solve them better.
 I better understand the values and thoughts of agricultural
 folks.
 Exploring new opportunities
 More self confidence
 Recognition of strengths and weaknesses.
 Expanded knowledge base and contact base of Ag & forestry in
 the state and nationally.
 Examined career to decide on new direction.
 Greater political awareness.
 Increased confidence in speaking my mind at meetings and
 associations
 I have made a point to read more and to keep abreast of
 current events and issues.
 Understanding political arena.
 More awareness into public policy issues.
 Better able to look at the big picture and both sides of
 issues.
 The organizational skills to plan and execute a highly
 successful motivational program.
 More well rounded as a board member. -- School Board.
 Confidence in public speaking
 Improved public speaking ability.
 I recognize the importance elements easier and faster.
 Personally grew in self confidence and broader outlook
 towards others issues.
 My outlook is expanded into other industries. This is a
 striking difference from before the program.
 A new found ability to view "the big picture"
 A deeper appreciation for alternative methods, lifestyles
 and techniques.
 Contracting my own home construction.
 I used to be afraid to speak at meetings and now I have a
 greater ability to express myself.
 I spent a summer as a congressional intern in Washington,
 D.C.
 My overall knowledge base is much greater today than before
 that class! The knowledge gained much outshadowed the
 time spent.
 Overall confidence boost
 Government policy (knowledge of) and functions
 Much greater comprehension of the mechanics of politics.

Confidence
 Communication skills
 Greatly increased personal self-confidence

Office Holder

Being elected to be a conservation Board Supervisor.
 Commodity commission office-holder
 Conservation commissioner
 Became a committee chairman for my state wheat growers association.
 Was appointed to the National Barley Growers Board of Directors.
 Board member of leadership organization in city.
 Appointment to school board.
 Appointment to industry group Board of Trustees.
 Selected to Board of Trustees - WAFEF
 Become and 2 time Master Salesman with Monsanto 88/89.
 Ran for State legislature and served one term
 President Statewide Coalition (WFFF)
 Serving as a Commissioner of the wine commission
 Serving as vice chairman of Tridec (Tri-City Industrial Development Council)
 Board President of Washington Friends of Farms and Forests
 Vice Chair of Mason County's Growth Mgmt. Advisory Committee
 I am now a director of the Grower Clearinghouse along with about 5 other Ag-Fo. graduates.
 Board member Wash Friends of Farms and Forests
 Board member White Pass Co.
 Election to Washington State Fruit Commission
 Chairman, PNW Farm Forum
 Commanding officer, navy reserve unit
 5 yr. chairman of Public Relations for commodity group
 4 yr. County President of WAWG
 Chairman of the executive committee of my church which has 4,000 members in S.E. Washington (highest lay position)
 I was elected mayor of my city
 I served on in international trade advisory committee
 School Board Race
 Serving on library board
 Serving on DNR's Old Growth Commission
 Elected 2 terms to Wa. State Apple Commission - Chairman 1 year
 More active in local politics - Elected Chelan County Commissioner Fall of 90
 Several volunteer leadership roles w/Scottsdale Chamber and other organizations
 Officer in state farm organization
 Election to two advisory/administrative boards.
 President of Lewis County Farm Forestry Assoc.
 Member of Vestry, St. Stephens Episcopal Church
 Becoming a state president and representing them nationally

Being elected President of a state wide grower assoc.
 Became chairman of the Board of very strong and successful
 savings and loan.

Leadership positions in the Washington Ag. Council.
 Elected Pres. Harvest States River District
 Serving more effectively on grain Growers Board of
 Directors.

I am now Chelan County Assessor. I probably would have run
 again, and won without Ag Forestry--but it was like
 icing on the cake. A push in the right direction.

President - Wa State Ag Teachers

President of Wa. Assoc of Wheat Growers

President of National Barley Grower Assoc.

Elder of Local Church

North Franklin School Board Committee Chairman 7.9 million
 passed by 62%

Big Bend Hort Ass. Pres.

Appointed to WA State Organic Advisory Board

Becoming a WSU alumni director

Impact on Organizations in Which I Participate

Using the "political system" to get laws passed in helping
 the financial status of my business.

Making sure whatever organization I am involved with that
 they get my full attention when decisions must be
 reached.

More effective employer continued career management.

This has impacted the people I come in contact on a daily
 basis.

I was able to help my ag. group better understand some
 complex issues, using knowledge I gained in
 Ag./Forestry. Beyond that, nothing.

Recognize need to limit and prioritize involvements.

Resolve to continue to work on issues important to me and my
 industry in which I work.

Heavy political involvement

Addressing problems or questions through networking with
 classmates.

Awakening the Bluegrass seed industry to the field burning
 issue - taking the offensive.

Being more cognizant of the opposing viewpoint.

Commitment to getting others involved in ag organizational
 activities.

Complete diversification of my farm which is very atypical
 in my area.

Development of the Canola industry in State of Washington.

Participation in and positive effect on youth in my
 community.

Clearer vision as to what I wanted to be involved with and
 how much energy I wanted to put in different
 activities.

