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COMPETENCIES FOR PRESIDENTS OF AGRICULTURAL COOPERATIVES
IN THE STATE OF SÃO PAULO, BRAZIL :
ADMINISTRATORS' PERCEIVED PRIORITY RANKING

By

Marília Henriette Guillaumon Gerges

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ABSTRACT

COMPETENCIES FOR PRESIDENTS OF AGRICULTURAL COOPERATIVES IN THE STATE OF SÃO PAULO, BRAZIL: ADMINISTRATORS' PERCEIVED PRIORITY RANKING

By

Marilia Henriette Guillaumon Gerges

Educational and training programs for members of agricultural cooperatives in Brazil are essential if they are to thrive in today's highly competitive world. In order to design the most effective training programs, administrators of 152 agricultural cooperatives in São Paulo, Brazil were surveyed as to their perceptions of the highest priority competencies needed by presidents of these organizations. Seventy-four cooperative presidents and administrators completed the questionnaire (49 percent return rate) which included ranking their perceptions of the highest priority competency in each of nine clusters: Foundation of Cooperatives, Overall Knowledge, Cooperative Administration, Decision Making, Human Resource Management, Membership Relations, Vision, Communication, and Leadership.

This study was also designed to determine if organizational characteristics (type of commodity of the cooperatives, number of employees and membership), and administrators' personal characteristics (level of schooling,

years of experience, training programs attended and level of performance -- outstanding or average) were factors which influence perception of priority ranking competencies.

The results of this study revealed that cooperative administrators agreed on the importance of cooperative presidents possessing competencies having the knowledge and skill components, as well as the behavioral, affective, and motivational components. This study also revealed that the organizational and administrators' personal characteristics included in this study are not the sole factors that influence perceptions of competencies. There are other factors which may be relevant when designing a training program.

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I dedicate this work to my children. May they acquire a love for knowledge, that leads to God truth.

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CHAPTER I

INTRODUCTION

Cooperatives are democratic organizations whose members are both owners and users. As owners of the cooperative the farmers/members elect from among themselves the leaders who will administer the organization.

The administration of cooperative organizations involves the application of the principles of business management and principles of cooperatives. The promotion of the well being of the members through meeting the economic needs of farmers in marketing products, processing and transporting those products, obtaining production supplies and providing the many services needed in modern farming operations are major, but not the sole, goals of the cooperative organization. The goals of cooperatives are far more than just increasing the economic welfare of members. They include attempting to have a positive effect on the social, cultural, and educational life of the community.

Fauquet said:

The primary aim of the cooperative institution is to improve the economic position of its members, but because of the method it employs and the qualities which it requires of its members and which it develops in them, it aims at and achieves a higher goal: to make men with a sense of both individual and joint responsibility, so that they may rise individually to a full personal life and collectively to a full social life (Fauquet 1965, 6).

Cooperatives which follow the Rochdale principles adopt education as one of their main principles which is listed fifth in the order of priorities. Dubbashi mentioned that:

Cooperative action takes its birth not in the legal process of registration of the cooperative society but in education (Dubbashi 1970, 109).

Cooperative education has a broad scope. The very coming and working together of people according to the principles of cooperatives constitute education. The fulfillment of other cooperative principles such as democratic control, limited interest on invested capital, dividends paid according to patronage, etc. ultimately depends on successful cooperative education.

COOPERATIVE EDUCATION AND TRAINING

It is an established principle that education and training are essential to the success of a business; agricultural cooperatives are no exception. In fact, because of the inherent nature of cooperatives as institutions of people, cooperatives require additional investments in human development (Hutchinson 1969). Experience all over the world has shown that if cooperatives are to thrive in a highly competitive world and at the same time follow their philosophy, they must place increasing emphasis on education and training (Youngjohns 1977).

The starting point of cooperative education is membership. Beyond member education, there is a special

need for education and training of the members who will administer the cooperative because of their special responsibilities. Dubbashi affirmed that:

Cooperators, particularly those who have to bear responsibility as office-bearers of cooperative societies, have to acquire some concrete body of knowledge, skill and technique based on sound theory and past experience (Dubbashi 1970, 118).

The members/administrators should be well prepared to respond to new situations which the job demands as competition sharpens, new technology is introduced, and as business expands and becomes more diversified. The dynamic changes of today's society require new dimensions of cooperative leadership. More than ever before competent administration is essential to the continued growth and development of cooperative business. In order to keep pace with these economic forces, cooperative organizations must make every effort to assure that their leaders are capable of discharging their responsibilities efficiently. As Vilstrup said:

Complex economic forces will generate the need for skilled leaders with new levels of training and courage. Growth and economic survival will clearly depend on ability to recognize trends, articulate issues, motivate membership and formulate sound decisions (Vilstrup 1983, 257).

The success of cooperatives is closely linked to the quality and competence of the administrators elected by the membership. Farmers who become administrators of the cooperatives are in a critical position to guide the

cooperatives' growth and direction and to be sure that the cooperatives' activities remain in all the members' interests, assuring the fulfillment of the economic and social responsibilities of the organization.

Management of cooperatives requires a coordinating force of leadership and vision; people with broad social, economic, and political knowledge are needed who can contribute to the planning and administration of the organizations' goals, represent agricultural interests, and apply good business practices as well as exert major efforts in promoting the human and educational development of its members.

The objective of management training programs is to strengthen operating methods and procedures by improving the abilities and visions of the persons charged with management responsibilities (Volkin and Griffin 1959). Some areas which usually require on-going training and continuing education are cooperative principles, leadership and decision making, human relations and communications, and capital structure and market development (Freppert 1985; Allen 1987; Volkin and Griffin 1959; Vilstrup 1982).

To maximize the probability of designing an effective training program is to determine the competencies that the persons participating in the training should possess to deliver the work effectively. Then, the objectives of the program must be pinpointed and its content developed.

This study was built on the expertise and experience of cooperative administrators in the State of São Paulo, Brazil in an attempt to determine the perceived priorities among the many different competencies needed by cooperative presidents. Those perceived priority competencies could serve as useful information when designing in-service training programs for cooperative presidents.

Following is an overview of the scope of cooperatives in the State of São Paulo, Brazil and a description of their management systems.

COOPERATIVES IN THE STATE OF SÃO PAULO

The State of São Paulo is the major economic center in Brazil. Cooperatives in the State of São Paulo comprise more than 12 percent of the total number of agricultural cooperatives in the country ¹. They experienced their major growth during the 1960's and declined in number during the 1970's and 1980's (Table 1). Nonetheless, Schneider 1978 reported that cooperative membership seems to have grown steadily in recent years. During the year of 1988, cooperatives reported an increase of approximately 4 percent in their membership².

Cooperatives in the State of São Paulo have become an

¹ Panorama do Cooperativismo Brasileiro. Série Cadernos Economicos # 48, Organização das Cooperativas Brasileiras, 1987.

² Ibid

Table 1.--Number of agricultural cooperatives in the state of Sao Paulo

CATEGORIES & COMMODITIES	1940		1950		1960		1970		1980	
	No	%	No.	%	No.	%	No.	%	No.	%
VEGETABLE PRODUCTION	93	74.4	76	70.4	150	68.8	124	68.9	118	67.8
MIXTA	40	32	60	55.6	101	46.3	79	43.9	74	42.5
COFFEE	15	12	4	3.7	27	12.4	21	11.7	19	10.9
SUGAR CANE	1	0.8	4	3.7	16	7.3	17	9.4	17	9.8
CITRUS	4	3.2	3	2.8	3	1.4	3	1.7	4	2.3
BANANA	0	0	0	0	2	0.9	2	1.1	2	1.1
COCOA	0	0	0	0	0	0	1	0.6	1	0.6
WHEAT	1	0.8	1	0.9	1	0.5	1	0.6	1	0.6
CASSAVA	28	22.4	3	2.8	0	0	0	0	0	0
COTTON	1	0.8	1	0.9	0	0	0	0	0	0
TOBACCO	1	0.8	0	0	0	0	0	0	0	0
GRAPES	2	1.6	0	0	0	0	0	0	0	0
CROPS/LIVESTOCK	2	1.6	8	7.4	34	15.6	21	11.7	24	13.8
ANIMAL PRODUCTION	30	24	24	22.2	34	15.6	35	19.4	32	18.4
DAIRY	30	24	22	20.4	25	11.5	24	13.3	24	13.8
POULTRY	0	0	0	0	6	2.8	6	3.3	4	2.3
CATTLE	0	0	0	0	0	0	2	1.1	0	0
SWINE	0	0	0	0	0	0	1	0.6	1	0.6
FISHERIE	0	0	2	1.9	3	1.4	2	1.1	3	1.7
TOTAL	125	100	108	100	218	100	180	100	174	100

Note : Adapted from " Os Cinquenta Anos do Departamento de Cooperativismo"
 Governo do Estado de Sao Paulo, Secretaria da Agricultura e Abastecimento,
 1983.

important economic force. As reported by the Brazilian Cooperatives Organization (OCB)³, approximately 23 percent of the production and marketing of cotton, 48 percent of garlic, 53 percent of potatoes, 28 percent of coffee, 32 percent of milk, and 80 percent of soybeans in this state is done by cooperative organizations.

As processing and manufacturing methods become more technical, as capital requirements increase, and as more farmers join cooperatives, the administrators of cooperatives need to be better trained and educated so they can respond to the new challenges and complex operations of their organizations.

In recent years increased attention has been given to the importance of training programs for cooperative administrators in Brazil (Junqueira 1986; Nascimento 1982; Doray 1982; Nogueira & Coda 1982). However, as Nascimento 1982 mentions much more is needed in order to enable administrators to respond to the challenges the future will present to agricultural cooperatives.

Level of Education of Cooperative Members

When studying competencies for cooperative presidents, an investigation of the cooperatives' members' educational levels cannot be neglected since the cooperative president

³ Ibid.

will emerge in general. A certain minimum level of formal education is, indeed, required to deal with the relative complexity of the cooperative enterprises, as well as to participate in training programs. As presented in Table 2, the majority (67 percent) of cooperative members in the State of São Paulo in 1970 had at least completed elementary school, and the great majority (96 percent) were formally literate. Considering that since that time the availability of schooling has not had any significant change, this data may still be indicative of the present situation.

Table 2.--Level of education of cooperative members in the State of São Paulo, Brazil

Illiterate ^a (%)	Elementary Incomplete (%)	Elementary Complete (%)	Beyond Elementary (%)
4	29	44	23

Source: Adapted from J. Schneider (1978, 199). Ministry of Agriculture Survey; and FIBGE, Censo Demografico, 1970.

^a Member's educational level for 1975. (Quoted from original).

The Management System of Cooperatives in the State of São Paulo, Brazil

The management system of cooperatives in the State of São Paulo is usually comprised of the Administrative Board of Directors, the Fiscal Board of Directors, and the General Assembly which includes every member.

The Administrative Board of Directors

The Administrative Board of Directors consists of five to nine cooperative members elected by the General Assembly for a three year period. A rotation of at least one third of its members each term is required. The members of the Administrative Board elects among themselves the cooperative president, vice-president and secretary. These three officers usually comprise the executive board. Some executive boards of cooperatives are composed of the president, administrative-director and financial-director, or president-director, administrative-director and superintendent-director.

Briefly, responsibilities of the Administrative Board of Directors are summed up in the bylaws by the statement that the Administrative Board of Directors plan and coordinate the operations and services of the cooperative and evaluate results. The following list consists of some typical bylaws' provisions regarding duties and responsibilities of the Administrative Board⁴:

- . Establish quality control and deadlines;
- . Use and evaluate financial resources for the accomplishment of operations and services;
- . Estimate the profitability of operations and services and check viability;
- . Establish policies for hiring and dismissing

⁴ Estatuto de Cooperativa Agrícola. Secretaria da Agricultura, Departamento do Cooperativismo. São Paulo, 1986.

employees;

- . Establish policies for the efficient functioning of the organization;
- . Establish policies for the admission, dismissal, elimination and exclusion of members;
- . Call meetings;
- . Hire, if necessary, a professional executive to direct the work of management;
- . Assure that bylaws and regulations are observed by all members and employees;
- . Create education committees.

The Cooperative President

The cooperative president is the head of the organization who will implement the policies of the Administrative Board. The overall responsibilities of the president involve the thinking, judging and deciding of cooperative issues, and motivating members and employees to do their best to make the organization successful. The following list consists of some typical bylaw provisions delineating the duties and responsibilities of the cooperative president⁵ .

- . Develop the cooperative's annual plan;
- . Supervise cooperative activities;
- . Verify the budget;
- . Sign bank checks with another executive director;
- . Call and direct meetings

⁵ Ibid

- . Evaluate and present reports of the administration, cooperative's activities, inventory, and finances.

The Fiscal Board of Directors

The Fiscal Board of Directors is composed of three senior officers and three substitute officers, all cooperative members elected every year by the General Assembly. The rotation of at least two thirds of its members is required in every election. During the first meeting, the Fiscal Board of Directors will elect among the three senior officers a coordinator of the Fiscal Board who will have the responsibility to call and direct meetings, and a secretary who will keep the records of all meetings of the Board.

Briefly, responsibilities of the Fiscal Board of Directors are summed up in the bylaws by the statement that the Fiscal Board of Directors should regularly supervise the cooperative's operations, activities and services. The following list consists of some typical bylaw provisions used to spell out the duties and responsibilities of the Fiscal Board⁶ :

- . Check the monthly accounting balance to verify if it is under the limits established by the Administrative Board;
- . Verify if debts incurred agree with the cooperative's plans;
- . Verify if operations and services correspond with the cooperative forecast in volume, quality and value and

⁶ Ibid

with the economic situation of the organization;

- . Certify if the Administrative Board of Directors are meeting regularly;
- . Check into members' complaints;
- . Determine if duties and responsibilities with fiscal and administrative authorities and other cooperative organizations are being carried out properly;
- . Check if inventory turnover is being made according to the cooperative's regulations;
- . Report their evaluation about the cooperative and identify any irregularity to the Administrative Board of Directors.

General Assembly

The General Assembly, composed of every member, is the most powerful part of the cooperative's management system. The General Assembly has the power to make any decision of interest within the bylaws and regulations. The following list consists of some typical bylaw provisions dealing with the duties and responsibilities of the General Assembly⁷ :

- . Elect the officers of the Administrative Board and the Fiscal Board of Directors;
- . Determine compensation of Administrative and Fiscal Board of Directors;
- . Determine the manner, form, and amount of patronage refunds, or share of losses;
- . Prepare the financial plan for the next administration.

⁷ Ibid

STATEMENT OF THE PROBLEM

The expansion, diversification and growing sophistication of cooperative enterprises are causing changes in the way cooperatives are run; these changes affect the management greatly. In the midst of rapid change, cooperative administrators have to be flexible so they can make adjustments to change. They have to keep learning new methods and techniques of business management while demonstrating a commitment to the principles of cooperatives. The basic knowledge of the philosophy of cooperatives, and the vital difference between cooperatives and other type of businesses should never be neglected (Patera 1985).

No longer can cooperatives afford to be managed by presidents who do not possess the special skills required for the management of cooperatives. Because presidents of cooperatives are farmers themselves, in many cases they are not prepared to respond to the individual or social needs of their members or organizations. They have not had the experience nor the training to deal with problems of the big organization that their cooperative has become (Schneider 1982).

The responsibilities and legal obligations of cooperative presidents are far too great to have people serving who do not understand the full scope of their responsibilities. The cooperative president should possess

a management style, possess motives and ambitions compatible with the constraints of a member-user-owned, democratically controlled organization.

The abilities of good management are not personal characteristics, but broad performance competencies which can be developed through specific training and education programs (Mentkowski 1982, Boyatzis, 1982, Hutchinson, 1969). Educating for the development of such competencies is needed. Therefore, training programs are in constant need of development, refinement and evaluation. Training programs should be designed with appropriate objectives based on a global view of what presidents of cooperatives should know to meet the demands of their administrative work.

The highest priority competencies which will enable the cooperative president to administer effectively must be determined in order to establish criteria for the training of cooperative presidents. Therefore, a study concerning priority ranking competencies which cooperative presidents must have is essential.

PURPOSE OF THE STUDY

The purpose of this study was to delineate essential competencies that could serve as valuable information when designing training programs for Cooperative presidents.

The objective of the study was to determine the highest

priority competencies for agricultural cooperatives' presidents as perceived by people currently in administrative positions in cooperatives.

RESEARCH QUESTIONS

The questions that guided the research process and the related approach to measurement selected for this study were:

- 1- What are the organizational and personal characteristics of the survey population?
- 2- What are the opinions of members of the survey population regarding priority ranking competencies for agricultural cooperative presidents?
- 3- Are there significant differences between members of the survey population regarding priority ranking competencies for cooperative presidents?
- 4- Are there significant differences between members of the survey population regarding priority ranking competencies for cooperative presidents that can be attributed to organizational characteristics (commodity of the cooperative, number of employees, and membership size)?
- 5- Are there significant differences between members of the survey population regarding priority ranking competencies for cooperative presidents that can be attributed to administrators' personal characteristics (level of schooling, years of experience, number of training programs attended)?
- 6- What are the organizational and personal characteristics of the nominated outstanding presidents?
- 7- Are there significant differences between the average and outstanding presidents regarding priority ranking competencies for cooperative presidents?
- 8- What are the most important duties and

responsibilities of a cooperative president as perceived by the respondents?

IMPORTANCE OF THE STUDY

This study provides useful information for determining the highest priority competencies as perceived by key people in the administration of cooperatives.

The priority competencies identified should serve as a basis for the establishment of training programs directed toward improving the overall abilities of a cooperative president. This study stimulates:

- the enforcement of the value of certain competencies in aiding cooperative presidents to fulfill successfully the administrative functions;
- the improvement in administrative training for cooperative presidents by applying the competencies that should be the focus of an administrative educational program.

DEFINITION OF TERMS

Administration/Management - refers to the activities of planning, organizing, controlling, motivating and coordinating the cooperative in its day-to-day operations.

Agricultural Cooperatives - embraces only cooperatives associated with agriculture, livestock, and dairy, and excludes cooperatives that fall under the category of fisheries and forestry.

Competencies - defined as those professional and personal characteristics which will enable the cooperative president to perform a quality job.

Cooperative Administrators - refers to the executive members of the Administrative Board of Directors.

Coffee, Sugar Cane and Dairy Cooperatives - production

and marketing cooperatives whose main product is that from which they take their name.

Crops/Livestock Cooperatives - production and marketing cooperatives that deal with plant and animal production.

Mixed Cooperatives - cooperatives dealing with more than one product on the same basis.

"Other" Cooperatives - refers to cooperatives federation, central and cooperatives dealing with a single product but with no significant number of organizations to agglomerate them in a separate group.

Organizational Characteristics - refer to the type of commodity with which the cooperative deals, number of employees, and membership size.

Personal Characteristics - include the administrator's level of schooling, years of experience, and number of administrative training sessions attended.

Training Program - a practical training experience designed to develop a particular skill or group of skills.

LIMITATIONS OF THE STUDY

This study has the following limitations:

- . This study was concerned only with cooperatives in the State of São Paulo, Brazil, taking into account that the structure of Brazilian rural production is very diversified in various regions of the country. An authentic generalization of the results of this study to the rest of the country would be difficult. Furthermore, the cooperative movement in the State of São Paulo has always been more expressive than in other regions of Brazil.
- . The outstanding presidents identified in this study were limited to the opinions of the administrators surveyed and to the presidents responding to the questionnaire survey.

ASSUMPTION

A basic assumption of this study is that the responses from members of the sample population reflect their true opinions and that respondents completed the survey with relative honesty and accuracy.

OVERVIEW OF THE RESEARCH DESIGN

The design chosen for this study was a mailed questionnaire survey. The data obtained from the questionnaire were used to:

- . Determine the organizational and personal characteristics of the survey population.
- . Determine what the highest priority competencies are for a cooperative president as viewed by people in administrative positions in an agricultural cooperative.
- . Determine if cooperative organizational or administrators' personal characteristics influence their perceptions of priority ranking competencies for agricultural cooperative presidents.
- . Determine the organizational and personal characteristics of the outstanding presidents who were nominated.
- . Determine if the selected outstanding presidents perceived the same as the average presidents on priority ranking competencies for an agricultural cooperative president.
- . Determine what the most important duties and responsibilities are of a cooperative president as described by the respondents in an open-ended research question.

A three-part self-administered mailed questionnaire was developed for the collection of data. The questionnaire

items were reviewed by a panel of judges and tested for validity prior to mailing to the research population. Reliability testing was done in the form of test-retest procedures. Chapter III presents additional detailed information on the methodology design.

The data collected, both numeric response and written comments, were transformed for microcomputer entry and analysis using the SPSS-PC, Version 2.0 (Statistical Package for the Social Sciences). Various statistical tests were performed on the quantitative data to provide information related to answering the research questions. Chapter IV provides a detailed reporting of the research results.

A summary of the study, conclusions, limitations, and recommendations for further research are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

In order to have a set of competencies be priority ranked by cooperative administrators, this study first identified some important competencies of a cooperative president. The identification of competencies for this study emerged primarily from a review of literature in the fields of Cooperative Management, Business Management, Managerial Competencies, as well as from a validation of a jury of experts which is described in Chapter IV. The intent of this procedure was to understand better the management functions of agricultural cooperatives, to get acquainted with existing business management knowledge and practices, and to identify certain competencies for cooperative presidents in order to respond to the research problem.

COOPERATIVE MANAGEMENT

A cooperative is an organization formed by a group of people with common interests who have joined together for the purpose of providing service as a means of economic, social, and cultural improvement for themselves and the community in which they live.

Cooperative principles are fundamental to the business activities of cooperatives. Democratic control, one member - one vote, limited interest on invested capital, dividends paid according to patronage, and service at cost for members are some of the important principles that are unique to cooperatives.

Another characteristic feature of cooperatives is that their members are at the same time the owners and direct beneficiaries of the organization. As owners of the cooperatives, the farmers-members are jointly responsible for their control and management.

All the factors mentioned above contribute to the internal organizational environment. That environment transmits the expectations of the members toward the direction of the business, and consequently, determines the outcomes the cooperative president is expected to produce.

The president's job overall is to create within the organization an environment that facilitates the accomplishment of its objectives. A useful method of classifying managerial functions is to group them around the activities of planning, organizing, controlling, motivating, and coordinating.

Following is a brief discussion of each of these functions considering the importance of understanding each function as a necessary part of the total management process.

Planning involves the thinking, judging, and decision-making function of management. The planning process will involve determining the goals and plans for the organization and communicating them to others, suggesting and thinking through organization's policies, stipulating rules for management succession; and adopting procedures required to handle products.

Organizing involves the establishment of an institutional structure of roles through a delineation and enumeration of the activities required to achieve the goals of the enterprise by each part of it. Organizing involves the grouping of activities and the structural arrangement of persons, facilities, and equipment.

Controlling evaluates the results being achieved to ensure that plans of action are being carried out as intended. Controlling involves monitoring the performance of employees and the business as a whole providing feedback on employees' performances, predicting trends and forecasting results.

Motivating is the responsibility of management to encourage the members to participate in cooperative issues, build commitment, identity and pride. Employees and members must have confidence in those who guide them, feel that they are members of the team, and know their responsibilities, obligations, and benefits so they can

feel a sense of accomplishment when the cooperative succeeds.

Coordinating means integrating activities, people, facilities, and equipment to achieve a satisfactory, unified operation. It is the work of reconciling differences in approach, timing, effort, or interest and harmonizing cooperative and individual goals.