The ability to say "no" to myself to a new activity when I'm
 already busy enough with current activities.
 Increased participation in state-level organizations.
 Increased participation in local level organizations.
 Greater role in local Ag. Resource Community.
 Positive contributions to city committees where I live.
 See growth in associates
 Active in Biotech int----- in Ag Sector - No Anti BST legis
 in my states CNC, MD, VA)
 Stronger participant in group discussions
 I now frequently contact classmates for opinions and
 feedback on policy and issues.
 Developing export market for apples into the Rim of Asia for
 my firm
 Set a goal to "weatherproof" my business
 Have become pro-active for my industry
 Leadership of Washington Stat Society of American Forester's
 Leadership of National Forest Economics working group
 International Professional (Forestry) exchange with Chile.
 My task force wrote the legislation and I worked the Halls
 of Olympia for the Washington Wine Commission.
 More active participation in forest products industry
 issues.
 Increased industry contacts (network)
 Serving in regional and national development of issues
 important to our industry
 Development of legislation for our industry
 Legislative process reflect those real differences in law
 making process
 My goal was to meet people to help network ag problems &
 their resolutions -- accomplished
 My successful work w/ the media (I get help from TV and
 newspaper people and they see me as a resource)
 Meeting mgmt & public speaking / videos
 As I serve on a State Commodity Commission I feel that I
 speak for the issue I believe in
 Becoming more active in the community
 Better use of my time and thus able to be more involved in
 projects that are more important.
 Meeting and establishing a broader range of people and
 connections much more capable of addressing and leading
 More aggressive attitude in the process of government -
 local
 Environmental Enhancement of our industry
 Increased ability to perform as a successful leader
 Being asked to serve on different committees from a broader
 area
 Political involvement
 More active in local community.
 Accepting leadership roles on the job.
 Strategic planning committee for local school district.
 This study and dissertation.

Leadership role in implementation of the first Washington State Winter Olympics

More focused on putting my energies on what I am trying to accomplish now that fits into a larger life picture.

Organizing a leadership conference for American Indian University students from throughout the U.S. for the past 3 years.

Leadership of a goal setting and long term strategy program in my church council/parish.

Increased policy making role at state level or government.

Started the National or International Alumni Organization.

Started WAFEF endowment program.

Ability to easily work with Yakima Indian Nation to set up a cultural diversity program.

The decision to help people grow, instead of crops.

Have been key player in reorganizing large Ag-bank.

Several opportunities in the community and on the job - to work on ways to better what ever United Way Board - several educational committees, successful campaign of spouse for school board.

3 trips to Kenya, East Africa to promote christianity and to help set up a christen university and specifically an arid land Ag. School Experiment Station in Mrru, Kenya

I worked on many issues through many govt agencies

Much better in group decisions.

Commitment to Social Responsibility

Becoming a volunteer public speaker for the American Council of Agriculture

Better manager of people

More actively involved in my industries activities

I feel the program has helped me have a positive impact (I hope) on our community.

Increased leadership skills which helped me to be chosen for Phoenix Az Valley Leadership Program

Increased responsibilities on personal level (family etc.)

Increased desire to take on more work related responsibility

Willing to give more responsibility to those around me.

Better idea of how to attack (solve) problems that effect my profession, but that my profession has little control over.

The ability to gain the respect of those with opinions contrary to my own.

Successfully getting peas and lentils listed on the PL480 list and having them regularly program helping our industry by \$8,000,000 dollars.

Be able to listen to others opinion and then being able to talk to them honestly about the issue whether I agree with them or not.

Understanding which generic component to be part of the solution rather than part of the problem.

Development of wide policy plan for a state agency

Development of an effective legislative tour -- in its 5th year.

Willingness to be a spokesman for my profession - ag
 education and a leader in professional organizations.
 My Ag students benefit from my AF contacts, and my increased
 ability to motivate them.
 Having always been an "involved" person, I feel that the
 program was more of a reinforcement
 To me to continue the course I was on rather than a point of
 new beginnings.
 Developed educational training plans.
 Planned short and long term personal financial plans.
 Able to come up w/ solution and meeting and direct others to
 the same result.
 Became involved in public service activities.
 Took a more active role in politics.
 Improved job productivity through team building
 Values assessment / personalities in group settings
 More focused involvement in organizations.
 I became a lot more active in the political process;
 testifying at hearings; supporting candidates
 I actively seek opportunities to speak before groups on
 issues I feel are important
 The network of alumni have helped me solve problems in the
 industry I work in.
 Ability to assess group needs, look for most viable
 solutions.
 Effective participation in TFW
 Promotion within my company
 Confidence and initiative to take on leadership roles in
 several Significant forum - community and professional
 Have successfully interacted with congressional delegates,
 Eg. have gotten congresswomen Jolene Unsoled
 (Washington 3rd district) to visit some tree farms.
 Community involvement increased
 Biggest result was 'networking' aspect of program and the
 friendships established.
 Strong desire to help with the growth of our state - local
 and regionally
 Being a lot more aware of the effects on one group effecting
 other's - Both good and bad!
 More active on political issues affecting agriculture
 Leadership in historic foundation
 Realization that what I have done in my business can be
 delegated through various channels.
 Network of individuals/contacts to draw upon for my business
 future.
 Founding Col/Snake River Irrigators as an interest group to
 respond to The Endangered Species listing on Salmon
 Increased training for key staff.
 New sense of direction.
 Joining the city council and taking a leadership roll in
 union/city negotiations.

Chairing the county solid waste advisory committee during the selection of a new landfill and writing a 5 year comprehensive plan.

Republican party involvement

Networking contacts

Confidence to go before groups and talk about ag. forestry or industry topics.

More assertive leader.

The organizational skills and confidence and interest to seek and be actively participate on the board of directors and promotion committee of the Agri-Business council of Oregon.

More willing to sit down with all sides of an issue or problem.

Involvement in local political process

Commitment to long term support for Ag-Forestry issues

Commitment to ethical leadership.

I became involved in a political campaign for Congress, something I would never have had the confidence to do without the program.

I was able to bring different viewpoints together to work out a grower contract for a coop that I managed.

I had the confidence to run for school board and to serve.

Ability to deal effectively with media.

Ability to deal effectively with government.

Established an on-going communication with a broad range of natural resource folks and that was a goal of mine.

Was able to gain a commitment from my company to support ag community issues

I was appointed to the board of a large food processing farm which later sold to Stokely.

Gained greater respect for and from my peer group.

Nominated for WSU Faculty Excellence Award.

USDA Yearbook of Agriculture 1990 article (authored).

Trip to China in Governor's seed selling mission.

More respect from my peers.

Gone through an association's Chairs

Concurrently on a commodity commission.

Currently serve on a national marketing board and executive committee.

I plan to work with the county planning department in an effort to help preserve farm land.

Our farm is on the first summer farm seminar and I am proud to be a part of it.

Worked on a committee that successfully got state legislation passed enabling our industry to form an industry commission.

Wrote articles that appeared in national industry publications which pushed for members of our industry to do more for themselves.

Conducted a National survey of key people in our industry to identify basic problems within our industry.

Helped on Sid Morrison's/Congress campaign (county chairman)

Community involvement - service club activity, benefits,
 etc.
 Move from technical to administrative role within state
 government
 Promotion within administrative role - based on abilities,
 skills, etc. honed through Ag. Forestry.
 I'm very thankful for my family, home and everything. To
 see how others have to live gives a rude awakening.
 Being called on to give seminars because I was in
 Ag/Forestry.
 Being part of "the club" of Ag./F graduates and therefore
 being considered special/unique/qualified.
 New statewide contacts
 Being a good "catalyst" in guiding a new law through the
 legislature. Without this guidance, it may have failed
 or may have been a "bad law"
 Using mass communication skills to enable me to be far more
 effective in reaching my clients.
 Emergence as a strong group leader for my section in state
 government.
 President - Two local organizations
 Considered by others as one they can look to for leadership
 and well thought out opinions
 Expansion and upgrading of business
 Favorable legislation for AgEd.
 Serving on numerous committees
 Generally more involved in community organizations
 Industry leadership positions
 State and Federal Government Recognition
 Industry Interaction
 Industry Leadership Positions
 State and Federal Government Regulation
 Industry Interaction
 Ran for local school board and was elected
 Participation in WA State apple grade changes
 Formed a network of highly competent friends
 Learned how to accomplish things
 The ability to focus on a large project and finish it
 without getting sidetracked -- greater ability to goal
 set and carry through until goal is accomplished
 Completed B.A. in spite of hurdles
 Interest and service on the Walla Walla Conservation Board
 Increased interest and participation in local government
 Being a better, more organized group leader
 Greater ability to set policy

Other

Capitalism in USSR
 More respected

QUESTION 3 OF PART III

3. Now that you have had time to reflect, use the training and perhaps explore some other ideas further, what suggestions do you have for improving the curriculum in regard to leadership development.

Agricultural and Natural Resource Issues

Most of the time I was in such a state of "awe" that it was hard to see that any changes should be made to the program. But: I have one concern that seems to have no answer. We study everything but agriculture. There is a need for more seminars dedicated to Ag. I know it is hard to do but I feel my forestry classmates still know very little about Ag. Ag in the state of Washington is so diverse that there is a lot I don't know. I know a whole seminar can't be on Ag, but in this age of technology a video of Ag could be shown at each seminar of the region in which the seminar is held. Or at least have one panel discussion from farmers in the area to tell about their business. Discuss the problems and opportunities of Ag. show off the diverse types of Ag this state is noted for.

I believe that our urban legislators would benefit from development of a farm-city "exchange" where they could spend a day immersed in farm life, natural resources, agribusiness, and related industries.

More time spent on the current problems facing Natural Resource industries.

Make time to listen to specific problems of each industry and comment on experiences and solutions. Less time on University lecturers, prisons.

More agricultural tours and seminars

I also felt we should have utilized our class for ag. tours during the program.

It would be most beneficial for the program to maintain as many agriculture personnel as possible. Also to provide more agriculture type of focus whenever possible i.e. Pullman Seminar - tour wheat operation. Ellensburg seminar Hay and Cattle operation. etc. Would provide a balance to forestry dominated seminars.

I also think that staying w/ ag related farm families on the foreign trip would have been a great experience.

Skills**Public Policy Skills**

Two important items immediately come to mind. One, the methodology in developing public policy is completely inadequate. Having been through several processes, I found the Ag/Forestry preparation in this area was not sufficient. The second area is the, what I would term desperate need for continuing education and experiences. I personally need additional Ag/Forestry exposures to stay viable in my work. W/o them I tend to fall off a bit.

Break the Public Policy into 2 distinct steps with recognized bench marks for people to hit. Simplify selection of issues and help groups identify early on subjects to be investigated. Perhaps have whole class evaluate different aspects of same issue and come forward w/one large recommendation/action plan. This would encourage greater group dynamic tools to be used (among the various S-G member groups).

Hope the program still includes the social, political and economic subjects as well as Ag/Forestry.

Emphasis on leadership skills & becoming involved in public issues should be a high priority.

The national and local politically oriented seminars are extremely important. Too bad politicians do not have programs akin to WAFEF.

Instead of one big paper/presentation at the end of 2 years we should have had more but smaller projects, such as preparing testimony for hearings, etc.

One of the biggest benefits of this program is getting the farmers off the farm, timber people out of the trees, and office workers out of the office and exposing them to the bigger world out there that we all live in.

Would like to see a better presentation of the first session. Overall great program.

More time on how we fit into the world economies and where we stand.

I feel that the task force presentations should be based on issues relevant to the people on the task force team and, in addition to presenting to a legislator or other community leader the "product" i.e. the bill, pamphlet, or cause to be lobbied or distributed should be done while still a member

of the program so that the resources of Ag. Forestry can be used to help teach them to be more successful.

I feel and my experiences support that Ag/For tends to promote the regulatory legislative process as one that is manipulated by community involvement. And you influence decision making by one's involvement in community political positions. No involvement - no influence. I've learned that people's values more influence positions that community leaders take than political leaders influence the law making process... Example --- Are the "adverse" environmental regulations effecting the Ag/for industry and product of lack of public education and poor representation in political process or a genuine position (value) that society will demand as a way of doing business. Currently many graduates view it as an education, influence policy issue.

I think more time needs to be spent on how state government works and how to effectively participate. This is where the skills learned need to be used. Less focus on issues, more focus on process.