BUSINESS MANAGEMENT

KATZ'S THREE SKILL APPROACH

Katz 1974 suggests that effective administration rests on three basic personal skills, technical, conceptual and human. This approach is the outgrowth of first-hand observations of executives at work, coupled with studies of current research in the field administration. According to Katz, this approach is based not on what good executives are (innate traits and characteristics) but rather on what they do (skills which they exhibit in carrying out their job effectively). A description of each skill follows:

Technical Skill implies an understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures, or techniques.

Conceptual Skill is the ability to see the enterprise as a whole, including recognizing how the various functions

of the organization depend on one another, and how changes in any part will affect all the others. Conceptual skill refers to ways in which the administrator perceives and responds to the direction in which the business should advance, and coordinates and integrates all the activities and interests of the organization toward a common objective. Conceptual skill is the ability to translate knowledge into action.

Human Skill is the executive's ability to work effectively as a group member and to build cooperative effort within the team he/she leads. To achieve the goals of the organization a coordination of people is essential. This coordination may involve motivating cooperative members and employees, organizing the cooperative human resources, managing conflicts, and stimulating a degree of pride in the organization.

MANAGERIAL COMPETENCIES

Defining Competencies

Certain characteristics or abilities enable a person to demonstrate appropriate specific actions in a job. These characteristics or abilities can be called competencies.

Klemp noted:

Competence has been taken to mean knowing how to perform or possessing the aptitude for performance, rather than demonstrating that knowledge or aptitude: Knowing has been

distinguished from doing. (Klemp 1979, 42)

Klemp 1980 defines job competency as an underlying characteristic of a person which results in effective and/or superior performance in a job. An underlying characteristic, in a sense, may be a knowledge, skill, trait, self-scheme, or motive which a person may possess.

Klemp wrote:

A competency, or component or overall competence, is a characteristic of an individual that underlies effective work performance. A competency can be any human quality: It can be knowledge, a category of usable information organized around a specific content area (for example, knowledge of mathematics); it can be a skill, the ability to demonstrate a set of behaviors or processes related to a performance goal (for example, logical thinking); it can be a trait, a consistent way of responding to an equivalent set of stimuli (for example, initiative); it can be a self-scheme, a person's image of self and his or her evaluation of that image (for example, self-image as a professional); or it can be a motive, a recurrent concern for a goal state or condition which drives, selects, and directs behavior of the individual (for example, the need for efficacy). A person may possess many of these characteristics, but by our definition, if the knowledge, skill, trait, self-scheme, or motive is not explicit related to effective performance, it is not a competency. (Klemp 1980, 4)

Other authors define competence as developmental, holistic and generic. Mentkowski et. al. noted:

A competence to be developmental means that it is teachable. Thus, competencies are broken open into sequential descriptions or pedagogical levels that describe increasingly complex elements which students acquire over time as the result of instruction. A competency to be holistic means that it involves the whole person including a behavioral component, a knowledge component, an affective or self-perception component, as well as a motivation component. And a competency to be

generic means that the developing holistic ability will transfer across situations and settings in work, but also the personal and professional situations. (Mentkowski et. al. 1982, 8)

Approaches to Identifying Competencies

The domain of behaviors important to competent performance in the job can be viewed from several different angles. Some approaches focus on the theoretical aspects of the job, whereas others focus on the more practical aspects. Boyatzis has three different views about competence:

If you are part of the scientific management tradition, you may view competencies as the specifications for the human machinery desired to provide maximum organizational efficiency and effectiveness. If you are part of the humanistic management tradition, you may view competencies as the key that unlocks the door to individuals in realizing their maximum potential, developing ethical organizational systems, and providing maximum growth opportunities for personnel. If you are one of the people who studies, thinks about, and tries to help organizations utilize their human resources effectively, the findings and model should provide a needed relief from the eclectic cynicism or parochial optimism concerning management that many of us have developed. (Boyatzis 1982, 258)

The most common approaches to determine competencies are described below:

The Panel Method

One of the methods utilized for the identification of competencies is the Panel Method, comprised of a group of people, usually experts, who generate a model through discussion of what is needed to perform a job competently.

Primoff 1973, in using a panel of experts for identifying the elements of a job, found this a fair method since it is developed by people who have a thorough knowledge of the job. However, this technique can be severely limited by biased individual values and beliefs about the important dimensions of the job. These bias can invalidate the study.

The Systematic Observation Method

Another approach for determining competencies may come from Systematic Observation. Such studies represent an attempt to systematically determine those competencies which effective people possess. Campbell et al. in a review of research on managerial behavior stated:

By sampling broadly and by gathering many behavioral incidents about managerial jobs, an investigator can be assured of discovering important time, person, or situation-determined changes that may be crucial to a full understanding of the job being studied.
(Campbell et al. 1970, 80)

The Task and Function Analysis Method

Another approach for determining competencies comes from The Task and Function Analysis (Albracht 1966; Gardner 1964; Davies 1973). This is one of the more explicitly detailed methods of determining competencies. The basic method is to identify a job; the functions and activities of the job then become the focal point for identifying the competencies needed by the individuals who are expected to

perform them (Clark and Meaders 1968).

This method has been criticized as yielding lists of only minimum knowledge and skills requirements. Pottinger stated that:

These lists neglect many significant areas of job competence because they address only external, observable behaviors without consideration of intrapersonal and environmental variables that influence behavior. (Pottinger 1979, 27)

Such a judgement based approach may yield reliably observable outcomes, but it provides no insight into the skills and abilities that cause these outcomes (Huff 1980).

Boyatziz stated that:

Models based on task or function analysis focus on the job and do not address the person in the job. In doing so, the models include many specific and detailed descriptions of activities, but no mention is made of the characteristics that enable or increase the likelihood of a person performing those activities. (Boyatziz 1982, 8)

The Behavioral Events Analysis Method

Another approach for determining competencies is The Behavioral Events Analysis (McClelland 1975). This method uses a structured interview technique in which the respondents are asked to describe three incidents in which they felt effective in the job and three incidents in which they felt ineffective in the job. The responses then are recorded and analyzed by professionals experienced in this technique to determine how more effective and less effective workers perform their work differently. A

distinguishing characteristic of this procedure is that the interviewees are initially chosen by nomination based upon job performance -- those who had demonstrated superior performance and those who had demonstrated average performance. This approach has been used with success, but it is costly, time-consuming and requires trained professionals to analyze the responses.

The Job Competence Assessment Method

Other methods of determining competencies use an integration of various approaches. The Job Competence Assessment developed by McBer and Company, a behavioral research firm, is one of these. According to Boyatziz 1982, the Job Competence Assessment uses five steps to generate a validated model for a job.

The first step involves determining the appropriate measure of job performance and how it is to be assessed. The second step involves job element analysis and the third step involves the Behavioral Event Interviewing, mentioned above, where distinguishing characteristics are identified, coded, and categorized. In the fourth step these characteristics are compared with the job elements to determine the distinguishing characteristics of the superior performers. And the last step involves integration of the results of steps two through four.

This method has developed a list of managerial

behaviors which are characteristic of superior performance. McBer's study of 2000 managers in a variety of jobs and organizations delineated twenty-one generic competencies -- the Management Competency Model.

The Management Competency Model

The Job Competence Assessment which generated the Management Competency Model was designed to identify competencies that are not only related to effective performance but that cause effective performance. This method generated a list of competencies that have been shown to relate to effectiveness regardless of the specific job and the organization. According to Boyatzis the list was integrated with two criteria in mind:

- (1) the competencies had distinguished effective performance in a job with statistical significance; and
- (2) the competencies were not unique to the specific product or service that the organization provided (Boyatzis 1982, 26).

The uniqueness of this model is that the competencies are generic and, thus, apply to managers in very diverse settings. They are holistic and, thus, the competencies are applied to the individual manager in his or her real world situation. They are developmental and, thus, are behavioral oriented in which the critical issue is not the possession of the competency but its use.

The resulting list included twenty-one types of competencies arranged in six clusters: 1) Goal and Action

Management cluster (Diagnostic Use of Concepts, Efficiency Orientation, Expressed Concern with Impact, and Proactivity); 2) Leadership cluster (Conceptualization, Logical Thought, Self-Confidence, and Use of Oral Presentations); 3) Human Resource Management cluster (Accurate Self-Assessment, Managing Group Process, Positive Regard, and Use of Socialized Power); 4) Directing Subordinates cluster (Developing Others, Spontaneity, and Use of Unilateral Power); 5) Focus on the Others cluster (Concern with Close Relationships, Perceptual Objectivity, Self-Control, and Stamina and Adaptability); and 6) Specialized Knowledge cluster.

An explanation of the competencies of each cluster based on Boyatzis 1982, follows:

Goal and Action Management Cluster (Boyatzis 1982, 60-98)

Diagnostic use of concept is a way of thinking to bring a concept to the situation in an attempt to interpret events through that concept. People with this characteristic usually have a model, theory or framework with which to interpret or explain events. Skills: pattern identification through concept application; deductive reasoning.

Efficiency orientation represents a concern of doing something better. People who possess efficiency orientation set goals that are challenging but realistic; goals that are

within the range of feasible accomplishment but require special efforts. Skills: Goal-setting skills; planning skills; skills in organizing resources efficiently.

Expressed concern with impact represents concern with symbols of power in order to have impact on others. Those people see themselves as important, collect objects of prestige, become officers in organizations to which they belong, and act assertively. They often express concern about the prestige or reputation of the organization. Such people have a need to persuade or influence others. Skills: symbolic influence behavior.

Proactivity represents a disposition toward taking action to accomplish something. Proactive people initiate action, communication, proposals, and meetings. They accept and admit responsibilities for success or failure. Skills: problem solving skills; information seeking skills.

Leadership Cluster (Boyatzis 1982, 99-120)

Conceptualization is a thought process in which a person develops a concept that describes a pattern or structure perceived in a set of facts. People with this skill are innovative and creative. They can communicate the meaning of the concept clearly. Skills: pattern identification through concept formation.

Logical Thought represents a thought process in which the person places events in a causal sequence, based on a perception of a series of causes which effect events. That is, the person views certain events as preceding or causing other events, which in turn precede or cause other events. People with this characteristic are orderly and systematic. Skills: excellent organization of thought and activities.

Self-Confidence is the ability to display consistently decisiveness or presence. People with such a characteristic are usually charismatic and have a belief in the likelihood of their own success. Skills: self-presentation skills.

Use of oral presentation is a competency by which people make effective verbal presentations, whether these presentations be in one-on-one meetings or an address to an audience of many. Skills: verbal presentation skills.

Human Resource Management Cluster (Boyatzis 1982, 121-41)

Accurate self-assessment is a competency by which people have a realistic view of themselves. These people see their strengths and weaknesses and know their limitations. Skills: self-assessment skills.

Managing group process is an ability to stimulate others to work together effectively in group settings. People with this competency communicate to a group the need for collaboration and cooperation. They create symbols of group identity, pride, and trust which represent the team effort. Skill: instrumental affiliative behavior; group process skills.

Positive regard is believing in others. These people have a basic belief that people are good, and they see themselves as good. Skills: verbal and non-verbal skills which result in people feeling valued.

Use of socialized power is a competency by which the person uses forms of influence to build alliances, networks, coalitions, or teams. Skills: alliance producing skills.

Directing Subordinates Cluster (Boyatzis 1982, 142-58)

Development of others is a competency with which people demonstrate feedback skills in facilitating self-development of others with the intent of stimulating improved performance. Skills: feedback skills to facilitate self-development.

Spontaneity is a competency with which people can easily express any thoughts, feelings, or opinions. Skills: self-

expression skills.

Use of unilateral power is an ability to stimulate subordinates or others to go along with directions, wishes, commands, policies, or procedures. People with this competency give orders, commands, or directions based on personal authority, positional authority, or the policies of the organization without necessarily soliciting the input of others, even in situations in which input has been solicited previously. Skills: compliance producing skills.

Focus on Others Cluster (Boyatzis 1982, 159-82)

Concern with close relationship is a competency by which people care about and build close relationships with individuals. These people demonstrate nonverbal skills that cause people to feel cared for. They spend time talking with subordinates and co-workers when there is no particular task requirement. Skills: nonverbal skills that result in people feeling cared for; friendship building skills.

Perceptual objectivity is a competency which allows people to be relatively objective and not limited in view by excessive subjectivity or personal biases, prejudices, or perspectives. These people have the ability to remove themselves from emotional involvement and view the situation with relative objectivity. Skills: effective distancing

skills

Self - control is a competency exhibited by people who inhibit personal needs for the sake of organizational goals. People with self-control, when verbally attacked by someone, do not necessarily react with corresponding anger or defensiveness. Skills: self control skills.

Stamina and adaptability is an ability people have to sustain long hours of work and be flexible to adapt to changes in life and the organizational environment. Skills: adaptation skills; coping skills.

Specialized Knowledge Cluster (Boyatzis 1982, 183-90)

A model of performance in any job must include specialized knowledge such as facts, principles, theories, frameworks, or models. In assessing competence, the possession of information related to the work should be practical and usable, otherwise it will not be related to performance.

IDENTIFICATION OF COMPETENCIES FOR THIS STUDY

In identifying the competencies necessary to perform effectively as president of a cooperative, multiple sources of the literature review were used. The first step was to study the managerial functions of planning, organizing, controlling, motivating, and coordinating and through the

Task and Function Analysis Method to identify the basic competencies related to these functions. Taking into account that the literature indicated that this latter method may identify abilities critical for effective performance, but may not necessarily identify the personal abilities which are related to effective performance, further work was done. The second step was to find the elements thought to be most important for management that stem from ideas about management behaviors which screen judgments of effective performance through values and attitudes. To serve this purpose, the Management Competency Model (Boyatzis 1982) was used. Furthermore, the Katz Three Skill Approach was used to assure the inclusion of technical, human and conceptual competencies.

Competencies were also generated from lists of characteristics cited in a study conducted by Mentkowski et al. 1982 rating managers' characteristics. A study done by Volkin et al. 1960 on directors of farmer cooperatives was also used as a source of competencies. Competencies were also generated from the pre-test distributed to six experts in agricultural cooperatives in Brazil.

After the final list of competencies was generated, the competency statements were classified into nine clusters: Foundation of Cooperatives, Overall Knowledge, Cooperative Administration, Decision Making, Human Resource Management, Membership Relations, Vision, Communication, and Leadership.

Each of these clusters were composed of five competency-statements, with a total of forty-five competency-statements composing the first part of the survey questionnaire.

Figure 1 explains the relationship between the theoretical basis for identifying competencies and competency clusters.

SUMMARY

This chapter has attempted to provide some empirical substantiation to the identification of important competencies of persons who are currently presidents of cooperatives.

Cooperative management was studied by grouping the managerial functions around the activities of planning, organizing, controlling, motivating, and coordinating. The Katz Three Skill Approach was examined which suggests that effective administration rests on three basic skills described as technical, conceptual, and human. The next section was devoted to defining competencies and discussing approaches to identifying those competencies. Understanding the concept of competencies was a prerequisite to understanding the remainder of the study and the outcome of the research. Finally, the approach chosen to be used in this study to identify the competencies necessary to perform effective work as a cooperative president was discussed.

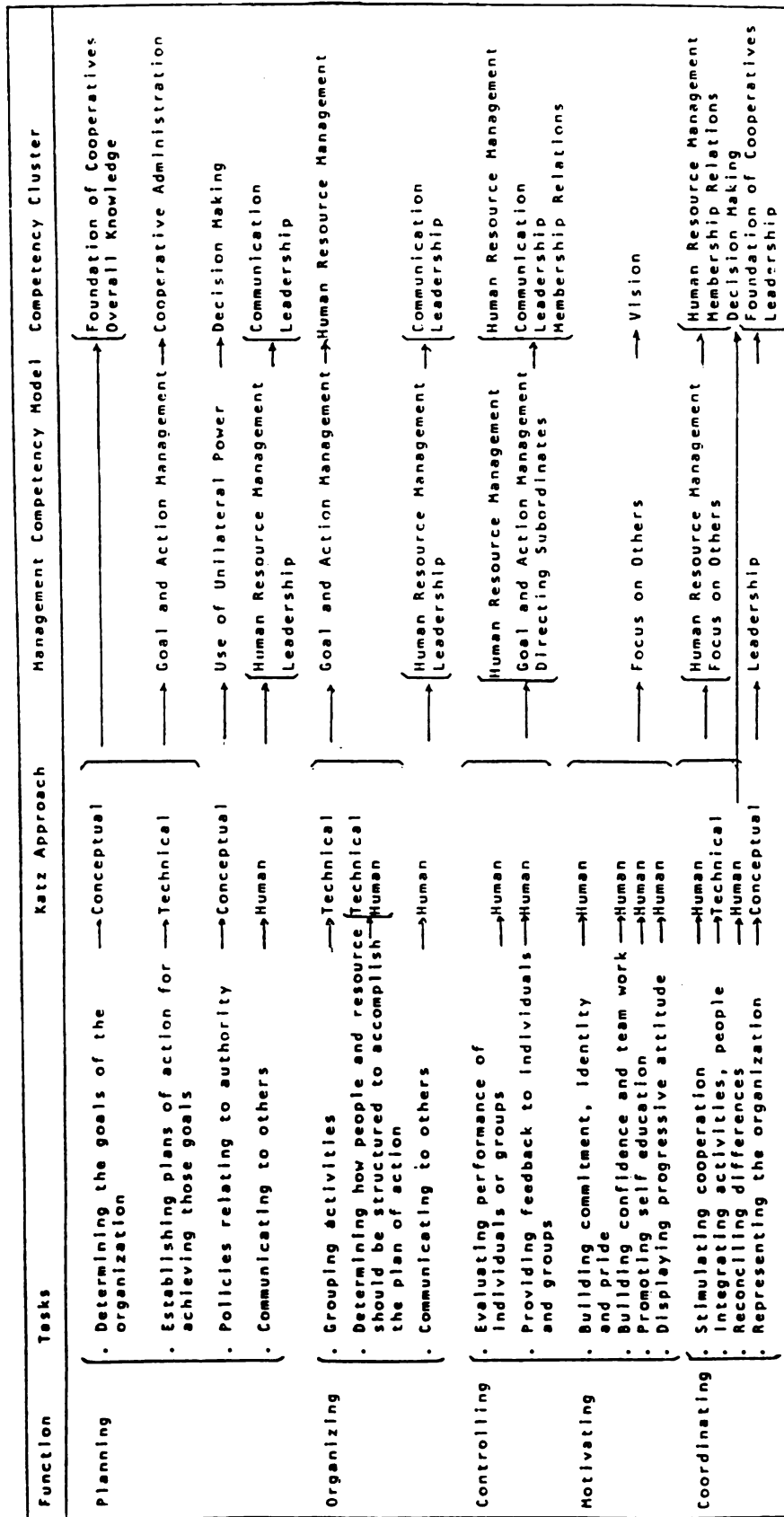


Figure 1. The relationship between the theoretical basis for identifying competencies and competency clusters used in this study. (Adapted from Boyatzis 1982, 236).

CHAPTER III

METHODS AND PROCEDURES

The objective of this study was to determine the highest priority competencies for agricultural cooperatives' presidents as perceived by people currently in administrative positions in cooperative. This section describes and explains the procedures used to obtain information for this study. It identifies the approach to measurement, research population, process for instrument development, validity and reliability tests, distribution and collection of the questionnaire, response rate, and data analysis.

APPROACH TO MEASUREMENT

The questions that guided the research process and the related approach to measurement selected for this study were:

- 1- What are the organizational and personal characteristics of the survey population?
- 2- What are the opinions of members of the survey population regarding priority ranking competencies for agricultural cooperative presidents?
- 3- Are there significant differences between members of the survey population regarding priority ranking competencies for cooperative presidents?

- 4- Are there significant differences between members of the survey population regarding priority ranking competencies for cooperative presidents that can be attributed to organizational characteristics (commodity of the cooperative, number of employees, and membership size)?
- 5- Are there significant differences between members of the survey population regarding priority ranking competencies for cooperative presidents that can be attributed to administrators' personal characteristics (level of schooling, years of experience, number of training programs attended)?
- 6- What are the organizational and personal characteristics of the nominated outstanding presidents?
- 7- Are there significant differences between the average and outstanding presidents regarding priority ranking competencies for cooperative presidents?
- 8- What are the most important duties and responsibilities of a cooperative president as perceived by the respondents?

RESEARCH POPULATION

The survey population of this study consisted of presidents and members of the Board of Directors of agricultural cooperatives in the State of São Paulo, Brazil. A total of 152 cooperatives of the 156 active agricultural cooperatives in the State of São Paulo were surveyed (97.4 percent). The persons contacted represent a systematic sample with a random start. For each name drawn first from the list of cooperatives, the president was contacted; for each name drawn second one member of the Board of Directors was contacted. In this manner the study would determine the

competencies that presidents themselves perceive as important to fulfill the responsibilities of their positions, as well as the competencies that other members of the Board of Directors perceived as important. However, due to the fact that the great majority of the respondents were presidents (89.7 percent), for the purpose of analysis the presidents' and directors' opinions were combined into responses of administrators as a whole.

THE PROCESS FOR INSTRUMENT DEVELOPMENT

The method which was used to gain insight into the management of a cooperative was to survey those who were knowledgeable about the occupation. To accomplish this, a survey instrument was used to priority rank the competencies of an agricultural cooperative president. The design chosen for this study was a mailed questionnaire survey.

Several factors were considered in reaching the decision to conduct a mailed questionnaire survey rather than any other form of data collection such as personal interview or telephone. The first factor was the great distance between locations of cooperatives since limited financial resources were available. A second consideration was that a precedent study had been conducted by Mentkowski et al. (1982) on a similar topic. A set of questionnaire items was available from Mentkowski's 1982 study that

provided a beginning for developing an instrument. A third consideration was that a written questionnaire could provide the most data in a set amount of time (estimated between fifteen to twenty minutes).

Considering that this was a cross-cultural research, special attention was given to the translation process in order to assure the retention of the original meaning of the questions. The following steps were taken in the translation process to assure the conceptual equivalence of the questionnaire:

1. The questionnaire was first designed in English
2. It was then translated into Portuguese for pre-testing
3. The Portuguese version was adapted according to validators' suggestions for completion by the sample population
4. The Portuguese version was translated back into English.

Careful attention was given during the translation process from Portuguese to English to the following:

a. Words that had a dual meaning. For example, in Portuguese there is a parallel distinction in the verbs "conhecer" and "saber", while in English the single verb "to know" is used for both of the senses. For translation purposes the terms "know" (conhecer) and "know how" (saber) were used.

b. Verbs in which the meaning of "know how" was implicit in the verb itself were translated literally.

c. Words dealing with "knowledge". As Schutz 1962

defined: "Knowledge has manifold degrees of clarity, distinctness, precision, and familiarity". This study used the term "knowledge about" based on James 1950 where it goes to great lengths to spell out the difference between "knowledge of acquaintance" and "knowledge about". James wrote:

We can ascend to knowledge about it by rallying our wits and proceeding to notice and analyze and think. What we are only acquainted with is only present to our minds; we have it, or the idea of it. But when we know about it, we do more than merely have it; we see, as we think over its relations to subject it to a sort of treatment and to operate upon it with our thought (James 1950, 222).

Following is the rationale of the three parts of the questionnaire.

Rationale of Questionnaire Part I

Part I of the questionnaire consists of forty-five competency statements arranged in nine clusters, categorized under the headings of Foundation of Cooperatives, Overall Knowledge, Cooperative Administration, Decision Making, Human Resource Management, Membership Relations, Vision, Communication, and Leadership.