De-emphasize public policy making or modify to make it much more interesting and relevant.

I realize that floundering in our issues made us think; but to have that hanging over our heads for 2 years really didn't accomplish too much. Maybe have a presentation at the end of year 1 and another half way through year 2? I don't know, but having the deadline nearer would make us find ourselves quicker and limit the amount of frustration that most of us went through.

I'm not sure the public policy committee left with us a very positive taste in our mouths. I never again want to do that.

Since my class they have changed for the better. The task force groups took too much time and the goals set for us were unattainable.

Study of successful leaders in industry/government - case study - to see/understand leadership style & what made them successful expanded work with people of differences of opinion. -- How to get "public" acceptance or no opposition to projects.

The public policy assignments don't go far enough - they were, for the most part, time exercises that did not really get at the issues or processes necessary. They should occur during legislative sessions and be focused on real public policy debates. You learn by doing.

Do a public policy - task force assignment in own profession
-will promote more interest.

Task force concept could be more useful if direction was
toward in State/Area issues.

I think utilizing current public policy situations and
debate helps to connect graduates with organizations and
groups that would provide opportunities for leadership after
graduation.

Everyone gripes, but task force is excellent training --
expand the personality evaluation and public speaking
seminar.

The many ways the program exposed us to the large sphere of
society must be continued and even enhanced when time
allows: from prisons, to the plight of farm laborers, to
government and international business, to natural resources,
to international travel, etc; it is on the right track!

I would suggest a continuing emphasis on communication
skills, and particularly on the specific mechanics of how to
accomplish goals in the public arena.

I'm looking back, I didn't see the change in interpersonal
skills that I expected. Most were very strong willed and
some could stand to be "broken" just a little possibly.
Interaction of the class itself should be promoted (such as
the truckload of food for the needy, or class government).

Each class should spend 1 hour in forced "stretching" of the
individual possibly through class interaction??? Possibly
more "concrete" personal development.

I would like the curriculum to include some instruction by
the participants themselves. They are well-qualified, and
it would be good training. The ability to pass along
knowledge is as important as gaining the knowledge itself.

Seminar on the next step after WAFEF. Need leaders of
different groups to tell how to get involvement in their
organizations.

I was fortunate to have had significant leadership
experience prior to Ag/For -- so I didn't get much out of
the "skills" seminars. But I think the current curriculum
is excellent --- don't change it. With regard to questions
1-40: I don't recognize hardly any of these as objectives
of Ag/Forestry. I hope the program hasn't gone off the deep
end and begun over - killing personal motivation etc. My
concept of Ag/For was that all the "students" were already

demonstrated leaders; the idea was to get them to work with each other.

Enhance skill building training - very essential. Continue most of program as it- its great!

1. More work with person peak performance strategies.
2. More information on high tech data base availability and use of information.
3. More public speaking skills
4. More effort on prereading for subjects
5. Stronger effort in group facilitation skills.

The personal examination exercises that helped me identify my leadership style, coupled with strengthened listening ability are what meant most to me from a personal standpoint. I have learned to listen at length about situations needing action, can perceive the core, form an opinion that cuts through all the pizazz, and help others to come to an efficient solution.

The program must constantly, although not at great expense of time, teach participants a variety of ways to relieve stress in every arena.

More hands on/tour type activities; less fanny time in classrooms.

International trip should be less tourist and more business.

Begin class with Bob Moag or LoveTree instead of end.

I think it is important that we continue the concept of getting the participants out of their comfort zone. Also, to look beyond their own sphere of influence.

Public speaking skills should be developed more. After the first two seminars all of the rules that were established for "five minute speeches" and "table topics" were allowed to slide. Hence, the value of these exercises was greatly diminished. Participants should be appointed as committee leaders more frequently during the program. The program should include more actual leadership activities other than sessions leader roles. Chairing a committee requires a person to delegate, listen, use deductive logic and communicate effectively. Perhaps the role of committee chairmanship should be taught as a skill in the WAFEF program.

I think we should spend more time on becoming familiar with the actual processes of writing laws, statutes, regulations, ordinances etc. at the various levels of government. We need to learn who writes the language that "flushes out" the

legislation that is passed. We need to know how to watchdog that process. We need to learn that it is possible to affect what legislation says even after it has passed in principle. PACS and special interests/narrow scope groups already know these processes and in many cases are the people that do the writing. The other ones that need special attention has to do with this delivery portion a/marketing. It does us little good to promote our products overseas when the product we actually deliver is not as good as what we delivered to this shipper.

Facilitate actual involvement in leadership roles by the participants during the 2 year program. Expect them to be involved in some capacity in an organization so they can combine O.J.T. w/classroom teaching or theory.

I think that it would be beneficial to have the students complete small projects as they go through the program. While this would impose additional work it would also serve to help people manage their time. Time management is one of the biggest things that a leader has to learn.

I felt the program utilized the time available very well. The PLU, Olympia, Washington D.C. and international trips were the highlights for me.

Being a graduate of Class I causes a time lag that makes reflection difficult. The one thing I would say is continue to emphasize skills that empower and give confidence to the individuals. Encourage him or her to do things that could not imagine before.

The program was excellent for broadening perspectives and education, but was lacking in building leadership skills. Group process exercises and teamwork skills and fundamental organizational skills could be improved upon.

This questionnaire asked a lot of questions about how this program affected one's ability to motivate or lead others and I felt that seminars such as Ellensburg could have been better in actual organizational and motivational skills. The program was good for educational purposes but teamwork and skill building along the lines of this questionnaire could be expanded upon through exercises and group projects. But please set parameters for these well defined learning exercises not letting them out-of-control like the two year long project. More motivational skills could be expanded upon if that is deemed the foundation's objectives.

Give the participants the basic materials but don't be afraid to try new or different ideas - helps to learn not

only what we want to but in ways and ideas we would rather not have to face.