The procedure to classify competencies into clusters is explained as follows:

1. Each competency was analyzed individually;
2. Related competencies were identified;
3. Competencies not directly related to each other were analyzed based on the inferable aspects of the

competency, or based on the context of the situation in which the competency would occur;

4. Competencies were classified into clusters.

The instructions on the research survey asked the respondents to consider each competence in the context of their own job, and then to priority rank them utilizing a scale of zero through five. If the competency statement was perceived not to be important, an option was given to use zero. A value of one was used to describe a competency statement that had the highest priority of the cluster, and a value of five was assigned to a competency statement that had the lowest priority of the cluster. At the end of the inventory there was space for the respondents to write additional statements they felt were omitted.

An explanation of each cluster is presented below:

Cluster #1 - Foundation of Cooperatives

This cluster corresponded to the concept of cooperatives. Knowledge of cooperatives and belief in their principles are a solid qualification for a cooperative president. Cooperative philosophy and principles are fundamental in the operation of the cooperative association; they determine the framework of cooperative activities. The cooperative president may be faced with situations that require him or her to stand up and fight for the principles

he/she believes in in order to strengthen the collective voice of agricultural interests in state and national affairs. To perform these aspects of the job, five competencies were identified:

- . Know and apply the cooperative philosophy
- . Have cooperative spirit
- . Have knowledge about current cooperative legislation
- . Have knowledge about the cooperative way of doing business
- . Know how to defend cooperative interests before governmental institutions

Cluster # 2 - Overall Knowledge

This cluster dealt with the overall knowledge the president must have in deciding the course of the business. The president's job often involves situations that require a general knowledge of agriculture, marketing, social matters, and business methods and problems. Five competencies that corresponded to this cluster were:

- . Have knowledge about agriculture
- . Have experience in other management positions
- . Have knowledge about marketing channels
- . Have knowledge about cooperative administrative, financial, and operational structure
- . Have knowledge about the social, economic, and political environment in which the cooperative operates

Cluster # 3 - Cooperative Administration

The responsibility and accountability of the cooperative ultimately rests in the hands of its president who is responsible for establishing goals and plans of actions according to cooperative principles and philosophy. This cluster of competencies referred to ways in which the president perceives and responds to the direction in which the business should advance; it involved the thinking, judging, and decision-making functions toward a common objective. Five competencies that corresponded to this cluster were:

- . Know how to administer the cooperative as a business and social operation
- . Know how to manage the cooperative in a participative and democratic structure
- . Know how to formulate policies consistent with the objectives of the cooperative
- . Know how to identify alternatives in solving problems
- . Know how to assure that the bylaws and regulations of the association are observed by members and employees

Cluster # 4 - Decision Making

A cooperative president is the decision maker of the cooperative organization. The person in such a position

should have the ability to consistently display decisiveness and presence. Some circumstances will require that a president not become emotionally involved and be able to view a situation with relative objectivity. Five competencies that enable the president to respond to these responsibilities of the job were:

- . Have initiative and decision making abilities.
- . Be aware of his authority and responsibilities in legal and social matters
- . Know how to make decisions under conditions of risk
- . Know how to withstand pressure and remain calm in crisis situations
- . Know how to deal with conflict directly and tactfully

Cluster # 5 - Human Resource Management

Cooperative management must work closely with employees and members. To achieve the goals of the cooperative, a coordination of these two groups of people is essential. The coordination may involve appropriate delegation of authority, knowledge of people's needs, grouping of activities and the structural arrangement of persons, facilities and equipment as well as the evaluation of performance to ensure that plans of action are being carried out as intended. Five competencies that corresponded to this cluster were:

- . Know how to delegate authority appropriately
- . Know how to understand and respond to members and employees' needs within the limits of bylaws and regulations
- . Know how to coordinate people, activities, and facilities
- . Know how to ensure employees' good performance
- . Know how to evaluate performance of employees and the cooperative as a whole

Cluster #6 - Membership Relations

Cooperative members are the users and the owners of the organization and, as such, have responsibilities and obligations. Protecting the interests of the members, instilling a feeling of group responsibility, communicating to the members the need for collaboration and cooperation, and creating symbols of group identity, pride, and trust will facilitate the accomplishment of cooperative objectives and stimulate members' interest, involvement, and commitment. To perform these aspects of the job, five competencies were identified:

- . Assure that the members are the main goal of the organization
- . Keep members informed about policies and operating practices
- . Instill in members their responsibility for making

the cooperative successful

- . Motivate members to participate in cooperative issues
- . Keep channels of communication open among directors, members, and employees

Cluster # 7 - Vision

The performance of the president is enhanced by his/her vision of the possibilities for the cooperative. Therefore, the better the president understands his/her job, the better opportunities for development he/she will offer to employees and members. The cooperative president should take advantage of every opportunity to instill enthusiasm, aspiration, and understanding in the members, employees, and the community in which the cooperative serves. Five competencies that would help the president perform these aspects of the job were:

- . Promote the educational development of employees and members
- . Display a progressive attitude for the development and expansion of the cooperative
- . Keep up-to-date with the economic and social cooperative system
- . Act as a model influencing positive behaviors of employees and members
- . Know how to guide directors, employees and members in a clear and complete way

Cluster # 8 - Communication

A cooperative president in order to represent well the interests and needs of the farmers, should have the ability to work and get along with people, transmit a sense of trust, and reflect the ability to cooperate and work well as a team. He/she should have the ability to make effective verbal presentations, whether these presentations be in one-on-one meetings, or an address to an audience of many people. Competencies that represented this cluster were:

- . Know how to deal with people
- . Know how to communicate clearly
- . Know how to direct meetings
- . Know how to listen critically
- . Know how to instill trust

Cluster #9 - Leadership

The cooperative's performance depends largely on the leadership of the president to motivate members and employees and to organize the human resources of the cooperative in order to achieve its desired goals. The president should have a good reputation and the highest integrity. To perform these aspects of the job, five competencies were identified:

- . Have common sense
- . Have leadership abilities
- . Know how to influence

- . Have a high capacity to work
- . Be honest, of good character and good reputation.

Rationale of Questionnaire Part II:

Part II was designed to get information about the respondents' backgrounds and the cooperatives they were representing. This part of the questionnaire survey consisted of seven questions which attempted to measure several variables. They were:

Position:

The question asked what position the respondent holds in the cooperative. As mentioned earlier in this study, cooperatives in the State of São Paulo usually have one president and two directors (financial and administrative). This question was designed to determine if the title and responsibilities of the position a person holds influence the perception of effective performance. However, this question was not used in the statistical analysis because the great majority of the respondents (89.2 percent) were cooperative presidents. Therefore, for statistical analysis purposes the research population was treated as just one group called cooperative administrators.

Cooperatives' Commodities

This variable was intended to be used to ascertain if the type of product with which the cooperative deals influences the perception of priority ranking competencies for cooperative presidents.

Cooperatives' Number of Employees

This questionnaire was also designed to collect information about the size of the organization based on the number of employees working for it. Size and complexity of the business may influence the degree and amount of managerial responsibilities.

This study took into account that an administrator holding a highly positioned management role in a small organization may not have the same responsibilities as the same position in a larger organization. Therefore, his or her perceptions of a quality managerial role may differ.

Cooperatives' Membership

Size of membership is generally a measure of strength of the organization as far as bargaining for prices and credit is concerned. This question was intended to determine if membership size affects the administrators' perception of important competencies.

Administrator's Level of Schooling

The questionnaire asked administrators to indicate the highest level of schooling attained. When a technical school or university was attended, the field in which the degree was earned was requested. This question was designed to determine if years of formal education influence the perception of prioritizing competencies for a cooperative president.

Administrator's Years of Experience

Another variable included in the questionnaire survey was how many years of experience the respondent had in order to find out to what extent experience affects the perception of priority ranking competencies.

Administrator's Training Programs Attended

The respondents were asked if they had ever attended a management training program and, if so, how many. These questions were expected to serve as an indicator of the administrators' and the organizations they were representing, commitment for educational advancement.

Rationale of Questionnaire Part III:

This part of the questionnaire was designed to ascertain the opinions of the respondents concerning the most important responsibilities and duties of the

president's job. Also, it was important to determine if level of performance (outstanding or average) of the cooperative president affects his/her perception of priority ranked competencies.

Through a peer nomination procedure (Kane and Lawler 1978; Mentkowski et al. 1980), the administrators were asked to nominate those cooperative presidents whom they considered "outstanding". In this sense, "outstanding" was defined by the persons who were in the best position to observe the behavioral performance of their colleagues and who could identify those presidents who stood out as particularly effective. Kane and Lawler have reported that the peer nomination method appears to have the highest validity and reliability among other peer assessment methods, such as peer rating and peer ranking.

Space was allotted on the questionnaire for participants to list the names of five cooperative presidents they felt were doing an outstanding job. The answers of the presidents who were nominated most frequently could then be studied to determine which competencies they cited.

VALIDITY TEST

Once a set of competencies had been identified, those competencies were validated to determine if they were, indeed, essential to effective performance. Prior to

mailing to the sample population, the research questionnaire was pre-tested by a panel of six judges directly involved with cooperative administration in Brazil to test the content validity of the instrument. Those contacted in the pre-test were not included in the final questionnaire survey. Judges were asked to add competencies which they felt were omitted and to make comments and suggestions. Results of such pre-tests were then used to rank order the original competency listing, add competencies, and sort out those competencies not deemed essential.

To guide the evaluation process, each judge was presented with the following questions; they were then asked their general comments about the questionnaire.

1. Which words are not easily understood?
2. Does the questionnaire create a positive impression -- one that motivates people to answer it?
3. Which questions elicit uninterpretable answers? Why?
4. Which aspects of the questionnaire suggest bias on the part of the researcher?
5. General comments about the questionnaire.

RELIABILITY TEST

The reliability of a measure is simply its consistency.

Babbie identifies reliability as:

The quality of a measurement method that suggests that the same data would have been collected each time in

repeated observations of the same phenomenon. (Babbie 1986, 558)

In order to determine its reliability, the questionnaire was given a pilot test on six administrators of cooperatives and after two weeks was retested on the same group. Those contacted in the reliability test were not the same contacted for the validation of the research instrument, nor included in the final questionnaire survey.

A Spearman Non-parametric Correlation was used in order to determine the internal consistency of the study. A value of 0.57 was obtained indicating a moderate correlation between the test and retest procedures and thus all the competency statements were included in the final analysis.

DISTRIBUTION AND COLLECTION OF THE QUESTIONNAIRE

A mailed questionnaire survey was sent during January to March 1990 to 152 agricultural cooperatives of the 156 cooperatives (97.4 percent) listed with the Organization of Cooperatives for the State of São Paulo (OCESP). The difference of four associations was accounted for by changes of address or difficulties in obtaining the correct address.

The questionnaire was printed in a booklet format that consisted of two high quality 8½" x 14" sheets of paper folded in the middle and stapled. On the front cover a map of the State of São Paulo with all the locations of the cooperatives was printed to create a positive first impression. Above the map in capital letters was written

"COMPETENCIES FOR COOPERATIVE PRESIDENTS" so the respondents would have an idea of the subject of the questionnaire. Under the map was a brief statement about the objectives of the study (See Appendix A for copy of the questionnaire). An identification number was stamped individually on the last page of each questionnaire. In the cover letter respondents were assured of the confidentiality of their responses.

The questionnaire was accompanied by a personalized cover letter with the logo of the Agricultural and Extension Education Department, Michigan State University (See Appendix B). The respondents' name, job title, organization name, and address was individually typed and each letter was individually signed by a faculty member of the Agricultural and Extension Education Department and this researcher. This procedure was the same for each follow-up and reminder letter. A letter of endorsement by the National Secretary of Cooperatives, Mr. Adair Mazzotti, under the recommendation of the Ministry of Agriculture, Dr. Iris Rezende, was enclosed with the research questionnaire in order to communicate the relevancy of the study. In addition, in order to motivate the members of the sample population to respond to the questionnaire, a stick of a chewing gum was placed in each envelope. All the questionnaires were mailed with a postage-paid return envelope.

A follow-up letter was mailed to each member of the sample population two weeks after the initial mailing. One week later a Telex message was sent to all non-respondents. The following week a reminder packet which included a cover letter, a new questionnaire stamped in the right corner "SECOND REQUEST" in red letters, and another postage-paid return envelope was mailed to those who still had not responded. The deadline for the return of the questionnaire was clearly stated on each cover letter as well as the questionnaire itself. (Some of the sample population called the telephone number printed at the bottom of the cover letter to justify their delay in responding.)

RESPONSE RATE

There were seventy-four questionnaires returned out of the 152 questionnaires mailed to cooperative administrators for approximately 49 percent response rate. Those who responded to the questionnaire survey were representative of the cooperative geographic location and the cooperative commodity group, as explained in Chapter IV.

Sixty-six out of seventy-four respondents (89.2 percent) were cooperative presidents, five (6.7 percent) were administrative directors, and three (4 percent) were financial directors. Because of this disparity, for purposes of analysis the opinions of administrators as a whole were considered; presidents' and directors' opinions

were not considered separately.

The low response rate from cooperative directors may be attributed to the terminology used to designate respondents. As mentioned earlier in this study, some cooperative organizations designate the members of the Administrative Board of Directors as president-director, superintendent-director, and administrative-director; or president, vice-president, and secretary; or president, administrative director, and financial director. Consequently, when the president-director received the survey addressed to the director, he responded to the questionnaire rather than passing it on to a director.

From the total of seventy-four questionnaires returned, sixty-seven were statistically usable for the purpose of Part I (44 percent response rate). When analyzing the data of Part I and Part II, the same sixty-seven eligible questionnaires were used, since the responses to both parts are related. Because data from Part III was independent from other parts of the survey, responses from all seventy-four questionnaires were used.

The relatively low return rate overall may be attributed in part to the economic changes made by the newly elected Brazilian government at the time of the mailing of the questionnaire. The new economic plan was introduced in the very beginning of the newly elected Brazilian president's administration, and nobody had expected drastic

changes that soon. At the same time those economic changes occurred, the third mailing was already out and consequently was abruptly interrupted. Although telephone calls were made, only a few questionnaires were returned; the respondents were too occupied in adapting themselves to the new economic plan.

DATA ANALYSIS

The data collected, both numeric responses and written comments from the returned seventy-four questionnaires, were prepared for analysis on a microcomputer using the statistical analysis package SPSS - PC, Version 2.0.

Variables were defined and the form was created for SPSS use in order to guide the transformation of questionnaire responses into numerical data. The written comments were entered for future organization and manipulation of data.

The first part of the analysis consisted of determining the basic distributional characteristics of the data. Response frequencies, percent, mean, and standard deviation were generated on each competency-statement in Part I and for the respondents' organizational and personal backgrounds in Part II of the questionnaire.

All items from the questionnaire which provided responses on a rank type scale (Part I) were interpreted and analyzed as if they were measured at the ordinal level.

Friedman's Chi-Square statistic test for the analysis of variance was utilized in Part I of the questionnaire where the data were in the form of ranks. Cross-tabulation was performed on pairs of questionnaire items in Part II that were measured on the nominal and ordinal level. Statistical t-Tests were utilized to compute probability level for testing whether or not the difference between two sample means was significant. One-Way Analysis of Variance (ANOVA) tests were utilized to compute F ratios in order to determine whether significant differences existed between the main groups. The 0.05 level of significance with an accompanying 95 percent confidence level was used in assessing results of this study.

Data Analysis of Outstanding Presidents

The questionnaire survey asked the respondents to nominate five cooperative presidents whom they considered outstanding and to place the names in rank order, the most outstanding first. Of the seventy-four respondents, forty-two (57 percent) nominated outstanding presidents; twenty-one (50 percent) nominated five names; five (12 percent) nominated four names; six (14 percent) nominated three names; five (12 percent) nominated two names; and five (12 percent) nominated only one outstanding president.

Sixty cooperative presidents were nominated as outstanding presidents at least once. Of the sixty, twenty-

four (40 percent) had responded to the questionnaire survey.

Since the nominations were in rank order the number of points each president received was calculated in order to determine the first names of the list. The basis used to calculate the number of points was: If nominated as the first or the second outstanding president three points were added to his score; if nominated as the third or fourth name, two points were added to his score; and if nominated as the fifth name, one point was added to his score. Fourteen presidents got at least nine points (Table 3) and were nominated at least three times. Of the fourteen, eight (57.1 percent) had responded to the questionnaire; one was an unusable response. Therefore, seven names were selected to comprise the list of outstanding presidents for further statistical analysis of their perceptions regarding priority ranking competencies for presidents of cooperatives.

Table 3.--Nominated outstanding presidents and number of points computed

Outstanding Presidents (Rank Order)	Presidents Responding to the survey	Number of points computed	Outstanding Presidents (Rank Order)	Presidents Responding to the survey	Number of points computed
1	no	23	31	no	3
2	yes	23	32	yes	3
3	no	21	33	yes	3
4	no	20	34	no	3
5	yes	20	35	no	3
6	yes	18	36	no	3
7	yes	16	37	no	3
8	no	15	38	no	3
9	no	15	39	no	3
10	yes	14	40	no	3
11	no	9	41	yes	3
12	yes	9	42	no	3
13	yes	9	43	no	3
14	yes	9	44	yes	3
15	yes	6	45	yes	2
16	no	6	46	no	2
17	yes	6	47	no	2
18	no	6	48	yes	2
19	no	6	49	no	2
20	yes	5	50	no	2
21	yes	5	51	no	2
22	no	5	52	no	2
23	yes	4	53	no	2
24	yes	4	54	no	2
25	yes	4	55	no	2
26	no	4	56	no	2
27	yes	4	57	no	2
28	yes	3	58	no	2
29	no	3	59	yes	1
30	no	3	60	no	1

Note: If nominated as the first or the second outstanding president three points were added to his score; if nominated as third or fourth name, two points were added to his score; and if nominated as the fifth name, one point was added to his score.

CHAPTER IV

RESEARCH FINDINGS

The objectives of this study were to examine how people in administrative positions in agricultural cooperatives priority rank competencies of presidents of these organizations, and to determine what the differences are between members of the survey population regarding priority ranking competencies that can be attributed to organizational differences (cooperatives' commodities, number of employees, and membership) or personal differences (administrators' level of schooling, years of experience, and participation in training programs). Also this study was designed to ascertain the differences between the perceptions of the average and the nominated outstanding presidents on priority ranking of the competencies of the cooperative president.

The findings in this chapter are presented and discussed in the following sections:

- . Description of cooperative respondents.
- . Perceptions of cooperative administrators on priority ranking competencies within each of the nine clusters.
- . Perceptions of administrators on priority ranking competencies within each of the nine clusters by cooperative organizational characteristics (commodities, number of employees and membership).

- . Perceptions of administrators on priority ranking competencies within each of the nine clusters by administrator' personal characteristics (educational level, years of experience, training).
- . Description of outstanding presidents.
- . Perceptions of outstanding presidents on priority ranking competencies within the nine clusters
- . Summary of written comments

DESCRIPTION OF RESPONDENTS

The questionnaires which were returned provided information about the following characteristics: cooperatives' geographic locations, cooperatives' organizational characteristics (cooperatives' commodities, number of employees, and membership) and administrators' personal characteristics (administrator's level of schooling, years of experience, and participation in training programs).

Important aspects of these characteristics are discussed in this Chapter.

Cooperatives' Locations

The locations of the cooperatives surveyed and the locations of the cooperatives responding to the questionnaire are displayed in Figure 2. The State of São Paulo was divided into forty-three micro regions. The geographic micro regions were adopted from Area de Concentração da

Agricultura Brasileira, Ministério da Agricultura, 1970. In order to analyze the response rate by the locations of cooperatives, the map was divided into three main regions: North-Northwest-Central corresponding to micro regions 225, 226, 227, 231, 232, 233, 234, 239, 240, 241, 245, 250 251, 252; North-Northeast-Central corresponding to micro regions 228, 229, 230, 235, 236, 237, 238, 242, 243, 244, 246, 247, 254; and South-Southeast-Central corresponding to micro regions 248, 249, 253, 255, 256, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267. Despite the fact that some micro regions had a greater percentage of respondents than others, the overall picture of the map shows that respondents were not unevenly distributed. Table 4 indicates that twenty-eight out of fifty-eight (48.3 percent) questionnaires mailed to cooperatives located in the North-Northwest-Central part of the state were returned, twenty-two out of forty questionnaires (55 percent) mailed to cooperatives located in the North-Northeast-Central part of the state were returned, and twenty-four out of fifty-four questionnaires (44.4 percent) mailed to cooperatives located in the South-Southeast-Central part of the state were returned. Among the cooperatives answering the research survey 37.8 percent were located in the North-Northwest-Central part of the state 29.7 percent were located in the North-Northeast-Central region and 32.4 percent were located in the South-Southeast-Central sector.

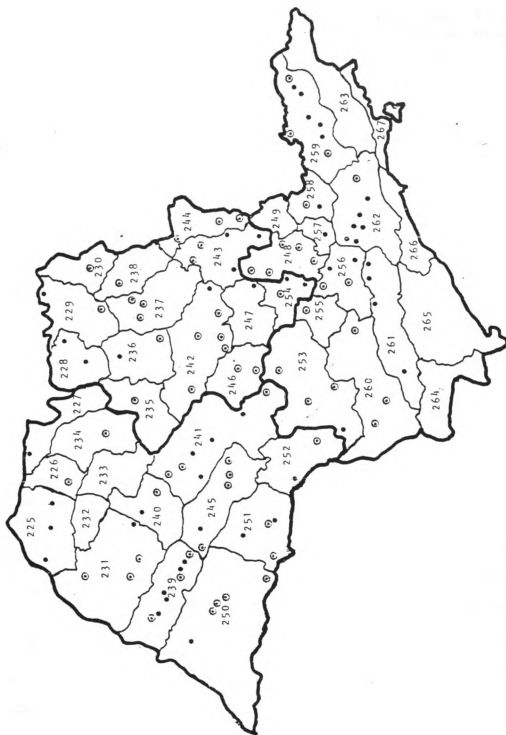


Figure 2. Map of the State of São Paulo and Cooperative Locations:

• = cooperative surveyed; ⊙ = cooperatives respondent; 225 to 267 correspond to microregions designated by the Ministry of Agriculture.

Table 4.--Cooperatives respondents by geographic location

REGION	Survey Mailed		Response by Region		Total
	No.	%	No.	%	Response %
North-Northwest-Central	58	38.2	28	48.3	37.8
North-Northeast-Central	40	26.3	22	55.0	29.7
South- Southeast-Central	54	35.5	24	44.4	32.4
Total	152	100	74	48.7	100

Organizational Characteristics

Cooperatives' Commodities

The cooperatives having a higher response rate were the Mixed cooperatives. They had a response rate of approximately 23.9 percent of the total number of cooperatives responding to the questionnaire, roughly 31.7 percent of Mixed cooperatives participated in the study. Coffee cooperatives' and Dairy cooperatives' response rates were 19.4 percent; 75 percent of all Coffee cooperatives and 59.1 percent of all Dairy cooperatives were participants in this research. Crops/Livestock cooperatives represented approximately 17.9 percent of the total responses and approximately 61.1 percent of all the cooperatives in this category. Sugar Cane cooperatives had a response rate of approximately 14.9 percent of the total number of cooperatives responding and approximately 61.1 percent of all cooperatives in this category. Table 5 illustrates the

number and percentage of response for each commodity group.

Table 5.--Response rate by cooperatives' commodities

Cooperative Commodity	No.	% Within Commodity Group	Total % Cooperatives Surveyed
Mixed	16	31.7	23.88
Coffee	13	75.0	19.40
Dairy	13	59.1	19.40
Crops/Livestock	12	61.1	17.91
Sugar Cane	10	61.1	14.93
"Other"	3	36.4	4.48
Total	67		100

Cooperatives' Number of Employees

Respondents were asked to classify the cooperatives' number of employees in one of four categories: less than twenty employees, 20-50, 51-100, and more than 100 employees.

Of the cooperatives' respondents, 43.9 percent had more than 100 full-time employees, 21.2 percent had 51-100 employees, 15.2 percent had 20-50 employees, and 19.7 percent had less than 20 employees. Data from cross-tabulation, displayed in Table 6, indicated that Coffee and Dairy cooperatives with eight out of the thirteen respondents (61.5 percent) having more than 100 full-time

employees, ranked highest. Mixed cooperatives ranked lowest with two out sixteen respondents (12.5 percent) having more than 100 employees and eight out of the sixteen respondents (50 percent) reporting with less than 20 employees.

Table 6.--Cooperatives' commodities by number of employees

Commodity	Number of Employees				Row Total
	<20	20-50	51-100	>100	
Sugar Cane	4	1	2	3	10
Coffee		1	4	8	13
Dairy	1	2	2	8	13
Crops/Livestock		2	4	5	11
Mixed	8	4	2	2	16
"Other"				3	3
Column Total	13	10	14	29	66
%	19.7	15.2	21.2	43.9	100

Note: Number of missing observation = 1

Cooperatives' Membership

Respondents were asked to classify the cooperatives' membership in one of six categories: less than 150 members, 150-299, 300-444, 450-599, 600-750, and more than 750 members.

A total of thirty-six out of the sixty-six cooperatives (54.5 percent) which responded to this question reported having more than 750 members. At the other extreme, twenty-

one out of sixty-six (31.8 percent) reported less than 300 members.

Data from a cross-tabulation analysis of cooperatives' commodities by membership size displayed in Table 7, indicated that eleven out of thirteen Coffee cooperatives' respondents (84.6) had a membership of more than 750 members, followed by the Crops/Livestock cooperatives with eight out of eleven (72.7). Mixed cooperatives presented the smallest membership with nine out of sixteen (56.2 percent) with less than 300 members..

Table 7.--Cooperatives' commodities by membership size

Commodity	Membership						Row Total
	< 150	150-299	300-449	450-599	600-750	>750	
SUGAR CANE	3	1		1	2	3	10
COFFEE		1	1			11	13
DAIRY	1	2		3		7	13
CROPS/LIVEST	1	2				8	11
MIXED	2	7	1	1		5	16
"OTHER"	1					2	3
COLUMN TOTAL	8	13	2	5	2	36	66
%	12.1	19.7	3.0	7.6	3.0	54.5	100.0

Note : Number of missing observation = 1

Administrator's Personal Characteristics

Administrator's Level of Schooling

Respondents were asked to classify their educational levels in one of five categories: primary school, middle school, high school, technical school, or university.

Over half (57.8 percent) of the cooperative administrators, i.e. thirty-seven out of the sixty-four responding had university degrees. Just five of the sixty-four (7.8 percent) had a primary level of schooling. The data from the cross-tabulation analysis shown in Table 8 revealed that seven out of the ten Sugar Cane cooperatives (70 percent), nine out of twelve Coffee cooperatives (75 percent), seven out of thirteen Dairy cooperatives (53.8 percent), eight out of eleven Crops/Livestock cooperatives (72.7 percent) had administrators with university degrees. Mixed cooperatives had the lowest number of administrators with university degrees, four out of fifteen (26.6 percent) and the most administrators with middle school education, six out of fifteen (40 percent).

This part of the questionnaire also provided a space for respondents who attended technical school or universities to specify their area of study. The following is a summary of their responses.

From the sixty-four respondents, eight had technical school degrees. Three of them (37.5 percent) had a degree in Accounting; two of them (25 percent) had a technical degree

in Agriculture. Each of the following areas had one person (12.5 percent) with a degree in Motors and Machines, Industrial Mechanics, and primary school Teaching.

Of the respondents, thirty-seven had a university

Table 8.-- Cooperatives' Commodities by administrators level of schooling

Commodity	Level of Schooling					Row Total
	Primary	Middle	High	Technical	University	
SUGAR CANE	1		1	1	7	10
COFFEE	1		1	1	9	12
DAIRY	2	1	3		7	13
CROPS/LIVESTOCK		1		2	8	11
MIXED	1	6	1	3	4	15
"OTHER"				1	2	3
COLUMN TOTAL	5	8	6	8	37	64
%	7.8	12.5	9.4	12.5	57.8	100.0

Note : Number of missing observations = 3

degree. Among them, four (10.8 percent) had earned two degrees -- all had a degree in Management, one's second degree was in English; the second degree of one was in Law, and two had Engineering degrees as their second.

From the thirty-seven respondents, fifteen (40 percent) had a degree in Law; eight (21.6 percent) had a degree in

Agronomy; six (16.2 percent) had a degree in Management; two (5.4 percent) had a degree in Engineering; two (5.4 percent) had a degree in Medicine; one (2.7 percent) had a degree in Animal Science; one (2.7 percent) had a degree in Economics; one (2.7 percent) had a degree in Veterinary Science, and one (2.7 percent) had a degree in Odontology.

Administrator's Years of Experience

Respondents were asked to classify their years of experience as an administrator of a cooperative in one of four categories: 0-2 years, 3-4 years, 5-10 years, and more than 10 years of experience.

A total of twenty-six of the sixty-six respondents (39.4 percent) who responded to this question had more than 10 years of experience, and eighteen of the sixty-six (27.3 percent) had 5-10 years of experience. Only ten of the sixty-six cooperative administrator respondents (15.2 percent) were identified as new administrators with 0-2 years of experience. Data from cross tabulation shown in Table 9 revealed that the experience of cooperative administrators concentrated in the group of at least 5 years of experience (66.7). Of the ten administrators of Sugar Cane cooperatives, eight (80 percent) had more than 5 years of experience as did nine of the thirteen (69.2 percent) administrators of Coffee and Dairy cooperatives, and seven of the eleven Crops/Livestock (63.6 percent) administrators.

On the other hand, Coffee (23.1 percent), Dairy (7.7 percent), Crops/Livestock (18.2 percent), and Mixed (25 percent) cooperatives were the only ones with administrators with 2 years of experience or less.

Table 9.--Cooperatives' commodities by administrators' years of experience

Commodity	Years of Experience				Row Total
	0-2	3-4	5-10	>10	
Sugar Cane		2	4	4	10
Coffee	3	1	3	6	13
Dairy	1	3	3	6	13
Crops/Livestock	2	2	3	4	11
Mixed	4	3	5	4	16
"Other"		1		2	3
Column Total	10	12	18	26	66
%	15.2	18.2	27.3	39.4	100

Note: Number of missing observation = 1

Administrator's Training Programs Attended

Respondents were asked to classify the number of training programs attended in one of four categories: no training received, one, two, and more than two training programs.

More than half (52.3 percent) of the administrators had never attended any training programs, thirteen out of the sixty-five (20 percent) who responded to this question had attended at least one training program, and thirteen out of

sixty-five (20 percent) had attended more than two training programs. Data from the cross-tabulation, displayed in Table 10, provided the information that Dairy cooperatives' administrators had the most training. More specifically, it was shown that eight out of thirteen Dairy cooperative administrators (61.5 percent) had participated in 2 or more training programs, followed by three out of eleven Crops/Livestock cooperative administrators (27.3 percent). The great majority of Sugar Cane cooperatives, nine out of ten (90 percent) had not participated in any training programs. More than one-half of the Coffee cooperatives, seven out of thirteen (53.8 percent), also had received no training, and nine out of fifteen Mixed cooperatives (60 percent) had never participated in a training program.

Table 10.--Cooperatives' commodities by administrators' training programs attended

Commodity	Training Programs				Row Total
	0	One	Two	>Two	
Sugar Cane	9	1			10
Coffee	7	3	1	2	13
Dairy	4	1	3	5	13
Crops/Livestock	4	4		3	11
Mixed	9	3	1	2	15
"Other"	1	1		1	3
Column Total	34	13	5	13	65
%	52.3	20.0	7.7	20.0	100

Note: Number of missing observation = 2

COOPERATIVE ADMINISTRATORS' PERCEPTION ON PRIORITY
RANKING COMPETENCIES WITHIN EACH OF THE NINE CLUSTERS

Upon conducting the Friedman's Analysis of Variance for ranked data (Table 11), the results showed that there were significant differences at the 0.05 level and 95 percent confidence interval in the way respondents priority ranked the competencies in eight of the nine clusters. The Vision cluster was the only cluster with no significant difference in priority ranking competencies.

Table 12 displays the frequency and percentage for each rank category (0,1,2,3,4,5) and the total mean score and standard deviation for the forty-five competency statements within each of the nine clusters. The scale for ranking competencies goes from 0 to 5. For analysis purpose the computer translated the value of 0 (not important) to the value of 6; 1 (highest priority) and 5 (lowest priority). Therefore, when reading Table 12, a lower score indicates a measure of first priority rather than a higher mean score.

Individual competency statements are arranged in Table 12 with the statement of each cluster having the lowest total sample mean score first (highest priority competency of the cluster), followed by the remaining statements listed in descending order of priority according to the total sample mean score of each statement. The competency displaying the highest total sample mean score (lowest priority competency of the cluster) appears at the end of each particular cluster.

Table 11.--Friedman's Analysis of Variance for each cluster of competencies

SOURCE OF VARIATION	SUM OF SQUARES	D.F.	MEAN SQUARE	F	F PROBABILITY
Foundation of Cooperatives Cluster					
BETWEEN PEOPLE	44.3111	62	0.7147		
WITHIN PEOPLE	586.8000	252	2.3286		
BETWEEN MEASURES	148.9841	4	37.2460	21.098	0.000 *
TOTAL	631.1111	314	2.0099		
Overall Knowledge Cluster					
BETWEEN PEOPLE	40.2277	64	0.6286		
WITHIN PEOPLE	611.6000	260	2.3523		
BETWEEN MEASURES	143.1815	4	35.7954	19.563	0.000 *
TOTAL	651.8277	324	2.0118		
Cooperative Administration Cluster					
BETWEEN PEOPLE	45.1200	64	0.7050		
WITHIN PEOPLE	603.2000	260	2.3200		
BETWEEN MEASURES	68.7200	4	17.1800	8.229	0.000 *
TOTAL	648.3200	324	2.0010		
Decision Making Cluster					
BETWEEN PEOPLE	73.0031	64	1.1407		
WITHIN PEOPLE	605.2000	260	2.3277		
BETWEEN MEASURES	203.4954	4	50.8738	32.421	0.000 *
TOTAL	678.2031	324	2.0932		
Human Resources Management Cluster					
BETWEEN PEOPLE	63.0892	64	0.9858		
WITHIN PEOPLE	598.4000	260	2.3015		
BETWEEN MEASURES	234.6892	4	58.6723	41.297	0.000 *
TOTAL	661.4892	324	2.0416		
Membership Relations Cluster					
BETWEEN PEOPLE	72.5108	64	1.1330		
WITHIN PEOPLE	596.4000	260	2.2938		
BETWEEN MEASURES	136.2338	4	34.0585	18.947	0.000 *
TOTAL	668.9108	324	2.0645		

Table 11.--Continued

SOURCE OF VARIATION	SUM OF SQUARES	D.F.	MEAN SQUARE	F	F PROBABILITY
Vision Cluster					
BETWEEN PEOPLE	62.1108	64	0.9705		
WITHIN PEOPLE	600.8000	260	2.3108		
BETWEEN MEASURES	14.9108	4	3.7277	1.629	0.167
TOTAL	662.9108	324	2.0460		
Communication Cluster					
BETWEEN PEOPLE	86.2061	65	1.3262		
WITHIN PEOPLE	605.6000	264	2.2939		
BETWEEN MEASURES	71.8667	4	17.9667	8.752	0.000 *
TOTAL	691.8061	329	2.1028		
Leadership Cluster					
BETWEEN PEOPLE	107.6000	66	1.6303		
WITHIN PEOPLE	602.0000	268	2.2463		
BETWEEN MEASURES	206.8836	4	51.7209	34.558	0.000 *
TOTAL	709.6000	334	2.1246		

* : Significant difference at 0.05 and 95% confidence interval

Table 12.--Frequency of responses for each competency statement by response category

Competencies	0	1	2	3	4	5	Total
	N	N	N	N	N	N	Mean
	%	%	%	%	%	%	S.D.
Foundation of Cooperatives Cluster							
Have cooperative spirit		41	12	6	5	3	1.76
		61.2	17.9	9.0	7.5	4.5	1.17
know and apply the cooperative philosophy		13	28	15	6	4	2.39
		19.7	42.4	22.7	9.1	6.1	1.09
Have knowledge about cooperative way of doing business		9	6	21	16	11	3.22
		14.3	9.5	33.3	25.4	17.5	1.26
Have knowledge about current cooperative legislation		5	13	14	18	13	3.33
		7.9	20.6	22.2	28.6	20.6	1.24
Know how to defend cooperative interests before governmental institutions		6	12	6	14	26	3.66
		9.4	18.8	9.4	21.9	40.6	1.42
Overall Knowledge Cluster							
Have knowledge about the coop. administrative, financial and operational structure		24	27	7	7	1	2.00
		36.4	40.9	10.6	10.6	1.5	1.02
Have knowledge about the social economic, and political environment in which the cooperative operates		23	24	11	6	3	2.13
		34.3	35.8	16.4	9.0	4.5	1.13
Have knowledge about agriculture	1	14	5	17	14	15	3.12
	1.5	21.2	7.6	25.8	21.2	22.7	1.48
Have experience in other management positions	1	7	7	16	16	19	3.45
	1.5	10.6	10.6	24.2	24.2	28.8	1.37
Have knowledge about marketing channels		5	6	18	17	19	3.60
		7.7	9.2	27.7	26.2	29.2	1.22

Table 12.--Continued

Competencies	0 N %	1 N %	2 N %	3 N %	4 N %	5 N %	Total Mean S.D.
Cooperative Administration Cluster							
know how to manage the cooperative in a participative and democratic structure		27 40.3	18 26.9	8 11.9	5 7.5	9 13.4	2.27 1.41
Know how to administer the cooperative as a business and social operation		24 36.4	15 22.7	11 16.7	11 16.7	5 7.6	2.36 1.33
Know how to identify alternatives in solving problems		7 10.6	15 22.7	23 34.8	10 15.2	11 16.7	3.05 1.22
Know how to assure that the bylaws and regulations of the association are observed by members and employees		13 19.7	10 15.2	8 12.1	15 32.7	20 30.3	3.29 1.53
Know how to formulate policies consistent with the objectives of the cooperative		4 6.2	13 20.0	16 24.6	19 29.2	13 20.0	3.37 1.19
Decision Making Cluster							
Have initiative and decision making abilities		44 66.7	12 18.2	6 9.1	2 3.0	2 3.0	1.58 0.99
Be aware of his authority and responsibilities in legal and social matters		19 28.4	24 35.8	7 10.4	9 13.4	8 11.9	2.45 1.35
Know how to make decisions under conditions of risk		9 13.6	14 21.2	20 30.3	12 18.2	11 16.7	3.03 1.28
Know how to withstand pressure and remain calm in crisis situations		8 12.3	10 15.4	18 27.7	18 27.7	11 16.9	3.22 1.26
Know how to deal with conflict directly and tactfully		2 3.0	8 11.9	11 16.4	18 26.9	28 41.8	3.93 1.16

Table 12.--Continued

Competencies	0 N %	1 N %	2 N %	3 N %	4 N %	5 N %	Total Mean S.D.
Human Resource Management Cluster							
Know how to delegate authority appropriately		39 59.1	16 24.2	7 10.6	2 3.0	2 3.0	1.67 1.00
Know how to understand and respond to members' and employees' needs within the limits of bylaws and regulations		25 37.3	25 37.3	11 16.4	3 4.5	3 4.5	2.01 1.07
Know how to evaluate performance of employees and the cooperative as a whole		8 12.1	13 19.7	17 25.8	12 18.2	16 24.2	3.23 1.35
Know how to coordinate people, activities and facilities	1 1.5	2 3.0	9 13.6	21 31.8	14 21.2	19 28.8	3.55 1.22
Know how to ensure employees' good performance	1 1.5	2 3	5 7.6	12 18.2	29 43.9	17 25.8	3.77 1.11
Membership Relations Cluster							
Assure that the members are the main goal of the organization		41 61.2	10 14.9	10 14.9	4 6.0	2 3.0	1.75 1.11
Keep open channel of communication among directors, members and employees		16 23.9	17 25.4	11 16.4	12 17.9	11 16.4	2.78 1.42
Instill in members their responsibility for making the cooperative successful		13 19.4	17 25.4	16 23.9	11 16.4	10 14.9	2.82 1.34
Motivate members to participate in cooperative issues		8 12.1	17 25.8	11 16.7	16 24.2	14 21.2	3.17 1.35
Keep members informed about policies and operating practices		2 3.1	10 15.4	14 21.5	17 26.2	22 33.8	3.72 1.18

Table 12.--Continued

Competencies	0	1	2	3	4	5	Total
	N	N	N	N	N	N	Mean
	%	%	%	%	%	%	S.D.
Vision Cluster							
Know how to guide Directors, members and employees in a clear and complete way		16 24.2	20 30.3	12 18.2	12 18.2	6 9.1	2.58 1.29
Keep up-to-date with the economic and social cooperative system	1 1.5	13 19.7	19 28.8	13 19.7	12 18.2	8 12.1	2.70 1.35
Display a progressive attitude for the development and expansion of the cooperative		17 25.4	15 22.4	14 20.9	10 14.9	11 16.4	2.75 1.42
Promote the educational development of employees and members		12 18.2	11 16.7	15 22.7	15 22.7	13 19.7	3.09 1.39
Act as a model influencing positive behaviors of employees and members		19 28.8	7 10.6	9 13.6	11 16.7	20 30.3	3.09 1.63
Communication Cluster							
Know how to instill trust		22 33.3	16 24.2	13 19.7	7 10.6	8 12.1	2.44 1.37
Know how to deal with people		21 31.3	13 19.4	14 20.9	14 20.9	5 7.5	2.54 1.33
Know how to listen critically		18 26.9	18 26.9	8 11.9	16 23.9	7 10.4	2.64 1.38
Know how to communicate clearly		14 21.2	12 18.2	18 27.3	16 24.2	6 9.1	2.82 1.28
Know how to direct meetings		10 14.9	6 9.0	10 14.9	7 10.4	34 50.7	3.73 1.52

Table 12.--Continued

Competencies	0	1	2	3	4	5	Total
	N	N	N	N	N	N	Mean
	%	%	%	%	%	%	S.D.
Leadership Cluster							
Be honest, of good character and good reputation		40	13	6	4	4	1.79
		59.7	19.4	9.0	6.0	6.0	1.20
Have leadership abilities		25	18	12	12		2.16
		37.3	26.9	17.9	17.9		1.12
Have common sense		14	14	16	13	10	2.87
		20.9	20.9	23.9	19.4	14.9	1.36
Have a high capacity to work		6	15	20	16	10	3.13
		9.0	22.4	29.9	23.9	14.9	1.19
Know how to influence		6	3	8	15	35	4.04
		9.0	4.5	11.9	22.4	52.2	1.28

According to Table 12, in the Foundation of Cooperatives cluster, the competency ranked with the least variation/most agreement was "Know and apply the cooperative philosophy" (priority # 2, S.D.= 1.09), and the competency ranked with the most variation/least agreement, was "Know how to defend cooperative interests before governmental institutions" (priority # 5, S.D.= 1.42).

In the Overall Knowledge cluster the competency ranked with the least variation/most agreement was "Have knowledge about the cooperative administrative, financial and operational structure" (priority # 1, S.D.= 1.02), and the competency ranked with the most variation/least agreement was "Have knowledge about agriculture" (priority # 3 , S.D.= 1.48).

In the Cooperative Administration cluster the competency ranked with the least variation/most agreement was "Know how to formulate policies consistent with the objectives of the cooperative" (priority # 5, S.D.= 1.19), and the competency with the most variation/least agreement was "Know how to assure that the bylaws and regulations of the association are observed by members and employees" (priority # 4, S.D.= 1.53).

In the Decision Making cluster the competency ranked with the least variation/most agreement was "Have initiative and decision making abilities" (priority # 1, S.D. 0.99), and the competency with the most variation/least agreement

was "Be aware of his authority and responsibilities in legal and social matters" (priority # 2, S.D. 1.35).

In the Human Resources cluster the competency ranked with the least variation/most agreement was "Know how to delegate authority appropriately" (priority # 1, S.D. 1.00) and the competency ranked with the most variation/least agreement was "Know how to evaluate performance of employees and the cooperative as a whole" (priority # 3, S.D. 1.35).

In the Membership Relations cluster the competency ranked with the least variation/most agreement was "Assure that the members are the main goal of the organization" (priority # 1, S.D.1.11), and the competency ranked with the most variation/least agreement was "Keep channels of communication open among directors, members, and employees" (priority # 2, S.D. 1.42).

In the Vision cluster the competency ranked with the least variation/most agreement was "Know how to guide directors, employees, and members in a clear and complete way" (priority # 1, S.D. 1.29), and the competency ranked with the most variation/least agreement was "Act as a model influencing positive behavior of employees and members" (priority # 5, S.D. 1.63).

In the Communication cluster the competency ranked with the least variation/most agreement was "Know how to communicate clearly" (priority # 4, S.D. 1.28) and the competency ranked with the most variation/least agreement

was "Know how to direct meetings" (priority # 5, S.D. 1.52).

In the Leadership cluster the competency ranked with the least variation/most agreement was "Have leadership abilities" (priority # 2, S.D. 1.12), and the competency ranked with the most variation/least agreement was "Have common sense" (priority # 3, S.D. 1.36).

These data indicate that in 78 percent of the cases (seven of nine) the competencies that had the most agreement were the competencies ranked as first or second priority, and in 78 percent of the cases (seven of nine) the competencies having the least agreement were the competencies ranked as third, fourth, or fifth priority.

PERCEPTIONS ON PRIORITY RANKING COMPETENCIES WITHIN
EACH OF THE NINE CLUSTERS BY COOPERATIVES'
ORGANIZATIONAL CHARACTERISTICS

Cooperatives' Commodity

Table 13 displays the results of the one-way analysis of variance (ANOVA) test on individual competencies for the nine clusters based on six cooperatives of different commodities. This table indicates the mean and standard deviation for each competency by cluster in each commodity group, the number of respondents, the F probability, and significant difference at the 0.05 level.