Develop tools and skills to deal with public policy, state agencies, rules, & non-ag/forestry public in addressing the stewardship and use of our finite environment.

Interpersonal development/skills - more emphasis
Value clarification - ethics and society - need (How can we understand society/culture when one doesn't understand her/himself?)
Team building/mediation skills/conflict resolution needs more emphasis.

Too much time on talking about values and not enough on application of the information.

Train good, but humble leaders. The worst thing I've noticed is some folks become quite arrogant and building of their self esteem.

Its extremely difficult for me to differentiate between areas of life affects generated through participation in WAFEF as opposed to graduate school, remarriage, Battde institute management training, and other events over the course of years since WAFEF. Undoubtedly some measure of skills, motivation, values etc could be attributed to WAFEF involvement but certainly not all, and its hard to sort 'em or assign' "affect values" relative to the other variables. One aspect not in question is that for the most part WAFEF had a positive influence on my leadership skills and allowed an objective assessment of deficiencies and opportunities for improvement.

Stress organization/networking

Keep emphasizing collaboration approaches to problem-solving, teamwork, diversity and cultural broadening and strengthen awareness of environmental issues and ethics.

Some students are natural leaders, force or give more demanding opportunity for the student that are not as experienced in leadership.

But I felt teaching of leadership skills was very lacking. It was like we were supposed to learn through osmosis. But were given few good role models.

I think more work on personal skills would have helped me. Maybe half a day per session on working with people, speaking etc. would be nice.

Curriculum provides great opportunities to promote and improve leadership skills -- stress (as you have the different problems in the natural resource industries and their similarities -- working together everyone can benefit --- stress win-win conflict management -- broader perspectives can only be accomplished with education and communication --- our greatest "natural resource" is people. I thought the program was excellent --- and extension of grad school in a lot of ways.

What would have been better for me might be very boring or limiting to others. Everyone comes in with very different levels of expertise, maturity, experience, etc. I would have enjoyed more group dynamics kinds of seminars but I had classmates who were already familiar with and using those techniques. I would have liked more background on the seminars pertaining to specific issues (forestry, land use, water rights). Basic required reading could have been used more prior to each seminar. I mean a few articles or papers. None of us had time for entire books which were often referred to or recommended.

More focus on the "toolbox"

Training in specific leadership concepts and techniques. If emphasis continues on "learning through exposure", make it clear what we are supposed to be learning from the experience, i.e., "This is a good example of strategic planning. Pay particular attention to ...: and then wrap up w/discussions about that particular lesson.

Time

One of the great dilemmas facing nearly all participants and graduates is this question: "How do I accomplish all of the things I am involved in while preserving appropriate quality time with those I love?"

The leadership program needs to continue the excellent curriculum that teaches participants to be incredibly effective and efficient at handling normal and abnormal situations. However, the tremendous importance of allowing adequate quality personal and family time must be continually stressed.

Participants must learn the techniques of saying "no." They cannot be all things to every great cause or project that comes along. Looking back, this seems to be one of the most important things that I, sometimes painfully, had to learn. The leadership program definitely made me aware of, and gave me ways to cope with this problem.

Do and time management session of class ! - seemed that we had a few folks that couldn't get to all meetings, etc, and if they managed time better....

Communications

More practice in media interviews. Our class really only had a few hours of actual practice.

More skills in leading groups

Allow more time to practice public speaking. Instead at one large issue presented at end that takes up work, expand to a few put together through all project. Why not a few projects sprinkled throughout which emphasize group work conflict resolution and speaking. Not necessarily research which most of us do on our jobs already.

Make participants work harder --- more reading, more writing, more speaking. Homework!

The Ag/Forestry program is basically a should program but I feel a little weak in communications skills development and traditional leadership areas as evidenced by my response on previous page. Advise more curriculum development to improve this. By development of more curriculum for traditional leadership skills and communications I do not necessarily mean during regular sessions of WAFEF. Concurrent requirements of participants to be involved in 1 or 2 additional on the job or in community leadership roles during program would help develop leadership skills of participants while still in program rather than waiting for opportunities later.

Increase the communication skills building aspects of the program.

An idea I had, was to leave a couple of hours open at each session to talk over current issues. To get opinion on newly forming things like salmon and talk over how the current issues have changed from month to month. Let everyone contribute their opinion maybe come to a consensus or debate. It would be fun to see how different everyone's opinions were and how they change.

More time should be spent with communication skills to encourage development of interpersonal and group communication. A special focus on development of group dynamics skills especially motivating others and delegation.

More training of media's role in public issues (use of and control)

Focus on: Public speaking, group dynamics, governmental processes.

As a topic is presented allow time and encourage debate. Too often, after being exposed to challenging, exciting new topics, we were home before we could "kick it around"

I would suggest more required student presentation time. Also, more meeting management training. More training in communication, problem solving.

More activity needs to be continually focussed upon public speaking, presentations at each seminar. This will provide improved communication skills development.

As far as I'm concerned the network aspect of Ag/Forestry is the best part of the program. Our class was the first to have 5 minute speeches and about ourselves. I'd like to see this expanded.

Political process, media training and communication skills are very important and could be increased.

Other Issues

In light of cancellation of class XIII's international seminar, I feel a seminar should also include risk assessment.

I realize that the environment and ecology are and will be important, but in my class they were the duller and most boring of any of the topics our seminars covered. So extra effort in finding excellent and interesting speakers in these areas is needed.

More education in understanding different religions

Would like to have had more emphasis on health issues.

Although it is hard to improve on the curriculum some areas I felt their could have been more focus on were: ethics, motivating others, and our class lacked the inclusion of a futurist.

More time should be spent on group leadership involving controversial issues.

Must consider I was in Class IV and curriculum changes must have been made. However, much more exposure to current opp?? environmental issues must be exposed to and taught as to how to deal with them.

More innovation and creativity also greater look at costs of leadership!