All competency statements, except for one competency in the Membership Relations cluster ("Instill in members their responsibility for making the cooperative successful"),

Table 13.--ANOVA test analysis of respondents' perception of priority ranking competencies within each of the nine clusters by cooperatives' commodities

Competencies	Commodity						N	F Proba- bility
	G1	G2	G3	G4	G5	G6		
	Mean S.D.	Mean S.D.	Mean S.D.	Mean S.D.	Mean S.D.	Mean S.D.		
Foundation of Cooperatives Cluster								
Have cooperative spirit	1.6000 0.6992	1.6667 1.1547	1.9231 1.4979	2.0769 1.3205	1.2500 0.4523	1.8750 1.3601	67	0.5845
know and apply the cooperative philosophy	2.1000 1.1005	2.0000 1.0000	2.6154 1.1929	2.4615 1.0500	2.0833 0.9003	2.6667 1.2344	66	0.6238
Have knowledge about cooperative way of doing business	3.5000 1.1785	3.0000 1.0000	3.2308 1.3009	3.0769 1.4979	3.2000 1.4757	3.2143 1.1217	63	0.9822
Have knowledge about current cooperative legislation	3.7000 1.0593	4.3333 0.5774	3.5385 0.9674	3.0000 1.1547	2.7000 1.4181	3.4286 1.5046	63	0.2395
Know how to defend cooperative interests before governmental institutions	4.1000 1.2867	4.0000 1.7321	3.6923 1.4936	4.1538 1.1435	3.4545 1.3685	2.9286 1.5424	64	0.2461
Overall Knowledge Cluster								
Have knowledge about the coop. administrative, financial and operational structure	1.8000 0.6325	1.3333 0.5774	2.0769 1.0377	1.9231 1.3205	2.1818 1.0787	2.1250 1.0247	66	0.8057
Have knowledge about the social economic, and political environment in which the cooperative operates	2.1000 1.2867	2.3333 1.5275	2.0000 1.1547	2.1538 1.0682	1.6667 0.7785	2.5625 1.2093	67	0.4687
Have knowledge about agriculture	3.2000 1.3984	3.3333 0.5774	3.1538 1.5730	3.4615 1.4500	3.0909 1.3751	2.7500 1.7701	66	0.8872
Have experience in other management positions	4.0000 1.0541	3.0000 1.0000	3.3077 1.3775	3.3846 1.3868	3.0000 4.4142	3.6875 1.5798	66	0.5987
Have knowledge about marketing channels	3.9000 1.1972	4.0000 1.7321	4.0769 1.0377	3.2308 1.3009	3.2000 1.5492	3.5000 0.9661	65	0.3926

Table 13.--Continued

Competencies	Commodity						N	F PROB.
	G1	G2	G3	G4	G5	G6		
	Mean S.D.	Mean S.D.	Mean S.D.	Mean S.D.	Mean S.D.	Mean S.D.		
Cooperative Administration Cluster								
know how to manage the cooperative in a participative and democratic structure	2.5000 1.4337	2.6667 2.0817	2.2308 1.4806	2.3846 1.5021	1.8333 1.3371	2.3125 1.3525	67	0.8896
Know how to administer the cooperative as a business and social operation	2.5000 1.6499	3.3333 1.1547	3.0769 1.4412	2.2308 1.1658	1.6364 0.8090	2.1250 1.2583	66	0.0892
Know how to identify alternatives in solving problems	3.0000 1.3333	2.3333 0.5774	2.7692 1.0919	3.6154 1.3253	2.6364 1.4334	3.2500 1.0000	66	0.2889
Know how to assure that the bylaws and regulations of the association are observed by members and employees	3.6000 1.3499	3.0000 2.0000	3.6923 1.4936	3.0000 1.4720	3.1818 1.6624	3.1250 1.6683	66	0.8419
Know how to formulate policies consistent with the objectives of the cooperative	3.4000 1.2649	2.3333 1.1547	3.2308 1.3634	3.4615 1.1266	3.4000 0.9661	3.5625 1.2633	65	0.7230
Decision Making Cluster								
Have initiative and decision making abilities	1.7000 1.0593	1.0000 0.0000	1.7692 1.1658	1.5385 1.1266	1.4545 1.0357	1.5625 0.8139	66	0.8802
Be aware of his authority and responsibilities in legal and social matters	2.5000 1.3540	3.0000 1.7321	2.6154 1.4456	2.3846 1.2609	2.0000 1.1282	2.5625 1.5478	67	0.8358
Know how to make decisions under conditions of risk	3.3000 1.4944	4.0000 1.0000	2.8462 1.4051	3.1538 0.8987	2.6364 1.3618	3.0000 1.3166	66	0.6191
Know how to withstand pressure and remain calm in crisis situations	3.2000 0.9189	3.3333 1.5275	3.8462 0.8987	3.2308 1.4806	2.8000 1.7512	2.9375 1.0626	65	0.4028
Know how to deal with conflict directly and tactfully	4.3000 0.9487	3.6667 0.5774	3.9231 1.0377	4.0769 1.1875	3.0833 1.4434	4.2500 1.0000	67	0.1026

Table 13.--Continued

Competencies	Commodity						N	F PROB.
	G1	G2	G3	G4	G5	G6		
	Mean S.D.	Mean S.D.	Mean S.D.	Mean S.D.	Mean S.D.	Mean S.D.		
Human Resource Management Cluster								
Know how to delegate authority appropriately	1.7000 1.2517	1.0000 0.0000	2.0769 1.3205	1.4615 0.6602	1.3636 0.6742	1.8125 0.9811	66	0.3700
Know how to understand and respond to members' and employees' needs within the limits of bylaws and regulations	2.1000 0.9944	3.0000 1.7321	2.0000 1.2910	1.9231 0.9541	2.0000 0.7385	1.8750 1.1475	67	0.7139
Know how to evaluate performance of employees and the cooperative as a whole	3.6000 1.5055	3.0000 0.0000	3.3077 0.9473	3.6154 1.7097	2.8182 1.7215	2.9375 0.9979	66	0.6014
Know how to coordinate people, activities and facilities	3.5000 0.9718	3.0000 1.0000	3.3077 1.7505	3.4615 0.8771	3.2727 1.1909	4.1250 1.0878	66	0.3826
Know how to ensure employees' good performance	4.1000 0.7379	4.0000 1.0000	3.6154 1.3868	3.9231 0.8623	3.5455 1.2136	3.6875 1.2500	66	0.8515
Membership Relations Cluster								
Assure that the members are the main goal of the organization	1.4000 0.6992	2.3333 1.5275	2.0000 1.2910	1.7692 1.1658	1.7500 0.8660	1.6250 1.2583	67	0.7585
Keep open channel of communication among directors, members and employees	3.3000 1.3375	1.3333 0.5774	2.6154 1.5566	3.0000 1.5811	2.7500 1.4848	2.6875 1.2500	67	0.4263
Instill in members their responsibility for making the cooperative successful	3.0000 1.3333	3.0000 0.0000	3.2308 1.3009	3.0000 1.3540	1.5833 0.7930	3.1250 1.4083	67	0.0193 *
Motivate members to participate in cooperative issues	3.3000 1.3375	3.3333 1.1547	3.0769 1.1875	3.0769 1.2558	3.2727 1.6181	3.1250 1.5864	66	0.9972
Keep members informed about policies and operating practices	4.0000 1.0541	5.0000 0.0000	4.0769 1.0377	3.6923 1.1094	3.2000 1.3984	3.3750 1.2042	65	0.1201

Table 13.--Continued

Competencies	Commodity						N	F PROB.
	G1	G2	G3	G4	G5	G6		
	Mean S.D.	Mean S.D.	Mean S.D.	Mean S.D.	Mean S.D.	Mean S.D.		
Vision Cluster								
Know how to guide directors, employees and members in a clear and complete way	2.7000 1.4944	2.3333 1.5275	2.6923 1.4367	2.7692 1.4806	2.1818 0.9816	2.5625 1.1529	66	0.9064
Keep up-to-date with the economic and social cooperative system	2.2000 1.2293	3.0000 1.0000	2.6923 1.4936	3.0000 1.5275	2.4545 1.4397	2.8750 1.2042	66	0.7440
Display a progressive attitude for the development and expansion of the cooperative	3.2000 0.6325	4.3333 1.1547	2.8462 1.4051	2.3846 1.4456	2.6667 1.6697	2.4375 1.5042	67	0.2635
Promote the educational development of employees and members	3.1000 1.6633	3.0000 1.0000	3.4615 1.4500	3.0000 1.4142	2.6364 1.2863	3.1875 1.3769	66	0.8259
Act as a model influencing positive behaviors of employees and members	3.8000 1.6193	2.3333 2.3094	2.9231 1.5525	3.1538 1.5191	2.7273 1.6181	3.1250 1.7842	66	0.6782
Communication Cluster								
Know how to instill trust	2.9000 1.5239	2.3333 2.3094	2.6154 1.6602	2.4615 1.1983	2.0000 1.1832	2.3125 1.1955	66	0.7706
Know how to deal with people	2.8000 1.3166	2.0000 1.0000	2.3077 1.1094	2.4615 1.5064	2.1667 1.4668	3.0000 1.3166	67	0.5367
Know how to listen critically	2.7000 1.6364	3.6667 1.5275	3.0000 1.4142	2.6923 1.4936	2.2500 0.9653	2.3750 1.3601	67	0.5425
Know how to communicate clearly	2.6000 1.2649	3.3333 1.1547	3.0769 1.0377	2.8462 1.2810	2.2727 1.3484	3.0000 1.4606	66	0.6143
Know how to direct meetings	4.0000 1.1547	3.6667 1.1547	4.0000 1.4142	3.7692 1.6408	3.7500 1.6026	3.3125 1.8154	67	0.8676

Table 13.--Continued

Competencies	Commodity						N	F PROB.
	G1	G2	G3	G4	G5	G6		
	Mean	Mean	Mean	Mean	Mean	Mean		
	S.D.	S.D.	S.D.	S.D.	S.D.	S.D.		
Leadership Cluster								
Be honest, of good character and good reputation	1.7000	1.3333	1.6154	1.6923	2.0000	2.0000	67	0.8965
	0.8233	0.5774	1.1929	1.1094	1.2792	1.5492		
	1.2843							
Have leadership abilities	2.2000	2.0000	2.8462	2.0769	1.6667	2.0625	67	0.1881
	0.9189	1.0000	1.2810	1.1875	0.9847	1.0626		
Have common sense	2.9000	4.0000	3.0769	3.1538	2.0000	2.8750	67	0.1599
	1.5239	1.0000	1.2558	1.3445	1.2060	1.3601		
Have a high capacity to work	3.5000	3.0000	3.0000	3.3077	2.6667	3.2500	67	0.6506
	0.8498	1.0000	0.8165	1.3156	1.4355	1.3904		
Know how to influence	4.7000	4.6667	4.4615	4.0000	3.5833	3.5625	67	0.1257
	0.6749	0.5774	1.0500	1.2247	1.5050	1.5042		

Note: G1= Sugar Cane; G2= "Other"; G3= Coffee; G4= Dairy; G5= Crops/Livestock; G6= Mixed

* : Significant difference at 0.05 and 95% confidence interval

showed a high degree of agreement among the respondents from all six cooperative commodity groups with respect to priority ranking competencies for cooperative presidents. Respondents from Crops/Livestock cooperatives placed higher priority on the above competency with a computed mean score of 1.5833. Each of the other five commodity groups had mean scores within the range of 3.000 to 3.2308.

Cooperatives' Number of Employees

For tabulation purposes, it was decided to combine the four categories of cooperatives' number of employees into two: cooperatives with 100 employees or less, and those with more than 100 employees.

Table 14 displays the results of a t-Test analysis comparing responses of administrators from cooperatives with 100 or less employees and cooperatives with more than 100 employees. The table presents information about the mean, standard deviation, number of respondents, 2 tail probability, and significant differences at the 0.05 level for each competency according to the perceptions of the respondents in each of the two groups.

The only competency that indicated a statistically significant difference between cooperatives with 100 or less employees and those with more than 100 employees was the statement, "Know how to formulate policies consistent with the objectives of the cooperative" in the Cooperative

Table 14.--t-Test analysis of respondents' perception of priority ranking competencies within each of the nine clusters by cooperatives' number of employees

Competencies	Employees				2 Tail Probability
	100 or less		More than 100		
	Mean S.D.	N	Mean S.D.	N	

Foundation of Cooperatives Cluster					
Have cooperative spirit	1.7838 1.2280	37	1.7586 1.1230	29	0.932
know and apply the cooperative philosophy	2.2500 1.1050	36	2.5862 1.0860	29	0.224
Have knowledge about cooperative way of doing business	3.3333 1.0800	33	3.0690 1.4620	29	0.418
Have knowledge about current cooperative legislation	3.2121 1.2190	33	3.4828 1.2990	29	0.401
Know how to defend cooperative interests before governmental institutions	3.7353 1.5240	34	3.5172 1.2990	29	0.547
Overall Knowledge Cluster					
Have knowledge about the coop. administrative, financial and operational structure	2.0278 1.0280	36	1.9655 1.0520	29	0.811
Have knowledge about the social economic, and political environment in which the cooperative operates	2.2973 1.2660	37	1.9655 0.9060	29	0.238
Have knowledge about agriculture	2.9167 1.5560	36	3.3448 1.3960	29	0.253
Have experience in other management positions	3.5833 1.3170	36	3.2414 1.4310	29	0.321
Have knowledge about marketing channels	3.6000 1.1930	35	3.6207 1.2930	29	0.947

Table 14.--Continued

Competencies	Employees				2 Tail Probability
	100 or less		More than 100		
	Mean	N	Mean	N	
	S.D.		S.D.		
Cooperative Administration Cluster					
know how to manage the cooperative in a participative and democratic structure	2.1892	37	2.4138	29	0.525
	1.4310		1.4020		
Know how to administer the cooperative as a business and social operation	2.5000	36	2.2069	29	0.385
	1.2980		1.3980		
Know how to identify alternatives in solving problems	3.2222	36	2.8276	29	0.201
	1.2220		1.2270		
Know how to assure that the bylaws and regulations of the association are observed by members and employees	2.9444	36	3.6552	29	0.061
	1.4720		1.5180		
Know how to formulate policies consistent with the objectives of the cooperative	3.6286	35	3.0345	29	0.048 *
	1.1900		1.1490		
Decision Making Cluster					
Have initiative and decision making abilities	1.6111	36	1.5517	29	0.814
	1.0220		0.9850		
Be aware of his authority and responsibilities in legal and social matters	2.4865	37	2.4138	29	0.831
	1.3460		1.4020		
Know how to make decisions under conditions of risk	3.1389	36	2.8276	29	0.327
	1.3550		1.1360		
Know how to withstand pressure and remain calm in crisis situations	3.0571	35	3.3793	29	0.313
	1.2350		1.2930		
Know how to deal with conflict directly and tactfully	3.9730	37	3.8966	29	0.793
	1.0400		1.3190		

Table 14.--Continued

Competencies	Employees				2 Tail Probability
	100 or less		More than 100		
	Mean S.D.	N	Mean S.D.	N	
Human Resource Management Cluster					
Know how to delegate authority appropriately	1.7778 1.0170	36	1.5517 0.9850	29	0.370
Know how to understand and respond to members' and employees' needs within the limits of bylaws and regulations	1.8919 1.0480	37	2.1724 1.1040	29	0.296
Know how to evaluate performance of employees and the cooperative as a whole	3.1944 1.2830	36	3.2414 1.4550	29	0.891
Know how to coordinate people, activities and facilities	3.5556 1.2520	36	3.5517 1.2130	29	0.990
Know how to ensure employees' good performance	3.8056 1.1910	36	3.6897 1.0040	29	0.677
Membership Relations Cluster					
Assure that the members are the main goal of the organization	1.6216 1.0370	37	1.8621 1.1870	29	0.384
Keep open channel of communication among directors, members, and employees	2.9730 1.3640	37	2.5517 1.5020	29	0.238
Instill in members their responsibility for making the cooperative successful	2.9730 1.3640	37	2.6897 1.2850	29	0.394
Motivate members to participate in cooperative issues	3.0278 1.4640	36	3.3103 1.2280	29	0.409
Keep members informed about policies and operating practices	3.6000 1.1930	35	3.8276 1.1670	29	0.446

Table 14.--Continued

Competencies	Employees				2 Tail Probability
	100 or less		More than 100		
	Mean S.D.	N	Mean S.D.	N	
Vision Cluster					
Know how to guide Directors, employees, and members in a clear and complete way	2.7222 1.3860	36	2.4138 1.1810	29	0.345
Keep up-to-date with the economic and social cooperative system	2.6389 1.4170	36	2.7586 1.3000	29	0.727
Display a progressive attitude for the development and expansion of the cooperative	2.5405 1.3660	37	2.9310 1.4380	29	0.264
Promote the educational development of employees and members	3.1111 1.2600	36	3.1379 1.5290	29	0.938
Act as a model influencing positive behaviors of employees and members	3.2222 1.5880	36	2.8966 1.7180	29	0.431
Communication Cluster					
Know how to instill trust	2.4167 1.3170	36	2.3793 1.3990	29	0.912
Know how to deal with people	2.5946 1.4040	37	2.5172 1.2430	29	0.816
Know how to listen critically	2.5676 1.3650	37	2.7586 1.4310	29	0.582
Know how to communicate clearly	2.8056 1.2830	36	2.8276 1.3110	29	0.946
Know how to direct meetings	3.8108 1.4880	37	3.6207 1.6130	29	0.621

Table 14.--Continued

Competencies	Employees				2 Tail Probability
	100 or less		More than 100		
	Mean	N	Mean	N	
	S.D.		S.D.		
Leadership Cluster					
Be honest, of good character and good reputation	1.8649	37	1.7241	29	0.641
	1.1100		1.3340		
Have leadership abilities	2.1622	37	2.1379	29	0.932
	1.2360		0.9900		
Have common sense	2.9189	37	2.7586	29	0.639
	1.4020		1.3270		
Have a high capacity to work	3.1081	37	3.2069	29	0.741
	1.1000		1.3200		
Know how to influence	4.0270	37	4.0345	29	0.982
	1.3840		1.1800		

* : Significant difference at 0.05 and 95% confidence interval

Administration cluster. The mean score of cooperatives with 100 or less employees for this competency was 3.6286, and for cooperatives with more than 100 employees the mean was 3.0345. All other competencies indicated no significant differences at the 0.05 level on the way cooperative administrators of different organizations' personnel size prioritize each competency.

Cooperatives' Membership

For the purpose of statistical analysis, it was decided to combine membership into two groups: 750 members or less and those with more than 750 members. Table 15 displays the results of a T-test analysis comparing responses of administrators of those two groups.

There was a significant difference at the 0.05 level between the two groups regarding their perception of priority ranking the competency, "Know how to administer the cooperative as a business and social operation" in the Cooperative Administration cluster. Cooperatives with 750 members or more placed higher priority (2.0556) on this competency than cooperatives with less than 750 members (2.7586).

Data from the t-Test analysis for the competency "Know how to make decisions under condition of risk" in the Decision Making cluster, indicated that the mean score of respondents of cooperatives with 750 members or more

Table 15.--t-Test analysis of respondents' perceptions of priority ranking competencies within each of the nine clusters by cooperatives' membership

Competencies	Members					2 Tail Probability
	750 or less		more than 750			
	Mean		Mean			
	S.D.	N	S.D.	N		
Foundation of Cooperatives Cluster						
Have cooperative spirit	1.8667	30	1.6944	36	0.5570	
	1.3830		0.9800			
know and apply the cooperative philosophy	2.5172	29	2.3056	36	0.4450	
	1.0560		1.1420			
Have knowledge about cooperative way of doing business	3.2593	27	3.1714	35	0.7900	
	1.1630		1.3610			
Have knowledge about current cooperative legislation	3.2222	27	3.4286	35	0.5250	
	1.2190		1.2900			
Know how to defend cooperative interests before governmental institutions	3.6071	28	3.6571	35	0.8910	
	1.5710		1.3050			
Overall Knowledge Cluster						
Have knowledge about the coop. administrative, financial and operational structure	2.1014	29	1.9167	36	0.4720	
	1.1130		0.9670			
Have knowledge about the social economic, and political environment in which the cooperative operates	2.1000	30	2.1944	36	0.7370	
	1.1250		1.1420			
Have knowledge about agriculture	2.9667	30	3.2286	35	0.4840	
	1.4020		1.5730			
Have experience in other management positions	3.5333	30	3.3429	35	0.5800	
	1.3830		1.3710			
Have knowledge about marketing channels	3.9310	29	3.3429	35	0.0560	
	1.0330		1.3270			

Table 15.--Continued

Competencies	Members				2 Tail Probability
	750 or less		more than 750		
	Mean		Mean		
	S.D.	N	S.D.	N	

Cooperative Administration Cluster					
know how to manage the cooperative in a participative and democratic structure	2.1333	30	2.4167	36	0.4210
	1.4080		1.4220		
Know how to administer the cooperative as a business and social operation	2.7586	29	2.0556	36	0.0350 *
	1.3000		1.3080		
Know how to identify alternatives in solving problems	3.2333	30	2.8857	35	0.2590
	1.1940		1.2550		
Know how to assure that the bylaws and regulations of the association are observed by members and employees	2.9333	30	3.5429	35	0.1080
	1.5070		1.5020		
Know how to formulate policies consistent with the objectives of the cooperative	3.5172	29	3.2286	35	0.3420
	1.2990		1.1140		
Decision Making Cluster					
Have initiative and decision making abilities	1.5333	30	1.6286	35	0.7050
	1.0420		0.9730		
Be aware of his authority and responsibilities in legal and social matters	2.6000	30	2.3333	36	0.4320
	1.3290		1.3940		
Know how to make decisions under conditions of risk	3.3793	29	2.6944	36	0.0290 *
	1.1780		1.2610		
Know how to withstand pressure and remain calm in crisis situations	3.1379	29	3.2571	35	0.7100
	1.2740		1.2680		
Know how to deal with conflict directly and tactfully	3.9000	30	3.9722	36	0.8040
	1.0940		1.2300		

Table 15.--Continued

Competencies	Members				2 Tail Probability
	750 or less		more than 750		
	Mean		Mean		
	S.D.	N	S.D.	N	
Human Resource Management Cluster					
Know how to delegate authority appropriately	1.7931 1.0480	29	1.5833 0.9670	36	0.4060
Know how to understand and respond to members' and employees' needs within the limits of bylaws and regulations	2.0000 1.1140	30	2.0278 1.0550	36	0.9180
Know how to evaluate performance of employees and the cooperative as a whole	3.0000 1.3650	30	3.4000 1.3330	35	0.2370
Know how to coordinate people, activities and facilities	3.8621 1.0930	29	3.3056 1.2830	36	0.0680
Know how to ensure employees' good performance	3.9333 0.8680	30	3.6000 1.2650	35	0.2280
Membership Relations Cluster					
Assure that the members are the main goal of the organization	1.6000 0.9320	30	1.8333 1.2310	36	0.3960
Keep open channel of communication among directors, members and employees	2.7333 1.1413	30	2.8333 1.4640	36	0.7800
Instill in members their responsibility for making the cooperative successful	3.1333 1.3320	30	2.6111 1.2930	36	0.1120
Motivate members to participate in cooperative issues	3.1667 1.4400	30	3.1429 1.3090	35	0.9450
Keep members informed about policies and operating practices	3.7586 1.0910	29	3.6571 1.2590	35	0.7340

Table 15.--Continued

Competencies	Members				2 Tail Probability
	750 or less		more than 750		
	Mean		Mean		
	S.D.	N	S.D.	N	
Vision Cluster					
Know how to guide Directors, members and employees in a clear and complete way	2.2333 1.2230	30	2.8857 1.3010	35	0.0420 *
Keep up-to-date with the economic and social cooperative system	2.9655 1.4760	29	2.4722 1.2300	36	0.1470
Display a progressive attitude for the development and expansion of the cooperative	2.6667 1.2950	30	2.7500 1.5000	36	0.8120
Promote the educational development of employees and members	3.3333 1.1840	30	2.9429 1.5140	35	0.2570
Act as a model influencing positive behaviors of employees and members	3.3000 1.6220	30	2.8857 1.6590	35	0.3140
Communication Cluster					
Know how to instill trust	2.7000 1.2360	30	2.1429 1.3960	35	0.0960
Know how to deal with people	2.4000 1.3800	30	2.6944 1.2830	36	0.3730
Know how to listen critically	2.5333 1.3830	30	2.7500 1.4020	36	0.5320
Know how to communicate clearly	2.8667 1.2520	30	2.7714 1.3300	35	0.7690
Know how to direct meetings	3.9667 1.4740	30	3.5278 1.5760	36	0.2500

Table 15.--Continued

Competencies	Members				2 Tail Probability
	750 or less		more than 750		
	Mean		Mean		
	S.D.	N	S.D.	N	
Leadership Cluster					
Be honest, of good character and good reputation	1.6667 0.9220	30	1.9167 1.4020	36	0.4060
Have leadership abilities	2.1333 1.1060	30	2.1667 1.1590	36	0.9060
Have common sense	2.8000 1.3490	30	2.8889 1.3890	36	0.7940
Have a high capacity to work	3.4333 1.1040	30	2.9167 1.2280	36	0.0800
Know how to influence	4.3000 1.1490	30	3.8056 1.3690	36	0.1210

* : Significant difference at 0.05 and 95% confidence interval

(2.6944) was significantly lower than that of cooperatives with less than 750 members (3.3793). Respondents from organizations with larger membership placed higher priority on this competency than respondents from smaller organizations.

Data from the t-Test analysis for the competency, "Know how to guide directors, employees, and members in a clear and complete way" in the Vision cluster, showed that respondents from cooperatives with less than 750 members priority ranked this competency higher (2.2333) than cooperatives with 750 or more members (2.8857).

There were no significant differences at the 0.05 level on the way administrators from different sized cooperatives priority ranked other competencies.

PERCEPTIONS ON PRIORITY RANKING COMPETENCIES WITHIN
EACH OF THE NINE CLUSTERS BY COOPERATIVE
ADMINISTRATOR' PERSONAL CHARACTERISTICS

Administrator's Level of Schooling

For analysis purposes, educational level was combined into just two groups of respondents: those with less than a university degree and respondents with a university degree. Upon conducting the t-Test analysis for the competencies within each of the nine clusters, the results showed there were significant differences in the perceptions of priority ranking some of the competencies; these are presented in Table 16

Table 16.--t-Test analysis of respondents' perception of priority ranking competencies
by administrators' level of schooling

Competencies	Less than U.D.		U.D.		2 Tail Probability
	Mean	N	Mean	N	
	S.D.		S.D.		
Foundation of Cooperatives Cluster					
Have cooperative spirit	1.7407 1.1960	27	1.6757 1.0560	37	0.819
know and apply the cooperative philosophy	2.6154 1.3290	26	2.2432 0.8630	37	0.183
Have knowledge about the cooperative way of doing business	3.0833 1.2830	24	3.2778 1.3010	36	0.571
Have knowledge about current cooperative legislation	3.3750 1.3130	24	3.3889 1.2250	36	0.967
Know how to defend cooperative interests before governmental institutions	3.3600 1.4690	25	3.8611 1.3130	36	0.168
Overall Knowledge Cluster					
Have knowledge about the coop. administrative, financial and operational structure	2.1538 1.0840	26	1.8919 1.0220	37	0.332
Have knowledge about the social economic, and political environment in which the cooperative operates	2.3333 1.1770	27	2.0811 1.0900	37	0.380
Have knowledge about agriculture	2.6667 1.5190	27	3.4167 1.4420	36	0.050 *
Have experience in other management positions	3.8148 1.2410	27	3.0833 1.4020	36	0.035 *
Have knowledge about marketing channels	3.5385 1.1400	26	3.6389 1.3130	36	0.755

Table 16.--Continued

Competencies	Less than U.D.		U.D.		2 Tail Probability
	Mean	N	Mean	N	
	S.D.		S.D.		
Cooperative Administration Cluster					
know how to manage the cooperative in a participative and democratic structure	2.5185	27	2.1351	37	0.290
	1.5030		1.3570		
Know how to administer the cooperative as a business and social operation	2.1538	26	2.4865	37	0.338
	1.1560		1.4650		
Know how to identify alternatives in solving problems	3.0741	27	3.0000	36	0.813
	1.2690		1.1950		
Know how to assure that the bylaws and regulations of the association are observed by members and employees	3.0370	27	3.4722	36	0.263
	1.4270		1.5760		
Know how to formulate policies consistent with the objectives of the cooperative	3.7308	26	3.0556	36	0.028 *
	1.2510		1.0940		
Decision Making Cluster					
Have initiative and decision making abilities	1.4074	27	1.6667	36	0.311
	0.7970		1.1210		
Be aware of his authority and responsibilities in legal and social matters	2.7037	27	2.3514	37	0.309
	1.3820		1.3380		
Know how to make decisions under conditions of risk	3.0385	26	2.9459	37	0.775
	1.2160		1.2900		
Know how to withstand pressure and remain calm in crisis situations	2.8846	26	3.4167	36	0.106
	1.0710		1.3810		
Know how to deal with conflict directly and tactfully	4.2222	27	3.7027	37	0.080
	1.1210		1.1750		

Table 16.--Continued

Competencies	Less than U.D.		U.D.		2 Tail Probability
	Mean S.D.	N	Mean S.D.	N	
Human Resource Management Cluster					
Know how to delegate authority appropriately	1.6154 0.8040	26	1.7027 1.1510	37	0.740
Know how to understand and respond to members' and employees' needs within the limits of bylaws and regulations	2.0000 1.2090	27	2.0811 0.9830	37	0.768
Know how to evaluate performance of employees and the cooperative as a whole	3.3333 1.3300	27	3.1389 1.4170	36	0.582
Know how to coordinate people, activities and facilities	3.5769 1.1370	26	3.4595 1.2820	37	0.709
Know how to ensure employees' good performance	3.8519 1.0270	27	3.6667 1.1950	36	0.521
Membership Relations Cluster					
Assure that the members are the main goal of the organization	1.4815 0.9350	27	1.9459 1.2010	37	0.099
Keep open channel of communication among directors, members and employees	2.9630 1.4540	27	2.6486 1.4570	37	0.397
Instill in members their responsibility for making the cooperative successful	3.2963 1.2950	27	2.5135 1.2830	37	0.019 *
Motivate members to participate in cooperative issues	3.1852 1.5200	27	3.1111 1.2370	36	0.832
Keep members informed about policies and operating practices	3.3462 1.0930	26	3.9167 1.2040	36	0.061

Table 16.--Continued

Competencies	Less than U.D.		U.D.		2 Tail Probability
	Mean	N	Mean	N	
	S.D.		S.D.		
Vision Cluster					
Know how to guide Directors employees, and members in a clear and complete way	2.8519 1.1990	27	2.2778 1.2790	36	0.075
Keep up-to-date with the economic and social cooperative system	2.3846 1.3880	26	2.8919 1.3290	37	0.148
Display a progressive attitude for the development and expansion of the cooperative	2.5556 1.3960	27	2.8649 1.4170	37	0.389
Promote the educational development of employees and members	3.1111 1.4760	27	3.0833 1.3170	36	0.938
Act as a model influencing positive behaviors of employees and members	3.3704 1.5230	27	2.9444 1.7230	36	0.312
Communication Cluster					
Know how to instill trust	2.6667 1.5930	27	2.2500 1.1310	36	0.229
Know how to deal with people	2.8519 1.4060	27	2.3243 1.2480	37	0.119
Know how to listen critically	2.3333 1.3300	27	2.8649 1.4370	37	0.137
Know how to communicate clearly	2.7037 1.1710	27	2.8056 1.3480	36	0.755
Know how to direct meetings	3.7037 1.5140	27	3.7838 1.5300	37	0.836

Table 16.--Continued

Competencies	Less than U.D.		U.D.		2 Tail Probability
	Mean	N	Mean	N	
	S.D.		S.D.		
Leadership Cluster					
Be honest, of good character and good reputation	1.8519	27	1.8108	37	0.895
	1.1670		1.2660		
Have leadership abilities	2.1852	27	2.0811	37	0.717
	1.2410		1.0380		
Have common sense	2.9259	27	2.7568	37	0.625
	1.2690		1.4220		
Have a high capacity to work	3.1852	27	3.1351	37	0.872
	1.2410		1.2060		
Know how to influence	4.1111	27	3.9455	37	0.620
	1.3110		1.3110		

Note: U.D. = University Degree

* : Significant difference at 0.05 and 95% confidence interval

Statistical data showed that administrators without a university degree placed significantly higher priority (2.6667) on the competency, "Knowledge about Agriculture" in the Overall Knowledge cluster than administrators with more education (3.4167).

Cooperative administrators with a university degree placed significantly higher priority (3.0833) on the competency, "Have experience in other management positions" in the Overall Knowledge cluster than cooperative administrators without a university degree (3.8148).

On the competency, "Know how to formulate policies consistent with the objectives of the cooperative" in the Cooperative Administration cluster, the results showed that there was a significant difference between the groups. Administrators with a university degree priority ranked this competency higher (3.0556) than administrators with less than a university degree (3.7308).

Administrators with a university degree placed a significantly higher priority (2.5135) on the competency, "Instill in members their responsibility for making the cooperative successful" than did administrators with less than a university degree (3.2963).

There were no significant differences on the way cooperative administrators with different level of schooling perceived the importance of other competencies within the nine clusters.

Administrator's Years of Experience

For statistical purposes the respondents' answers were combined into two groups of administrators, those with ten years of experience or less and those with more than ten years of experience. Results from the t-Test analysis comparing the perceptions of these two groups of cooperative administrators are presented in Table 17.

The only competency that had significant difference at the 0.05 level between the groups was "Keep up-to-date with the economic and social cooperative system" in the Vision cluster. Administrators with more than ten years of experience placed significantly higher priority (2.3182) on this competency than administrators with less years of experience (3.4762).

Administrator's Training Programs Attended

For statistical purposes, the responses were combined into two groups of administrators, those who had attended no training and those administrators who attended at least one training program. Table 18 shows that there was no significant difference at the 0.05 level between the perceptions of cooperative administrators who attended at least one training program and those who had not attended any.

Table 17.--t-Test analysis of respondents' perceptions of priority ranking competencies within each of the nine clusters by administrators' years of experience

Competencies	Experience				2 Tail Probability
	10 Years or less		More than 10 Years		
	Mean	N	Mean	N	
	S.D.		S.D.		
Foundation of Cooperatives Cluster					
Have cooperative spirit	1.7273 1.2410	22	1.7955 1.1530	44	0.8260
know and apply the cooperative philosophy	2.3636 0.9530	22	2.4186 1.1800	43	0.8510
Have knowledge about cooperative way of doing business	3.1500 1.2680	20	3.2381 1.2840	42	0.8010
Have knowledge about current cooperative legislation	3.4000 1.2730	20	3.3095 1.2590	42	0.7930
Know how to defend cooperative interests before governmental institutions	3.8095 1.4010	21	3.5476 1.4350	42	0.4940
Overall Knowledge Cluster					
Have knowledge about the coop. administrative, financial and operational structure	1.9524 0.9730	21	2.0227 1.0670	44	0.7990
Have knowledge about the social economic, and political environment in which the cooperative operates	2.0909 1.1090	22	2.1818 1.1470	44	0.7600
Have knowledge about agriculture	3.0909 1.5710	22	3.1163 1.4670	43	0.9490
Have experience in other management positions	3.5455 1.2990	22	3.3721 1.4150	43	0.6330
Have knowledge about marketing channels	3.6667 1.0650	21	3.5814 1.3140	43	0.7970

Table 17.--Continued

Competencies	Experience				2 Tail Probability
	10 Years or less		More than 10 Years		
	Mean		Mean		
	S.D.	N	S.D.	N	
Cooperative Administration Cluster					
know how to manage the cooperative in a participative and democratic structure	2.1818	22	2.3409	44	0.6690
	1.4020		1.4300		
Know how to administer the cooperative as a business and social operation	2.3333	21	2.3864	44	0.8830
	1.3170		1.3680		
Know how to identify alternatives in solving problems	3.2273	22	2.9535	43	0.4000
	1.2320		1.2340		
Know how to assure that the bylaws and regulations of the association are observed by members and employees	3.3636	22	3.2093	43	0.7020
	1.4970		1.5520		
Know how to formulate policies consistent with the objectives of the cooperative	3.4762	21	3.3023	43	0.5900
	1.1670		1.2250		
Decision Making Cluster					
Have initiative and decision making abilities	1.6818	22	1.5349	43	0.5790
	1.1290		0.9350		
Be aware of his authority and responsibilities in legal and social matters	2.8636	22	2.2500	44	0.0840
	1.4900		1.2600		
Know how to make decisions under conditions of risk	3.4286	21	2.7955	44	0.0580
	1.2480		1.2310		
Know how to withstand pressure and remain calm in crisis situations	2.9524	21	3.3256	43	0.2700
	1.3960		1.1900		
Know how to deal with conflict directly and tactfully	3.5909	22	4.1136	44	0.0850
	1.0980		1.1660		

Table 17.--Continued

Competencies	Experience				2 Tail Probability
	10 Years or less		More than 10 Years		
	Mean		Mean		
	S.D.	N	S.D.	N	
Human Resource Management Cluster					
Know how to delegate authority appropriately	1.6667 0.8560	21	1.6818 1.0730	44	0.9550
Know how to understand and respond to members' and employees' needs within the limits of bylaws and regulations	2.1364 1.2830	22	1.9545 0.9630	44	0.5210
Know how to evaluate performance of employees and the cooperative as a whole	3.0455 1.3970	22	3.3023 1.3370	43	0.4730
Know how to coordinate people, activities and facilities	3.5714 1.3630	21	3.5455 1.1700	44	0.9370
Know how to ensure employees' good performance	3.6364 1.2930	22	3.8140 1.0060	43	0.5440
Membership Relations Cluster					
Assure that the members are the main goal of the organization	1.9091 1.1920	22	1.6364 1.0590	44	0.3480
Keep open channel of communication among directors, members and employees	2.5909 1.4030	22	2.8864 1.4500	44	0.4330
Instill in members their responsibility for making the cooperative successful	3.0000 1.3090	22	2.7727 1.3440	44	0.5160
Motivate members to participate in cooperative issues	3.1818 1.4350	22	3.1395 1.3380	43	0.9070
Maintain members informed about policies and operating practices	3.8571 1.1530	21	3.6279 1.1960	43	0.4690

Table 17.--Continued

Competencies	Experience				2 Tail Probability
	10 Years or less		More than 10 Years		
	Mean S.D.	N	Mean S.D.	N	
Vision Cluster					
Know how to guide Directors, employees and members in a clear and complete way	2.3182 1.2870	22	2.7209 1.2970	43	0.2390
Keep up-to-date with the economic and social cooperative system	3.4762 1.2500	21	2.3182 1.2520	44	0.0010 *
Display a progressive attitude for the development and expansion of the cooperative	2.6364 1.4650	22	2.7500 1.3830	44	0.7590
Promote the educational development of employees and members	3.0909 1.3060	22	3.1395 1.4240	43	0.8940
Act as a model influencing positive behaviors of employees and members	3.0909 1.6010	22	3.0698 1.6820	43	0.9610
Communication Cluster					
Know how to instill trust	2.6364 1.2930	22	2.2791 1.3680	43	0.3140
Know how to deal with people	2.6364 1.1770	22	2.5227 1.4060	44	0.7460
Know how to listen critically	2.5909 1.5630	22	2.6818 1.3080	44	0.8040
Know how to communicate clearly	2.5455 1.2620	22	2.9535 1.2900	43	0.2290
Know how to direct meetings	4.1364 1.3560	22	3.5227 1.5920	44	0.1270

Table 17.--Continued

Competencies	Experience				2 Tail Probability
	10 Years or less		More than 10 Years		
	Mean		Mean		
	S.D.	N	S.D.	N	
Leadership Cluster					
Be honest, of good character and good reputation	1.9091 1.3060	22	1.7500 1.1640	44	0.6170
Have leadership abilities	2.3182 1.1710	22	2.0682 1.1080	44	0.4000
Have common sense	2.9545 1.3970	22	2.7955 1.3570	44	0.6580
Have a high capacity to work	3.2273 1.1520	22	3.1136 1.2240	44	0.7180
Know how to influence	4.1364 1.2070	22	3.9773 1.3380	44	0.6400

* : Significant difference at 0.05 and 95% confidence interval

Table 18.--t-Test analysis of respondents' perceptions of priority ranking competencies within each of the nine clusters by administrators' number of training programs attended

Competencies	Training Attended				
	None		One or More		2 Tail Probability
	S.D.	N	S.D.	N	
Foundation of Cooperatives Cluster					
Have cooperative spirit	1.7353 1.2860	34	1.8387 1.0680	31	0.727
know and apply the cooperative philosophy	2.5000 1.1350	34	2.2903 1.0710	31	0.448
Have knowledge about cooperative way of doing business	3.4242 1.2750	33	2.9655 1.2390	29	0.157
Have knowledge about current cooperative legislation	3.1818 1.1310	33	3.5172 1.3790	29	0.297
Know how to defend cooperative interests before governmental institutions	3.4545 1.5430	33	3.8333 1.2620	30	0.293
Overall Knowledge Cluster					
Have knowledge about the coop. administrative, financial and operational structure	1.9706 1.0000	34	2.0333 1.0980	30	0.812
Have knowledge about the social economic, and political environment in which the cooperative operates	2.2647 1.1630	34	2.0000 1.0950	31	0.350
Have knowledge about agriculture	3.2353 1.4370	34	3.0333 1.5420	30	0.590
Have experience in other management positions	3.5294 1.3310	34	3.2667 1.4130	30	0.447
Have knowledge about marketing channels	3.5294 1.3080	34	3.7241 1.1620	29	0.538

Table 18.--Continued

Competencies	Training Attended				2 Tail Probability
	None		One or More		
	Mean S.D.	N	Mean S.D.	N	
Cooperative Administration Cluster					
know how to manage the cooperative in a participative and democratic structure	2.4118 1.5400	34	2.1290 1.2840	31	0.427
Know how to administer the cooperative as a business and social operation	2.4118 1.3050	34	2.3667 1.4020	30	0.894
Know how to identify alternatives in solving problems	2.8824 1.1220	34	3.2000 1.3490	30	0.308
Know how to assure that the bylaws and regulations of the association are observed by members and employees	3.2353 1.5770	34	3.3333 1.4930	30	0.800
Know how to formulate policies consistent with the objectives of the cooperative	3.5588 1.2110	34	3.0690 1.1320	29	0.104
Decision Making Cluster					
Have initiative and decision making abilities	1.6765 1.0930	34	1.5000 0.9000	30	0.487
Be aware of his authority and responsibilities in legal and social matters	2.4118 1.2340	34	2.5161 1.5250	31	0.762
Know how to make decisions under conditions of risk	3.1765 1.3590	34	2.7333 1.0810	30	0.158
Know how to withstand pressure and remain calm in crisis situations	2.9412 1.2780	34	3.5172 1.2140	29	0.073
Know how to deal with conflict directly and tactfully	4.0294 1.0167	34	3.8387 1.1860	31	0.516

Table 18.--Continued

Competencies	Training Attended					2 Tail Probability
	None		One or More			
	Mean S.D.	N	Mean S.D.	N		
Human Resource Management Cluster						
Know how to delegate authority appropriately	1.5882 0.8920	34	1.8000 1.1260	30	0.405	
Know how to understand and respond to members' and employees' needs within the limits of bylaws and regulations	1.9412 1.0130	34	2.0968 1.1650	31	0.567	
Know how to evaluate performance of employees and the cooperative as a whole	3.3235 1.3190	34	3.0667 1.4130	30	0.455	
Know how to coordinate people, activities and facilities	3.7941 1.0670	34	3.2333 1.3310	30	0.066	
Know how to ensure employees' good performance	3.9118 0.8660	34	3.6000 1.3290	30	0.265	
Membership Relations Cluster						
Assure that the members are the main goal of the organization	1.6471 1.1250	34	1.8387 1.0980	31	0.490	
Keep open channel of communication among directors, members and employees	2.7353 1.3770	34	2.8065 1.5150	31	0.843	
Instill in members their responsibility for making the cooperative successful	3.1471 1.3950	34	2.5161 1.2080	31	0.057	
Motivate members to participate in cooperative issues	3.0000 1.3030	34	3.2667 1.4130	30	0.435	
Keep members informed about policies and operating practices	3.7647 1.1560	34	3.6897 1.1980	29	0.801	

Table 18.--Continued

Competencies	Training Attended				2 Tail Probability
	None		One or More		
	Mean S.D.	N	Mean S.D.	N	
Vision Cluster					
Know how to guide Directors members and employees in a clear and complete way	2.5000 1.3540	34	2.6667 1.2690	30	0.615
Keep up-to-date with the economic and social cooperative system	2.8529 1.3510	34	2.5333 1.3830	30	0.354
Display a progressive attitude for the development and expansion of the cooperative	2.8529 1.2820	34	2.6129 1.5200	31	0.493
Promote the educational development of employees and members	3.2059 1.4930	34	3.0000 1.2590	30	0.556
Act as a model influencing positive behaviors of employees and members	3.0294 1.5860	34	3.0667 1.7210	30	0.928
Communication Cluster					
Know how to instill trust	2.6471 1.4330	34	2.1667 1.2060	30	0.155
Know how to deal with people	2.4706 1.2850	34	2.5806 1.3360	31	0.736
Know how to listen critically	2.8235 1.4450	34	2.4839 1.3380	31	0.331
Know how to communicate clearly	2.7059 1.2680	34	2.9333 1.3370	30	0.488
Know how to direct meetings	3.5882 1.5980	34	3.8710 1.5000	31	0.466

Table 18.--Continued

Competencies	Training Attended				2 Tail Probability
	None		One or More		
	Mean S.D.	N	Mean S.D.	N	
Leadership Cluster					
Be honest, of good character and good reputation	1.6765 1.1210	34	1.9355 1.3150	31	0.395
Have leadership abilities	2.2941 1.1690	34	2.0323 1.0800	31	0.353
Have a common sense	2.9412 1.4550	34	2.7419 1.2900	31	0.563
Have high capacity to work	3.0588 1.0990	34	3.1935 1.2760	31	0.649
Know how to influence	4.1471 1.2580	34	3.9032 1.3500	31	0.454

DESCRIPTION OF OUTSTANDING PRESIDENTS

The nominated presidents who responded to this questionnaire survey provided information about the following organizational and personal characteristics of their organizations and themselves: (1) commodity, (2) number of employees, (3) membership, (4) president's level of schooling, (5) president's years of experience, and (6) president's participation in training programs. The summary of the outstanding presidents' characteristics are displayed in Table 19. Following is a brief discussion of the important aspects of these characteristics.

It appears that the cooperatives' commodity was not a factor in determining best presidents, since every cooperative commodity group was represented by at least one outstanding president, except the Sugar Cane cooperatives.

The majority of outstanding presidents, six of the seven (85.7 percent) belonged to a cooperative with more than 100 employees; one of the seven (14.3 percent) belonged to a cooperative with 51 - 100 employees.

Of the seven outstanding presidents, six (85.7 percent) belonged to cooperatives with 750 members or more, one of the seven (14.3 percent) belonged to a cooperative with less than 150 members.

Of the seven outstanding presidents, four (57.1 percent) had university degrees, one (14.3 percent) had a primary school degree, one (14.3 percent) had a high school

Table 19.--Characteristics of nominated outstanding presidents responding to the survey

Number of points earned	Cooperative commodity	Cooperative number of employees	Cooperative membership size	Level of Schooling	Years of experience	Training
23	Coffee	> 100	> 750	University (Agronomy)	> 10	> 2
20	Mixed	> 100	> 750	High School	> 10	> 2
16	"Other"	> 100	< 150	Technical (Agriculture)	3 - 4	1
14	Coffee	> 100	> 750	University (Chemistry)	5 - 10	none
9	Crops/Livestock	51 - 100	> 750	University (Law)	> 10	1
9	Dairy	> 100	> 750	Primary	5 - 10	2
9	Mixed	> 100	> 750	University (Law)	> 10	> 2

degree, and one (14.3 percent) had a technical school degree.

Of the seven outstanding presidents, four (57 percent) had more than ten years of experience, and none with less than three years of experience.