Include more awareness of the environment we all seem to take for granted. People need to be aware that there are limits. The Pacific NW has provided a wonderful way of life to many of us, but we have fallen a heavy toll on its natural resources and they aren't renewable.

Need to deal with fewer academicians and govt. agencies and involve more business types in programs. Most of the businesses we were exposed to were either too big or were niche types ie. lack basic entrepreneurial skills and drives.

I am not sure what has happened to the seminar on futurism since Dr. Lindamen passed away. That seminar was one of the best and left a lasting impression on me. Also I've found the training a great asset but seem to have little extra time or money to give back. Those with a lot of time, either independently wealthy or retired, can afford the dinners and travel. This limits participation by those who can't afford it. Perhaps if full scholarships were offered some less financially secure people could participate. All in all the organizers have done a great job!

Develop a commitment from participants network and work on political problems that are of mutual concern to both forestry and agricultural interests.

AgFor needs to get very involved in growth mgt, water allocation and quality. Obviously the endangered species act and its application must have made attention and bigger emphasis on government to government relationships with tribes--and its significance to natural resources

No Change

From my perspective, I cannot think of any major way to improve on this terrific program.

I would be hard pressed to make any substantive improvements to the program.

I feel the program under our competent staff is one of the best. With the evaluation sheets each year, its getting better.

I feel the curriculum is well balanced.

As long as each seminar is evaluated and necessary changes made, I see little need for any major changes in the programs content. Perhaps a polling of class members early in the program as to their goals and needs in order that some additions or changes that would allow for even more

personal growth could be made (More time to address individual needs.) I wish my sons could be exposed to some of the highlights of the Ag-Forestry Program. A mini-program for high school students might be a good fundraisers as well as an opportunity for young people to be exposed to the role of leadership.

Great Experience

WAFEF has been a great educational exposure, creating a cumulating and refining prior education and experience. The program developed my abilities to where I have a greater understanding of myself and desire to learn more of those issues surrounding my environment. The networking of member is probably the most valuable asset of the program. The greatest thing about the program is the interaction with the other participants. The inspiration gained from being with these people carries on for years and still motivates me to try to do better in many things.

This was the most thought provoking set of classes I've ever attended. I enjoyed it all!!! The more I was pushed and stretched, the more good it did me. Thanks for the opportunity!

I also feel that many good things are coming out of the program and you can't judge the programs effect on past participants by their attendance at alumni functions, etc.

The need (and challenge) for Ag/Forestry is now, and will continue to be greater and greater as more challenges from all directions come our way. When we can talk to non-Ag.Forestry types in person or small groups we have a chance to make an impact on public opinion. The more Ag-Forestry types that there are around the more chances there will be for us to get our message out. TV advertisements reach a lot of people but they won't be enough in the long run. We need to keep on with the program and keep up the good work.

This program was the most positive effect that I have made on my life.

The program has matured considerably since I participated. Without constant review and improvement it will become stale and without merit. I feel the current process of evaluation has maintained a valuable and viable program which I continue to support with both time and dollars. I am proud to be an alumni!

Dave Roseleip is a winner! We need to continue looking at his compensation and bring it up to par with his expertise and commitment!

As a member of class II, I was the youngest at 25 and single. Without a doubt, the biggest benefit of the Ag Forestry program was not anyone class or topic or seminar, but it was the entire experience of always being a "part of the group" and being viewed as an equally important voice. It was a great confidence building to be accepted by the caliber of people that we had in our class, or for any class for that matter. When I left AF (graduated) I could talk with anyone and not feel intimidated, therefore it was much easier to fill leadership roles and positions within my own profession and in my own community and to branch out to state and national level activities. There is no doubt in my mind that AF expanded my leadership abilities and that it came at a very impressionable time in my professional life.

The changes that have occurred in the past 8 years have addressed most of the areas I had suggested in the past.

Great program, one that makes a lasting difference. With one single exception, I've always had great experiences working with graduates of the program to take problems the training teaches the participants him to be creative and openminded problem solvers. I never hesitate to recommend the program to anyone who is interested in growing, developing and willing to make a commitment to get involved in important Ag/Forestry issues.

In regard to leadership development, I feel the curriculum is well done. I know it has been fine-tuned since my participation as well. It covers a lot in a relatively short period of time.

To Executive Committee:

My experience in WAFEF has to be one of the most motivating experiences in my life. I often think that after my training I not only have more of a desire to be making a difference but a duty.

Many Thanks

Do not get routine; keep topics and curriculum fresh and challenging. Learn and take notice of the evaluations taken after each seminar.

My experience in WAFEF has been one of many maturing experiences in my life. Basically I would say that experience advanced me 10 years in the growth process both professionally and personally.

More Activities

Opportunities to network during your 2 years in the program and after should be offered in the summer as well. Many people can be available and would actually be better able to participate this time as well.

Refresher courses.

I think the summer Agriculture Seminar is a very good idea, especially for the class members - not directly involved in production agriculture. I would like to see the foundation consider a spring "Ag Seminar" because spring can be just as busy as harvest time with many different activities. Maybe on an every other year basis.

Miscellaneous

I'm sorry I never really got a chance to use what I got out of the program. Right after finishing the program, my husband had a bad accident -- two years later my son died, then my husband died. Now all my time is taken up by the farm operation.

Difficult to do since having been away from the curriculum for 10 years.

We need to do as much as possible to reassure applicants to the program that aren't chosen. I've known some who couldn't handle the rejection, especially being rejected more than once. Granted, leaders need to be able to take these kinds of things in stride.

I know Ag/For is much more focused toward production and I agree with that goal but I think we need additional natural resources, accountants, bankers, lawyers, politicians, etc. involved in our programs as classmates.