Of the seven, four (57 percent) had attended at least two training programs; two of the seven (28 percent) had attended one, and only one (14 percent) had never attended any training program.

PERCEPTIONS OF OUTSTANDING PRESIDENTS ON PRIORITY RANKING COMPETENCIES WITHIN THE NINE CLUSTERS

Table 20 displays the results of a t-Test analysis comparing responses from the average presidents and the seven cooperatives' presidents nominated as outstanding.

There was a significant difference between the two groups regarding their perceptions on priority ranking the competency, "Have knowledge about current cooperative legislation" in the Foundation of Cooperative cluster. The average presidents placed higher priority on this competency (3.1400) than the outstanding presidents (4.2857).

There was a significant difference between the two groups regarding their perceptions on priority ranking the competency, "Know how to communicate clearly" in the Communication cluster. The average presidents placed higher priority on this competency (2.7500) than the outstanding presidents (4.0000).

Table 20.--t-Test analysis of outstanding and average presidents' perceptions of priority ranking competencies within each of the nine clusters

Competencies	Outstanding		Average		2 Tail N Probability
	Mean S.D.	N	Mean S.D.	N	
Foundation of Cooperatives Cluster					
Have cooperative spirit	1.2857 0.4880	7	1.8679 1.2560	53	0.232
know and apply the cooperative philosophy	2.2857 0.7560	7	2.4340 1.1350	53	0.739
Have knowledge of cooperative way of doing business	3.5714 1.1340	7	3.1000 1.2820	50	0.360
Have knowledge of current cooperative legislation	4.2857 0.7560	7	3.1400 1.2460	50	0.022 *
Know how to defend cooperative interests before governmental institutions	3.5714 1.5120	7	3.1000 1.2820	50	0.360
Overall Knowledge Cluster					
Have knowledge of the coop. administrative, financial and operational structure	2.2857 1.3800	7	1.9615 0.9890	52	0.441
Have knowledge of the social economic, and political environment in which the cooperative operates	2.0000 0.5770	7	2.0943 1.1650	53	0.835
Have knowledge of agriculture	2.8571 1.6760	7	3.2115 1.4460	52	0.552
Have experience in other management positions	3.5714 1.3970	7	3.7059 1.4460	51	0.819
Have knowledge of marketing channels	4.2857 0.7560	7	3.4706 1.2550	51	0.101

Table 20.--Continued

Competencies	Outstanding		Average		2 Tail N Probability
	Mean S.D.	N	Mean S.D.	N	
Cooperative Administration Cluster					
know how to manage the cooperative in a participative and democratic structure	2.4286	7	2.2830	53	0.807
	1.3970		1.4860		
Know how to administer the cooperative as a business and social operation	2.5714	7	2.3269	52	0.650
	1.6180		1.2940		
Know how to identify alternatives in solving problems	3.0000	7	3.0385	52	0.940
	1.4140		1.2360		
Know how to assure that the bylaws and regulations of the association are observed by members and employees	3.5714	7	3.2885	52	0.641
	1.2720		1.5250		
Know how to formulate policies consistent with the objectives of the cooperative	3.4286	7	3.3725	51	0.910
	1.5120		1.1830		
Decision Making Cluster					
Have initiative and decision making abilities	1.4286	7	1.6154	52	0.642
	0.5350		1.0320		
Be aware of his authority and responsibilities in legal and social matters	3.0000	7	2.3774	53	0.275
	1.9150		1.3330		
Know how to make decisions under conditions of risk	3.1429	7	3.0000	52	0.784
	1.0690		1.3140		
Know how to withstand pressure and remain calm in crisis situations	3.8571	7	3.1176	51	0.140
	1.0690		1.2430		
Know how to deal with conflict directly and tactfully	3.5714	7	3.9245	53	0.467
	1.1340		1.2070		

Table 20.--Continued

Competencies	Outstanding		Average		2 Tail Probability
	Mean S.D.	N	Mean S.D.	N	
Human Resource Management Cluster					
Know how to delegate authority appropriately	1.5714 1.1340	7	1.6923 0.9810	52	0.765
Know how to understand and respond to members' and employees' needs within the limits of bylaws and regulations	2.7143 1.7040	7	1.8868 0.9540	53	0.056
Know how to evaluate performance of employees and the cooperative as a whole	3.0000 0.8160	7	3.2692 1.4430	52	0.632
Know how to coordinate people, activities and facilities	3.5714 1.2720	7	3.5577 1.2110	52	0.978
Know how to ensure employees' good performance	4.1429 0.9000	7	3.6923 1.1640	52	0.330
Membership Relations Cluster					
Assure that the members are the main goal of the organization	2.1429 1.4640	7	1.7170 1.0630	53	0.345
Keep open channel of communication among directors, members and employees	2.0000 1.1550	7	2.8868 1.4320	53	0.120
Instill in members their responsibility for making the cooperative successful	2.8571 1.3450	7	2.8491 1.3780	53	0.988
Motivate members to participate in cooperative issues	4.0000 1.1550	7	3.0385 1.3570	52	0.079
Keep members informed about policies and operating practices	4.0000 0.8160	7	3.6863 1.2080	51	0.510

Table 20.--Continued

Competencies	Outstanding		Average		2 Tail N Probability
	Mean S.D.	N	Mean S.D.	N	
Vision Cluster					
Know how to guide Directors, members and employees in a clear and complete way	2.5714 1.1340	7	2.5577 1.3050	52	0.979
Keep up-to-date with the economic and social cooperative system	3.1429 0.6900	7	2.6923 1.4760	52	0.432
Display a progressive attitude for the development and expansion of the cooperative	2.8571 1.5740	7	2.6604 1.3720	53	0.727
Promote the educational development of employees and members	2.4286 1.6180	7	3.2308 1.3520	52	0.155
Act as a model influencing positive behaviors of employees and members	4.0000 1.7320	7	2.9615 1.5960	52	0.115
Communication Cluster					
Know how to instill trust	1.8571 1.4640	7	2.5769 1.3340	52	0.190
Know how to deal with people	3.0000 1.0000	7	2.4340 1.3660	53	0.295
Know how to listen critically	2.0000 0.5770	7	2.6038 1.4460	53	0.282
Know how to communicate clearly	4.0000 0.5770	7	2.7500 1.2660	52	0.013 *
Know how to direct meetings	4.1429 1.5740	7	3.6981 1.5260	53	0.473

Table 20.--Continued

Competencies	Outstanding		Average		2 Tail Probability
	Mean S.D.	N	Mean S.D.	N	
Leadership Cluster					
Be honest, of good character and good reputation	2.4286	7	1.6226	53	0.070
	1.6180		1.0040		
Have leadership abilities	1.8571	7	2.2830	53	0.358
	1.0690		1.1500		
Have good sense	2.4286	7	2.9434	53	0.349
	0.7870		1.4060		
Have a high capacity to work	4.0000	7	3.0000	53	0.032 *
	1.0000		1.1440		
Know how to influence	4.2857	7	4.0755	53	0.688
	0.9510		1.3280		

* : Significant difference at 0.05 and 95% confidence interval

The competency that also indicated a significantly difference between the two groups was "Have a high capacity to work" in the Leadership cluster. The average presidents placed higher priority on this competency (3.0000) than did the outstanding presidents (4.0000).

SUMMARY OF WRITTEN COMMENTS

Additional Competencies

At the end of Part I of the questionnaire respondents were encouraged to mention additional competencies that were not included in the study. Following are some of the additional competencies cited:

- . Know how to adopt an organizational view of the business, be impartial and without paternalism;
- . Be optimistic and believe in God;
- . Be a business man;
- . Prioritize cooperative education;
- . Have no ambitions for himself.

Duties and Responsibilities of a Cooperative President

The third part of the questionnaire asked opinions of the respondents concerning the responsibilities and duties of a cooperative president. Of the sixty-seven respondents, fifty-three (79 percent) provided a written response to the statement: "What do you consider the most important duties and responsibilities of a president of an agricultural

cooperative?" Respondents' comments are presented in Appendix C. Following are a few of the most important duties and responsibilities mentioned most often.

- Administering the cooperative with honesty and hard work.
- Fulfilling the cooperatives' bylaws and regulations, and applying them for good understanding between, Board of Directors, members, and employees.
- Having a cooperative spirit and following the cooperative philosophy.
- Knowing how to organize, coordinate, and recruit a hard working team.

Other comments were that the president should have initiative, inspire trust, be able to make decisions, promote the economic and social development of the cooperative, and be able to respond to the needs of all members; treating them equally and fairly regardless of economic or social status.

Of the respondents, two commented that the president administer the cooperative as a social organization above personal interests. A representative comment was: "Be aware that you are a president for a certain period of time and the cooperative is not your property, it belongs to all the members to whom you are administering for a determined period of time."

One respondent believed that the cooperative president

should have knowledge about agriculture, he wrote: "... It is essential to have knowledge about agriculture in order to understand the cooperatives' members and their needs. There are cases where the president has a university degree but does not know anything about agriculture."

The Criteria of Nominating Outstanding Presidents

In Part III of the questionnaire, the respondents were asked to nominate five outstanding presidents. Although the format of the questionnaire did not include a space for comments, some respondents chose to give additional information about their criteria for nominating an outstanding president or an explanation as to why they had chosen not to nominate any one.

One respondent said: "The criteria chosen to select the outstanding presidents was based on the size of the cooperative and the number of times the president has been reelected". Others indicated a totally negative attitude toward the idea of nominating outstanding presidents by crossing out the space.

Another respondent mentioned that the reason he was not going to answer to this question was that he had been involved with cooperative administration for only a short time and was unprepared to make a fair nomination. Another respondent wrote: " Since I personally have more contact with presidents of dairy cooperatives, and I do not know

presidents of other cooperatives, I will not nominate any name in order to not commit an injustice."

There were indications that some respondents had taken a considerable amount of time completing this question. One respondent, who did not nominate an outstanding president, wrote: "Every person who believes and dedicates himself to the cooperative doctrine in its fullest sense of the word stands out in the community. It does not matter if his organization is small or large, powerful or not; it does not matter if his cultural level is high or not, if his acts are great or simple; what really matters is that he is defending the interests of the whole group, without advocating his own causes -- and this ennobles the person. For this reason, in my opinion, from the humblest to the wittiest, all of them are outstanding."

General Comments About the Questionnaire

Some respondents chose to give their comments about the questionnaire in the blank space left on the last page. One respondent congratulated the work being done on this subject. Another respondent chose to give feedback on his responses. He wrote: "In many situations we are not able to be the mirror of our response to this questionnaire, in a country such as Brazil, where there is no security in the agricultural sector. Despite the fact that we are aware of the main goal of cooperatives -- the members -- we cannot

think of cooperatives without giving a special consideration to the business organizations that they are also. At the end of the year, when it is time to present the financial report, we have to show evidence of economic good standing or provide patronage refunds. After all, it is hard or even impossible to share losses".

CHAPTER V
SUMMARY, RESEARCH FINDINGS, CONCLUSIONS,
AND RECOMMENDATIONS

Cooperatives in the State of São Paulo are becoming larger and business operations, consequently, are becoming more technical and complex. This mandates a change in management techniques and procedures. Presidents, who are the farmers themselves, need to continually develop their administrative skills oriented to business and social organizations.

Effective training programs can respond to such needs through the inclusion of high priority competencies in the program content. Through an extensive review of the literature, this study determined essential competencies needed to administer the cooperative organizations. Those competencies were organized into nine clusters, which key people in the administration of cooperatives were asked to priority rank those competencies in order of importance.

Cooperatives of six commodity groups were represented in the survey population: Coffee, Dairy, Crops/Livestock, Sugar Cane, Mixed, and "Other" cooperatives. Also, cooperatives with different personnel, and membership sizes

were represented in the survey population, along with administrators with different levels of schooling, years of experience, and number of training programs attended.

Of the questionnaires mailed to cooperative administrators, seventy-four were returned (49 percent response rate); however, some of the respondents misunderstood the correct way to answer Part I of the survey. Therefore, for analysis purposes of Part I and Part II, only the sixty-seven correctly answered questionnaires (44 percent response rate) were used. The data were analyzed using: (1) frequencies, percent, mean, and standard deviation, (2) cross-tabulation, and (3) One-Way Analysis of Variance (ANOVA), t-Test, and Friedman's Analysis of Variance for ranked data.

In order to utilize the valuable information provided, all seventy-four questionnaires returned were used in Part III. In this part of the questionnaire, the respondents were asked their opinions on the most important duties and responsibilities of a cooperative president and to also name five outstanding presidents in the State of São Paulo.

RESEARCH FINDINGS

A summary of the research findings is presented within each frame of the research question.

Research Question # 1: What are the organizational and personal characteristics of the survey population?

Most of the cooperatives in the State of São Paulo, Brazil have more than fifty employees (65.1 percent) and more than 750 members (54.5 percent). Coffee cooperatives are the largest organizations in terms of the number of employees and membership. More than half the Coffee cooperatives (61.5 percent) reported having more than 100 employees, and 84.6 percent reported having more than 750 members. On the other hand, Mixed cooperatives are the smallest organizations in terms of number of employees and membership. Fifty percent of the Mixed cooperatives reported having less than twenty employees and 56.2 percent reported having less than 300 members. Dairy cooperatives have the highest employee-member ratio.

Most administrators of cooperatives in the State of São Paulo, Brazil have university degrees (57.8 percent), at least five years of experience as cooperative administrators (66.7 percent) and have never attended a training program (52.3 percent). Almost half (40 percent) of the administrators with university degrees have graduated from law school.

The great majority (70 percent or more) of the administrators of Coffee, Crops/Livestock, and Sugar Cane cooperatives have university degrees. On the other hand, Mixed cooperatives have the least number of administrators with University degrees (26.6 percent) and the most with

middle school education (40 percent). No wide variations were found among administrators based on years of experience. Dairy cooperatives' administrators have received the most training; 61.5 percent of them have attended two or more training programs, while more than one-half of the administrators of other cooperatives have never participated in any training program.

Research Question # 2: What are the opinions of members of the survey population regarding priority ranking competencies for an agricultural cooperative president?

Cooperative administrators ranked the following competencies as the highest priority competency of each cluster:

<u>Foundation of Cooperatives:</u>	Have cooperative spirit
<u>Overall Knowledge:</u>	Have knowledge about the cooperative administrative, financial and operational structure
<u>Cooperative Administration:</u>	Know how to manage the cooperative in a participative and democratic structure
<u>Decision Making:</u>	Have initiative and decision making abilities
<u>Human Resource Management:</u>	Know how to delegate authority appropriately
<u>Membership Relations:</u>	Assure that the members are the main goal of the organization
<u>Vision:</u>	Know how to guide other directors, employees and members in a clear and complete way

<u>Communication:</u>	Know how to instill trust
<u>Leadership:</u>	Be honest, of good character and reputation

Research Question # 3: Are there significant differences between members of the survey population regarding priority ranking competencies for cooperative presidents?

Friedman's Analysis of Variance revealed that there were statistical differences at the 0.05 level and 95 percent confidence interval in the way respondents priority ranked competencies in eight of the nine clusters. The Vision cluster was the only cluster with no significant difference in priority ranking competencies. However, further analysis (T-test analysis by cooperative' membership in Table 15, and T-test analysis by administrators' years of experience in Table 17) revealed significant differences in the way respondents priority ranked some competencies. This may be attributed to the fact that Friedman's Analysis of Variance test did not detect differences that were scattered, while more specific analyses detected concentrated differences.

Research Question # 4: Are there significant differences between members of the survey population regarding priority ranking competencies for cooperative presidents that can be attributed to organizational characteristics (commodity of the cooperative, number of employees, and membership size)?

ANOVA and t-Test analyses were conducted to determine whether there were significant differences in priority

ranking competencies between groups of key organizational characteristics. The analysis revealed that there were statistically significant differences at the 0.05 level regarding priority ranking in the following groups:

1. Respondents from the Crops/Livestock cooperatives placed higher priority on the following competency than respondents of other cooperative commodities: "Instill in members their responsibility for making the cooperative successful" in the Membership Relations cluster.

2. Respondents from cooperatives with more than 100 employees placed higher priority on the following competency than respondents from cooperatives with 100 or less employees: "Know how to formulate policies consistent with the objectives of the cooperative" in the Cooperative Administration cluster.

3. Respondents from cooperatives with 750 members or more placed higher priority than respondents from cooperatives with less than 750 members on the following competencies: "Know how to administer the cooperative as a business and social operations" in the Cooperative Administration cluster; and "Know how to make decisions under conditions of risk" in the Decision Making cluster. On the other hand, respondents from cooperatives with less than 750 members

placed higher priority on the following competency than respondents from cooperatives with 750 members or more:

"Know how to guide other directors, employees, and members in a clear and complete way" in the Vision cluster.

Research Question # 5: Are there significant differences between members of the survey population regarding priority ranking competencies that can be attributed to administrators' personal characteristics (level of schooling, years of experience, number of training programs attended)?

t-Tests were conducted to determine whether there were significant differences in priority ranking competencies between groups of key administrators' personal characteristics. The analysis revealed that there were statistically significant differences at the 0.05 level in the following groups:

1. Respondents without university degrees placed higher priority than respondents with university degree on the following competency: "Knowledge about agriculture" in the Overall Knowledge cluster. On the other hand, respondents with university degrees placed higher priority than respondents without university degrees on the following competencies: "Have experience in other management positions" in the Overall Knowledge cluster; "Know how to formulate policies consistent with the objectives of the cooperative" in the Cooperative Administration cluster; and "Instill in members their responsibility for making the

cooperative successful" in the Membership Relations cluster.

2. Respondents with more than ten years of experience placed higher priority than respondents with less years of experience on only one competency: "Keep up-to-date with the economic and social cooperative system" in the Vision cluster.

3. No significant differences were found between administrators who attended a training program and those who had never attended one on the perceptions of priority ranking competencies for cooperative presidents within the nine clusters.

Research Question # 6: What are the organizational and personal characteristics of the nominated outstanding presidents?

The great majority (85.7 percent) of outstanding presidents belonged to cooperatives with more than 100 employees and more than 750 members. Most of them (57 percent) had university degrees and more than ten years of experience. The great majority (85.7 percent) had attended at least one training program.

Research Question # 7: Are there significant differences between the average and the nominated outstanding presidents regarding priority ranking competencies for an agricultural cooperative president?

The average presidents placed higher priority than the

outstanding presidents on the following competencies: "Have knowledge about current cooperative legislation" in the Foundation of Cooperatives cluster; "Know how to communicate clearly" in the Communication cluster, and "Have high capacity to work" in the Leadership cluster.

Table 21 summarizes the results from Anova and T-test regarding differences between members of the survey population on priority ranking competencies for cooperative presidents.

Research Question # 8: What are the most important duties and responsibilities of a cooperative president as perceived by the respondents?

Respondents, when given the opportunity to make additional comments about important duties and responsibilities of cooperative presidents, indicated an overwhelming importance be placed on administering the cooperative with honesty and hard work. Also, respondents felt that cooperative presidents should possess a cooperative spirit and follow the cooperative philosophy. The next most important duty and responsibility of cooperative presidents was to fulfill the cooperatives' bylaws and regulations and apply them for good understanding between the Board of Directors, members, and employees.

CONCLUSIONS

Conclusion # 1: Most of the cooperative administrators had a much higher level of schooling than their members. Almost

Table 21.--Summary of the results from ANOVA and t-Test regarding differences between respondents' perceptions in priority ranking competencies for cooperative presidents

Placed Higher Priority	Organizational and administrators' personal characteristics					Level of performance
	Commodity	Number of Employee	Membership size	Years of Schooling	Experience	
Competency Clusters		>100	(1) 750 or less (2) > 750	(1) no U.D. (2) with U.D.	> 10 years	Average
Foundation of Cooperative						Have knowledge about current cooperative legislation
Overall Knowledge				(1) knowledge about agriculture (2) Have experience in other mgt.positions		
Cooperative Administration		Know how to formulate policies consistent with the objectives of the coop.	(2) Know how to administer the coop. as a business and social operations	(2) Know how to formulate policies consistent with the objectives of the coop.		
Decision Making			(2) know how to make decisions under conditions of risk			
Human Resource Management						
Membership Relations	Instill in members their responsibility for making the coop. successful			(2) Instill in members their responsibility for making the coop. successful		
Vision			(1) Know how to guide Directors, members and employees in a clear and complete way		Keep up-to-date with the economic and social coop. system	Know how to communicate clearly
Communication						Have a high capacity to work
Leadership						

80 percent of cooperative administrators led an organization made up of 23 percent (Table 2) of its members having education beyond elementary school. This leads to the conclusion that participation in the administration of a cooperative is largely a function of one's level of schooling.

Conclusion # 2: Only five of forty-five competencies were selected one time as unimportant. The conclusion, then, is that the respondents agreed that all the competencies stated are important in carrying out the responsibilities of the cooperative president.

Conclusion # 3: Although Friedman's Analysis of Variance showed significant differences in the way respondents priority ranked eight of the nine study clusters, only in nine of the forty-five competency statements (20 percent) could those differences be attributed to the organizational and administrators' personal characteristics included in the study. It may be concluded, that there may be other factors influencing the perception of priority ranked competencies for cooperative presidents which were not included in this study that are relevant when designing a training program.

Conclusion # 4: The respondents tended to agree on the competencies perceived as the highest priorities, but they

were not in agreement with the competencies perceived as the lowest priorities. Therefore, when establishing a training program for cooperative presidents, its content shall not be in conflict with the highest priority competencies determined in this study.

Conclusion # 5: The results from this study found no support for the hypothesis that organizational or personal characteristics are factors which can prevent the effectiveness of developing training programs directed to all cooperative presidents regardless of organizational or personal characteristics.

Conclusion # 6: The resulting list of the highest priority competencies indicated that a cooperative president should possess competencies related to The Management Competency Model. This model characterizes competencies as holistic; that is, it included a knowledge component, a behavioral component, an affective component, and a motivational component. So when this study identified competencies for cooperative presidents, it included those components. Competencies with the behavioral, the affective, and the motivational component could rarely be identified if the Task and Function Analysis was the sole approach used to determine competencies for a cooperative president, since this approach has been criticized as addressing only

external observable behaviors. Therefore, The Management Competency Model is the best approach to delineate the highest priority competencies for a cooperative president.

Conclusion # 7: The highest priority competencies determined in this study suggested that the responsibilities and duties of a cooperative president involve much more than the skills and abilities necessary to carry on a business operation; it involves the whole person. Thus, training programs for cooperative presidents must not be limited to developing skills and abilities on how to perform tasks but should go far beyond; programs should develop the inner values of a person.

STUDY LIMITATIONS

First, as has been mentioned previously, the relatively low response rate to the questionnaire survey (49 percent) limited the generalization of the conclusions of this study.

Second, since the great majority of the respondents were cooperative presidents, this study did not register the opinions of administrators in the administrative or financial director positions who might have different perceptions of competencies for cooperative presidents.

Third, the list of competencies used in this study are important but there may be some additional competencies necessary for a cooperative president to deliver a quality

job.

And, finally, the priority competencies determined in this study should be viewed as preliminary and not conclusive. This study is offered as a vehicle to provoke careful thought about aspects of the job of a cooperative president which may not have been previously examined. Nonetheless, it should serve as a basis and guide to the content of training programs for cooperative presidents.

RECOMMENDATION FROM THIS STUDY

The review of literature indicated that training programs for cooperative administrators are essential for the success of the organizations. The result of this survey research indicated that most cooperative administrators (52.3 percent) have never attended a training program. This demonstrates that training programs for cooperative administrators in the State of São Paulo still is in a early formative phase.