The seminar evaluation forms do a poor job of assessment. Class members need to be encouraged to address weaknesses of the program rather than the treatment of all aspects of the program as sacred and not subject to change. I am not aware of a pervasive, objective and external review of the programs content and structure. I graduated with the feeling that it could be a dynamic source of change but what it is a seminar series mired in a homeostatic environment comfortable to those who direct (the board), those who manage (Dave Roseleip), and those who fund and solicit new applicants (alumni). It is my belief that the program has plateaued, that it is mature and that it lacks vision for the future; that currently it is an institution that is being managed simply because it exists but has lost sight of its mission and the precept upon which it was founded. It

should solicit and seek change and pose challenge to itself as it does to the class members, yet my lasting impression is that it fears change above all else and is very comfortable resting on old tired laurels. For all that, I love what it still has a chance to become and am very proud of my association with WAFEF.

It is important to constantly bring on new faces to the Board and Include more new people in the various committees.

Our organization continues to grow but it will take new blood to keep the spirit alive.

Have increased number of females and minority involved if possible (we had 28/2 for female and 29/1 for minority). More exposure to leaders w/in corporations or non-government areas. Seemed to have heavy emphasis from Gov. types. Ditto for National? International trips

Utilize Network of Alumni when possible to add things that may be of interest. (If asked I could put together speakers/seminar while the group was back in D.C.) Involvement by Consumer Activists or group during some part of the program - as participant or during National trip. Have 2 projects instead of the 1, but have the time line tighter (60 days and then you present the solution/action required)
Call if I can help in any way.

In some instances more radical views need to be expressed on seminar agenda's to wake up to the fringe elements that have the potential to effect us all.

A word of advice: Don't send a questionnaire that demands immediate attention (?) during the harvest season. I don't appreciate the reminder letter. How come this evaluation is being conducted by Michigan State University instead of W.S.U.?

The program appears to be highly respected around the state. But I personally didn't get that much out of it, especially when compared to time and money demands on me.

I had the wrong background for this program, and so didn't get as much out of it as others did.

I enjoyed the lectures/presentations on various topics - forestry, ag. government, etc. They were very educational.

I was active in community affairs before going through WAFEF, and am active now. I don't feel anything changed as a result of going through WAFEF.

I can see where the program would be valuable to those with limited backgrounds. But maybe not. My understanding is they were supposedly though in program.

I think the ratio of state/govt participants is too high. I've heard the comment from many that its a training program for state employees.

I would appreciate a greater emphasis on the social issues. Nearly every communication I receive from WAFEF is asking for money. This is tiresome.

I would appreciate a regular newsletter that reports on the activities of the organization and its graduates.

More experiences and another Stu Bledsoe.

I'm looking forward to going to E. Europe in Feb.; that is, if another crisis doesn't happen. One thing you could say about the communists, it kept that region quiet. Now all the strife and civil wars that have been going on for centuries will more than likely continue again. But I'm looking forward to being with the ol'troop one more time.

It is a first step for most. Just insure the experiences are quality and listen to the classes as they critique the experiences. Tailor as possible the experience to the group needs and wants.

Re: Part II i.b. -- I marked quite a few answers "little" when referring to "expanded abilities" please don't infer that there was little value, it's just that I feel I have developed these skills pretty well and fine tuned them through WAFEF. Due to time constraints and your need to get this document returned I will send additional comments to WAFEF office as separate item.

Less importance placed upon the social aspects of alcohol consumption at evening meetings/workshops, etc. I am not against drinking, but it is uncomfortable for those participants who don't drink - this seems to be an elitist attitude amount the drinkers vs. nondrinkers -- some folks cannot drink for medical reasons, not because they are so "holly" or "ethical." Tolerance for non-drinkers is important! I have seen the "other"side of how life could be and I don't want to go back there..... Thanks, Linda, for doing this. I know it's not really for altruistic reasons (your dissertation)(congratulations and good luck!) but it's really important. I hope the WAFEF Administrators and Board will utilize it. What an experience it was! Real Growth--I don't know if I was unique, but it left me unbelievably motivated, inspired, torqued up and ready to change myself, my family and the world! But it became very frustrating to me when I realized that not much will be different, people at work get jealous etc. So I am also frustrated and a bit sad.--(I want to do it again! Thanks!)

Within my own working sphere, I'm taking Stu's advice, "Make a difference!"

In watching the selection process over the years, I am impressed with the people chosen as participants. However, it seems to me that some of those chosen may already be excellent learners. I would like to see some of the spots filled by applicants who have "a long way to go" to be leaders. I was not one of the best qualified among my class, but I may have made larger strides in improving my leadership capability than most of my classmates. I think others like me deserve the same chance I was so fortunate to have.

Because of circumstances surrounding my current employment it is difficult to evaluate what effect WAFEF had on my development.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Adair, J. (1984). The Skills of Leadership. New York: Nichols Publishing.
- Babbie, E. (1989). The Practice of Social Research. Belmont, CA.: Wadsworth.
- Babbie, E. (1973). Survey Research Methods. Belmont, CA: Wadsworth Publishing.
- Bass, B. & Avolio, B. (1990). Transformational Leadership Development. Palo Alto, CA: Consulting Psychologist Press, Inc.
- Bass, B. (1990). Bass & Stogdill's Handbook of Leadership: Third Revised and Expanded edition. New York: Free Press.
- Bass, B. (1985) Leadership and Performance Beyond Expectation. New York: Free Press.
- Bass B. (1981). Stogdill's Handbook of Leadership: Revised and Expanded edition. New York: Free Press.
- Bennett, Claude. (1977). "Analyzing Impacts of Extension Programs," ES-USDA.
- Bennis, W. & Nanus, B. (1985). Leaders: The Strategies for Taking Charge. New York: Harper and Row.
- Bennis, W. (1990). Why Leader Can't Lead. San Francisco, CA: Jossey-Bass.
- Bennis, W. (1989). On Becoming a Leader. New York: Addison-Wesley. York.
- Burns, J.M. (1978). Leadership. New York: Harper and Row.
- Campbell, D. & Stanley, J. (1963). Experimental and Quasi-Experimental Design for Research. Boston: Houghton Mifflin Company.
- Dillman, D. (1978). Mail and Telephone Surveys: The Total Design Method. New York: John Wiley and Sons.
- Elliot, J. & Olson, L. (1992). Summative evaluation: leadership and local government education project, Unpublished Report, Michigan State University, Center for Evaluative Studies, Dept. Agriculture and Extension Education, East Lansing.

- Etzioni, A. (1975). A Comparative Analysis of Complex Organizations. New York: The Free Press.
- Fiedler, F. & Garcia, J. (1987). New Approaches to Effective Leadership. New York: Wiley and Son.
- Gardner, J. (1990). On Leadership. New York: The Free Press.
- Gardner, J. (1984). Excellence. New York: W.W. Norton & Company.
- Gardner, J. (1965). The antileadership vaccine. [Carnegie Corporation of New York Annual Report] as cited in Rosenbach, W. & T., Robert. (1989). Leadership Challenge for Today's Manager. New York: Nichols Publishing Company.
- Gilbert, Ronald. (1985). Building highly productive work teams through positive leadership." Public Personnel Management. 14, Winter. 449-454.
- Guest, R., Hersey, P. & Blanchard, K. (1977). Organizational Change Through Effective Leadership. New Jersey: Prentice Hall.
- Hays, W. Statistics. New York: Holt, Rinehart and Winston.
- Howell, R. 1985 survey of program graduates of the Washington Agriculture and Forestry Leadership Program. Washington State University, Dept. of Rural Sociology, Pullman.
- Howell, R. Weir, I. & Cook, A. (1979). Public affairs leadership development: an assessment of programs conducted in California, Michigan, Montana and Pennsylvania. Washington State University, Dept. of Rural Sociology, Pullman.
- Kraemer, H. & Thiemann, S. (1987). How Many Subjects? Newberry Park, CA.: Sage Publications.
- Kotter, J. (1988). The Leadership Factor. London: The Free Press.
- Kouzes, J. & Posner, B. (1988). The Leadership Challenge. San Francisco. Jossey-Bass Publishers.

- Kimball, W., Andrews, M. & Quiroz, C. (1986). Impacts on the participants of five expanding horizons leadership development programs in Michigan. Michigan State University, Dept. of Resource Development, East Lansing.
- Lombardo, Michael. (1982). How do leaders get to lead? Issues and Observations. 2:1 Feb. pp.1-4. as cited in Rosenbach, W. & Taylor, R. (1989). Leadership Challenge for Today's Manager. New York: Nichols Publishing Company.
- Long, R. (1986). An evaluation of Ohio Cooperative Extension Service leadership workshops in a community development context. Dissertation on University Microfilm. The Ohio State University.
- Nunnally, J. (1978). Psychometric Theory. New York: Mcgraw Hill.
- Manz, C. & Sims, H. (1989). Superleadership. New York: Prentice Hall.
- Maccoby, M. (1988). Why Work. London: Simon and Schuster.
- McKinley, B. (after 1985). "An impact of the Missouri agricultural leadership of tomorrow program". University of Missouri-Columbia. [Undated Abstract].
- Miller, L.E. & Smith, K. L. (1983). Handling nonresponse issues. Journal of Extension. September/October.
- Patton, M. (1990). Qualitative Evaluation and Research Methods. Newbury Park, CA.: Sage Publications.
- Patton, M. (1978), Utilization Focused Evaluation. Beverly Hills: Sage Publications.
- Peters, T. (1987). Thriving on Chaos. New York: Alfred A Knopf. 435.
- Roseleip, D. (1987). Investment in leadership....building on success. [A Report to Celebrate the Past and Create Inspiration for the Future. A publication from the ten year celebration]. WA: Washington Agriculture and Forestry Education Foundation.
- Rosenbach, W. & Taylor, R. (1984). Contemporary Issues In Leadership. Boulder, CO.: Westview Press.
- Rosenbach, W. & Taylor, R. (1989). Leadership Challenge for Today's Manager. New York: Nichols Publishing Company.

- Rothert, L. (1969). An analysis of changes in critical thinking ability, open mindedness, and farm policy opinions of participants in the Kellogg Farmers Study Program. Ph.D. Dissertation. Michigan State University. East Lansing, MI.
- Singer, M.S. & Singer A.E. (1986). Relation between transformational v.s. transactional leadership preference and subordinates' personality: an exploratory study. Perceptual and Motor Skills. 62, 775-780.
- Stogdill, R. (1974). Handbook of Leadership. New York: Free Press.
- Sudman, S. & Bradburn, N.M. (1985). Asking Questions: A Practical Guide to Questionnaire Design. San Francisco, CA.: Jossey-Bass.
- Taylor, J. (1962). How to Select and Develop Leaders. New York: McGraw Hill. 22-24.
- Taylor, R. & Rosenbach, W. (1989). Leadership: Challenges for Today's Manager. New York: Nichols Publishing.
- Toth, M. (1981). The Theory of Two Charismas. Wa. D.C.: University Press, 1-24.
- Tichy, N. & Devanna, M. (1986). The Transformational Leader. New York: John Wiley & Sons. 130-147.
- Vandenberg, L. Fear, F. Thullen, M. & Williams, B. (1985). Toward a framework for extension community leadership development training. [An Interim Report to the North Central Regional Center for Rural Development]. Michigan State University, Dept. of Resource Development.
- Vroom, V. & Jago, A. (1988). The New Leadership. New Jersey: Prentice Hall.
- Waldman, D. & Bass, B. (1987). Leadership and outcomes of performance appraisal processes". Journal of Occupational Psychology. 60, 177-186.
- White, L. (1987). Creating Opportunities for Change. Boulder CO.: Lynne Rienner 75-76.

MICHIGAN STATE UNIV. LIBRARIE



31293008761474