Governmental institutions related to the cooperative movement and cooperatives themselves should make every possible effort to involve as many administrators as possible in training programs.

RECOMMENDATIONS FOR FURTHER RESEARCH

Listed below are some recommendations arising directly or indirectly out of this study. They are:

1. To adapt the questionnaire and replicate the study for completion by other members of the Board of Directors.
2. To adapt the questionnaire and replicate the study for completion by cooperatives' members. Investigate their perceptions of important competencies for cooperative presidents.
3. To adapt the questionnaire and replicate the study aiming higher response rate specially from administrators with less schooling and less years of experience.
4. To conduct a study to assess the planned training programs to maximize the probability that training will result in the development of those high priority competencies.
5. To conduct a study assessing the impact of training programs on the performance of cooperatives' administrators.
6. To conduct further intensive research, possibly by means of personal interviews with nominated outstanding presidents to determine the factors that make them outstanding.

APPENDICES

APPENDIX A

QUESTIONNAIRE SURVEY

(Portuguese and English Version)

REQUISITOS PRINCIPAIS DE PRESIDENTES DE COOPERATIVAS AGRICOLAS



O objetivo dêste questionário é identificar quais os requisitos que um presidente de cooperativa agrícola deve possuir, para desempenhar com sucesso as funções de administrador. As informações obtidas nesta pesquisa servirão para desenvolver um estudo na Michigan State University - Estados Unidos, sobre cooperativas agrícolas no estado de São Paulo.

Responda cada questão atentamente, usando suas experiências e seu desempenho atual.

PART I

Abaixo estão relacionados alguns requisitos necessários do presidente de cooperativa. Comece lendo os 5 itens de cada bloco e então, enumere-os em ordem de importância.

1 (mais importante) a 5 (menos importante). Se considerar o requisito não importante use 0.

PARA SER UM BOM PRESIDENTE DE COOPERATIVA É PRECISO.....

Enumere de 1 a 5

- _____ Conhecer e aplicar a doutrina cooperativista;
- _____ Ter espírito cooperativista;
- _____ Ter conhecimento da legislação cooperativista vigente;
- _____ Ter conhecimento da economia cooperativista;
- _____ Saber defender os interesses da cooperativa perante os órgãos governamentais.

Enumere de 1 a 5

- _____ Ter conhecimento sobre agricultura;
- _____ Ter experiência em outras atividades administrativas;
- _____ Ter conhecimento dos meios que compõe o sistema de comercialização;
- _____ Ter conhecimento da estrutura administrativa, financeira e operacional da cooperativa;
- _____ Ter conhecimento do meio social, econômico, e político na qual a cooperativa opera.

Enumere de 1 a 5

- _____ Saber administrar a cooperativa como uma empresa econômica e social;
- _____ Saber administrar a cooperativa numa estrutura participativa e democrática;
- _____ Saber formular regras condizentes com os objetivos da cooperativa;
- _____ Saber identificar alternativas para solucionar os problemas da cooperativa;
- _____ Saber zelar para que as leis, regulamentos e estatuto da entidade sejam observados por todos associados e funcionários.

PARA SER UM BOM PRESIDENTE DE COOPERATIVA É PRECISO.....

Enumere de 1 a 5

- _____ Ter iniciativa e capacidade de decisão;
- _____ Ter consciência de sua autoridade e responsabilidade, tanto do ponto de vista social como legal;
- _____ Saber tomar decisões em situações que envolvam risco;
- _____ Saber trabalhar sob pressão e permanecer calmo em situações críticas;
- _____ Saber lidar com situações de conflito diretamente e com tato.

Enumere de 1 a 5

- _____ Saber delegar poderes sem perder autoridade;
- _____ Compreender e corresponder as necessidades dos cooperados e funcionários, dentro dos limites da lei e do estatuto;
- _____ Coordenar pessoas, atividades e instalações;
- _____ Assegurar o desempenho adequado de funcionários;
- _____ Avaliar o desempenho de funcionários e a cooperativa como um todo.

Enumere de 1 a 5

- _____ Assegurar que a cooperativa é uma empresa que tem como objetivo principal - o cooperado;
- _____ Manter os cooperados informados sobre regras e práticas de operação;
- _____ Incentivar o cooperado a participar da vida societária e empresarial da cooperativa;
- _____ Incutir nos cooperados a responsabilidade de cada um, para atingir o sucesso da cooperativa;
- _____ Manter na cooperativa um ambiente de bom relacionamento entre diretoria, cooperados e funcionários a fim de manter um clima de cooperação.

PARA SER UM BOM PRESIDENTE DE COOPERATIVA É PRECISO.....

Enumre de 1 a 5

- _____ Promover o desenvolvimento educativo dos cooperados e funcionários;
- _____ Tomar uma atitude progressista no desenvolvimento e expansão da cooperativa, respeitando a lei e o estatuto
- _____ Manter-se sempre atualizado quanto ao sistema cooperativista, economico e social;
- _____ Servir como modelo, influenciando positivamente o comportamento dos associados e funcionários.
- _____ Saber orientar de uma maneira clara e completa outros diretores, cooperados e funcionários.

Enumere de 1 a 5

- _____ Saber lidar com as pessoas;
- _____ Saber comunicar-se claramente;
- _____ Saber dirigir os trabalhos nas assembléias e reuniões;
- _____ Saber ouvir;
- _____ Saber infundir confiança

Enumere 1 a 5

- _____ Ter bom-senso;
- _____ Ter liderança;
- _____ Saber influenciar;
- _____ Ser trabalhador.
- _____ Ser honesto, ter bom caráter e boa reputação.

Se houver outros itens que não foram incluídos, mas que considere importante qualidade num bom administrador, mencione no espaço abaixo:

Part II

Nesta parte, gostaríamos de obter algumas informações profissionais suas e sobre sua cooperativa.

Preencha o espaço de cada item indicando sua resposta.

1- Posição que ocupa na cooperativa

☐ Presidente
☐ Diretor Financeiro
☐ Diretor Administrativo
☐ Outra, por favor especifique _____

2- Qual é o produto principal comercializado por sua cooperativa?

☐ Cana de Açúcar	☐ Café
☐ Pecuária	☐ Citrus
☐ Avícola	☐ Arroz
☐ Suínos	☐ Leite
☐ Horticultura	
☐ Outros, por favor especifique _____	

3- Quantos funcionários esta cooperativa emprega?

☐ menos de 20 funcionários
☐ 21 a 50 funcionários
☐ 51 a 100 funcionários
☐ mais que 100 funcionários

4- Quantos cooperados esta cooperativa possui?

☐ menos de 150 cooperados	☐ 450 a 599 cooperados
☐ 150 a 299 cooperados	☐ 600 a 749 cooperados
☐ 300 a 449 cooperados	☐ mais de 750 cooperados

5- Qual é o seu nível de escolaridade?

☐ primário ☐ ginásial ☐ colegial
☐ Escola técnica, em que área? _____
☐ superior, em que área? _____

6- Quanto tempo de experiência possui como administrador de cooperativa?

☐ 0 a 2 anos	☐ 3 a 4 anos
☐ 5 a 10 anos	☐ mais de 11 anos

7- Quantos programas de treinamento para administradores de cooperativas participou nos últimos 3 anos?

_____ nenhum
_____ dois

_____ um
_____ mais que dois

Part III

Quais os deveres e responsabilidades que considera mais importante para um presidente de cooperativa?

Gostaríamos de saber na sua opinião quais os melhores presidentes de cooperativas agrícolas do estado de São Paulo. Sua resposta é extremamente confidencial. Por favor, relacione 5 nomes em ordem decrescente (os melhores primeiro).

Por favor, retorne este questionário até o dia _____ para o
o seguinte endereço:

Marília Henriette Guillaumon Gerges
Rua Alvares Cabral, 290
Marília - SP - 17500

Agradecemos sua colaboração.

QUESTIONNAIRE

This research concerns the functions of a president of an agricultural cooperative. The information from this study will serve to develop a study at Michigan State University - Michigan, USA.

Answer each question thoughtfully using your own experiences and current work.

PART I

The following are some competencies to successfully perform the job of a president of a cooperative. Please, read the 5 items, and then, order them in order of importance. 1 (most important) to 5 (least important). If you feel that the competence is not important at all use 0.

TO BE A GOOD COOPERATIVE PRESIDENT IT IS NECESSARY TO

_____ Know and apply the cooperative philosophy
 _____ Have cooperative spirit
 _____ Have knowledge about current cooperative legislation
 _____ Have knowledge about the cooperative way of doing business
 _____ Know how to defend cooperative interests before Governmental institutions

_____ Have knowledge about agriculture
 _____ Have experience in others management positions
 _____ Have knowledge about marketing channels
 _____ Have knowledge about cooperative administrative, financial and operational structure
 _____ Knowledge about the social, economic, and political environment in which the cooperative operates

_____ Know how to administer the cooperative as a business and social operation
 _____ Know how to manage the cooperative in a participative and democratic structure
 _____ Know how to formulate policies consistent with the objectives of the cooperative
 _____ Know how to identify alternatives in solving problems
 _____ Know how to assure that the bylaws and regulations of the association are observed by members and employees.

TO BE A GOOD COOPERATIVE PRESIDENT IT IS NECESSARY TO

- _____ Have initiative and decision making abilities
- _____ Be aware of his authority and responsibilities in legal and social matters
- _____ Know how to make decisions under conditions of risk
- _____ Know how to withstand pressure and remain calm in crisis situations
- _____ Know how to deal with conflict directly and tactfully

- _____ Know how to delegate authority appropriately
- _____ Know how to understand and respond to members and employees' needs within the limits of bylaws and regulations
- _____ Know how to coordinate people, activities, and facilities
- _____ Know how to ensure employees' good performance
- _____ Know how to evaluate performance of employees and the cooperative as a whole

- _____ Assure that the members are the main goal of the organization
- _____ Keep members informed about policies and operating practices
- _____ Instill in members their responsibility for making the cooperative successful
- _____ Motivate members to participate in the cooperative issues
- _____ Keep channels of communication open among directors, members, and employees

- _____ Promote the educational development of employees and members
- _____ Display a progressive attitude for development and expansion of the cooperative
- _____ Keep up-to-date with the economic and social cooperative system
- _____ Act as a model influencing positive behaviors of employees and members
- _____ Know how to guide directors, employees, and members in a clear and complete way

TO BE A GOOD COOPERATIVE PRESIDENT IT IS NECESSARY TO

☐ Know how to deal with people
☐ Know how to communicate clearly
☐ Know how to direct meetings
☐ Know how to listen critically
☐ Know how to instill trust

☐ Have common sense
☐ Have leadership abilities
☐ Know how to influence
☐ Have a high capacity for work
☐ Be honest, of good character and good reputation

If there are any items which we have not included that you believe are important to the cooperative president performance, please note in the space below.

Part II

Now we would like to have some information about yourself and your organization. Please fill in the space in each unit indicating your answer.

1- Position you hold in the cooperative organization

☐ President
☐ Financial Director
☐ Administrative Director
☐ Other, please specify _____

2- Type of commodity your cooperative deals with?

☐ Sugar Cane	☐ Coffee
☐ Livestock	☐ Citrus
☐ Poultry	☐ Rice
☐ Swine	☐ Dairy
☐ Horticulture	
☐ Others, please specify _____	

3- Number of full-time employees working for the cooperative?

☐ less than 20 employees
☐ 20 to 50 employees
☐ 51 to 100 employees
☐ more than 100 employees

4- How many members the cooperative has now?

☐ less than 150 members	☐ 450 - 599 members
☐ 150 - 299 members	☐ 600 - 750 members
☐ 300 - 449 members	☐ More than 750 members

5- What is your level of schooling?

☐ Primary	☐ Middle School	☐ High School
☐ Technical School. Which area?		
☐ University. Which area?		

6- How many years of experience as a cooperative administrator do you have?

☐ 0 - 2 years	☐ 3 - 4 years
☐ 5 - 10 years	☐ more than 10 years

7- How many cooperative administration training programs have you attended in the last 3 years?

☐ none	☐ once
☐ two	☐ more than two

Part III

What do you consider the most important duties and responsibilities of a president of an agricultural cooperative?

Now would like your opinion as to who are the most outstanding cooperative president in this state. You may be assured of complete confidentiality. Please list the names you consider the five top cooperative presidents in rank order (the most outstanding first).

1-	
2-	
3-	
4-	
5-	

Please, return completed questionnaire within two weeks to the following address:

Thank you very much.

APPENDIX B

COVER LETTERS

(Portuguese and English Version)



Michigan State University
410 Agriculture Hall
East Lansing, Michigan 48824 - 1039
(517) 355 - 6580

Marília, de Janeiro de 1990

Prezado Sr.:

Como administrador desta Cooperativa, V.S. esta a par da importância dos programas educacionais para o desenvolvimento das cooperativas agrícolas.

Este é um estudo que está sendo realizado na Michigan State University - Estados Unidos, com a finalidade de determinar os principais requisitos de um presidente de cooperativa.

V.S. foi selecionado para participar deste estudo devido sua experiência e conhecimento na administração de cooperativas agrícolas. Quando completa, esta pesquisa será uma nova fonte literária para o desenvolvimento de programas de treinamento para administradores de cooperativas.

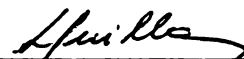
Faz-se necessario ressaltar que suas respostas serão tratadas confidencialmente. O questionário tem um número de identificação apenas para propósitos estatísticos. Seu nome nunca será mencionado no questionário. Sua participação neste estudo é voluntária, no entanto nós agradeceríamos sua colaboração.

Foi estimado que o preenchimento deste questionário levará de 15 a 20 minutos. Em caso de dúvida sobre alguma questão comunique-se com o seguinte telefone a fim de obter maiores informações (0144) 33-24-87.

Devido ao tempo limitado que temos no Brasil para a coleta de dados, pedimos a gentileza de retornar este questionario em duas semanas, no mais tardar dia . Junto segue um chiclete Wrigley's para auxiliar sua concentração!

Agradecemos sua colaboração, e aguardamos sua breve resposta.


Dr. Donald Weaders


Marília H. Guillaumon-Gerges

- * Junto segue xerocópia da carta enviada pelo Ilmo Sr. Secretário Nacional de Cooperativismo Sr. Adair Mazzotti, com recomendação do Exmo Sr. Ministro da Agricultura Dr. Iris Rezende Machado enfatizando a importância desse estudo.
- ** Em anexo segue envelope selado para remessa do questionário - resposta.

LETTER OF ENDORSEMENT



SERVIÇO PÚBLICO FEDERAL

Ofício : GAB/SENACoop/BSB Em: 20/12/89
De : SECRETÁRIO NACIONAL DE COOPERATIVISMO
Endereço : SBS ED. ADRIANA Q. 02 BLº "D" LOTE 16
Ao :
Assunto :

Senhor Presidente

A bolsista Brasileira Marília Guillaumon-Gerges, ora cursando o programa de Doutorado na Michigan State University - Estados Unidos, solicita nosso apoio, para que as Cooperativas Agrícolas do Estado de São Paulo, venham a colaborar no preenchimento de um questionário, e o façam retornar a Doutoranda, afim de que os dados obtidos, possam ser trabalhados no desenvolvimento de programas de interesse das Cooperativas Brasileiras, principalmente nas áreas de treinamento e capacitação.

O Senhor Ministro da Agricultura, Doutor Iris. Rezende Machado, recomendou-nos que fizessemos a apresentação da bolsista, pela grande contribuição que essa iniciativa pode proporcionar ao Cooperativismo Brasileiro.

Sr. Presidente, por acharmos de fundamental importância, para o Cooperativismo esta pesquisa, solicitamos mais uma vez, sua gentileza, no sentido de dar toda atenção ao trabalho, que merece todo o nosso apoio.

ATENCIOSAMENTE

JOÃO DE AZEVEDO

SECRETÁRIO NACIONAL DE COOPERATIVISMO



Michigan State University
410 Agriculture Hall
East Lansing, Michigan 48824 - 1039
(517) 355 - 6580

Marília, Janeiro de 1990

Prezado Sr.:

Há duas semanas atrás, um questionário foi enviado à V.S. com a finalidade de obter suas opiniões sobre os principais requisitos de um presidente de cooperativa.

V.S. foi selecionado para participar desta pesquisa devido seus conhecimentos e experiência na administração de cooperativas.

Se V.S. já completou e retornou o questionário, agradecemos, do contrário, por favor, preencha-o tão logo possível. Sua contribuição é muito importante e estamos contando com sua colaboração.

Se por alguma razão V.S. não recebeu o questionário, ou este perdeu-se, comunique-se conosco no endereço abaixo que tão logo enviaremos um outro.

Cordialmente, agradecemos.


Dr. Donald Meaders


Marília H. Guillaumox-Gerges

Rua Alvares Cabral 290
Marília - SP 17500
Fone: (0144) 33-24-87



Michigan State University
410 Agriculture Hall
East Lansing, Michigan 48824 - 1039
(517) 355 - 6580

Marília, Fevereiro de 1990

Prezado Sr.:

Acêrca de 4 semanas atrás foi enviado um questionário a fim de obter suas opiniões sobre quais são os principais requisitos para ser um bom presidente de cooperativa. No entanto, sua resposta ainda não foi recebida.

O Departamento de Educação e Extensão Rural da Michigan State University, através deste projeto, encarregou-se deste estudo por ter convicção que sua opinião como administrador desta cooperativa deve ser levada em conta.

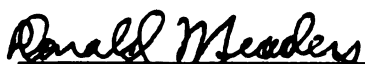
O motivo desta correspondência é por causa de que cada questionário tem importância significativa para este estudo. Para que os resultados desta pesquisa seja realmente representativo das opiniões dos administradores de cooperativas é essencial que todas as pessoas retornem o questionário.

É importante esclarecer a completa confidencialidade deste estudo. O questionário tem um número de identificação somente para propósitos estatísticos, e seu nome não será colocado no questionário.

Em caso que seu questionário foi extraviado, segue em anexo um substituto. Foi estimado que levará de 15 a 20 minutos para completá-lo. Devido ao tempo limitado que temos no Brasil para a coleta de dados, pedimos a gentileza de retornar este questionário respondido o mais breve possível.

Ficando no aguardo de breve resposta, agradecemos.

Cordialmente,


Dr. Donald Meaders
Prof. Michigan State
University


Marília Henriette Guillaumon Gerges
Rua Alvares Cabral 290
Marília , SP 17500

[date]

[first & last name]
[name & address of cooperative]

Dear Mr.[last name]:

As the administrator of [name of the cooperative] you are undoubtedly aware of the importance of educational programs for agricultural cooperatives.

This study is being done at Michigan State University - USA, with the objective of determining what are the competencies that enable cooperative presidents to successfully perform their work.

You have been selected to participate in this study, because of your experience and understanding of cooperative administration. When completed, this study will contribute to the field of literature for the development of training programs for cooperative administrators. You may be assured of complete confidentiality. The questionnaire has an identification number for statistical purposes only. Your name will never be placed on the questionnaire. Your completion of the survey is completely voluntary with no penalty for non-participation. The return of the survey constitutes your consent.

We estimate that it will take 15-20 minutes to complete the questionnaire. If you have any questions about the study, please use the following telephone number to request additional information

Considering that we have limit time in Brazil to collect the data for this research project, please return the completed questionnaire within 2 weeks, no later than January, 1990.

Thank you for the contribution. Enclosed is a chewing gum to help your concentration.

Sincerely,

Major Professor

Researcher

P.S. Please note the enclosed letter of endorsement by the National Secretary of Cooperatives, Mr. Adair Mazzotti, under the recommendation of the Ministry of Agriculture, Dr. Iris Rezende.

FIRST FOLLOW-UP

[date]

[first & last name]
[position]
[name & address of cooperative]

Dear Sir:

Two weeks ago, a questionnaire seeking your opinion about the highest priority competencies for presidents of cooperatives was mailed to you.

You were selected to participate in the study because of your knowledge and experience in administration of cooperatives.

If you have already completed and returned the questionnaire to us please accept our sincere thanks. If not, please do so as soon as possible. Your contribution is essential and we are counting on your support.

I by some chance you did not received the questionnaire, or it got misplaced, please contact us in the address below and we will get another one in the mail today.

Thank you.

[Faculty Name & Signature]

[Researcher Name & Signature]

[Address]

REMINDER LETTER

[date]

[first & last name]
[position]
[cooperative name & address]

Dear Sir:

About four weeks ago we wrote to you seeking your opinion about the highest priority competencies for presidents of cooperatives. As of today we have not yet received your completed questionnaire.

The Department of Agricultural and Extension Education at Michigan State University has undertaken this study because of the belief that your opinion as cooperative administrator is important.

We are writing to you, because of the significance each questionnaire has to this study. In order for the results of the study to be truly representative of the opinions of cooperative administrators it is essential that each person return the questionnaire.

You may be assured of complete confidentiality. The questionnaire has an identification number for statistical purposes only. Your name will never be placed in the questionnaire.

In the event that your questionnaire has been misplaced, a replacement is enclosed. We estimate that will take 15 to 20 minutes for completion of the questionnaire. Due to the limited time we have in Brazil to collect the research data, we ask you to return the completed survey as soon as possible.

Hope to hear from you soon. Thank you very much.

Cordially,

[Faculty' name & Signature] [Researcher' name & Signature]

[Address]

APPENDIX C

WRITTEN COMMENTS

If there are any items we have not included, please note.

To define a philosophy of work, define mission, and have clear objectives.

Well Known, leadership, and hard work.

This cooperative was founded by japanese immigrants in 1934. Today 50% of the members are brazilian-japanese, and 50% brazilian of various origins. Our president has to know the social, economic, and political environment of this community.

Do not use the cooperative as a means to promote himself, do not mix politics with cooperative administration.

Be optimist, and believe in God.

The president should be honest, hard work, business-man, have cooperative spirit, and have no ambition for himself.

Training for the directors.

I am answering just the first part of the questionnaire because this cooperative will close in February due to lack of knowledge by te members about the philosophy and principles of cooperatives. Also, the agriculture crisis, and lack of government support contributed to force this organization out of business.

Creation of educative committees.

Be a financially successful in his private life. Do not depend economically from the cooperative salary, be honest and hard work, give the same treatment to large and small farmer.

Every cooperative have a tendency to grow, the administrator should hold back this development.

Adopt an organizational view of the business, impartial, and without paternalism.

Prioritize cooperative education, dedication, motivate the member to participate on cooperative issues.

Administrators should manage the organization according to the needs and wants of the members.

what do you consider the most important duties and responsibilities of a cooperative president?

Assiduity and good understanding of members and employees in order to make them feel supported.

Fulfill the social regulations.

Fulfill cooperative bylaws and regulations, and maintain a cooperative spirit.

Manage well, and enforce cooperative education.

To organize a responsible and hard working team.

To represent the organization, make sure that the board of directors are acquainted with the goals and objectives of the organization, as well as the organization rules. Have a plan on how to coordinate and execute the plans of the organization.

Political and administrative representativity.

Leadership, appearance, good management skills.

Knowledge in recruiting good executives; give opportunities for them to develop themselves and their work.

Be punctual, honest, and work in order to make the cooperative successful, defend the interest of the cooperative.

Be loyal to the cooperative members, and serve the cooperative.

Be yourself.

Be honest, take the initiative, possess decision making abilities, promote the economic and social development of the cooperative, have cooperative spirit.

To always apply the real cooperative spirit and philosophy, keep the members well informed about the cooperative activities and development, try to respond to every basic needs of the members.

Honesty, initiative and decision making abilities.

Hard work, perseverance, honesty.

Hard work, understanding, inspire trust of members and employees.

Honesty.

Dedicate time on cooperative issues, work together with other directors on all the problems of the cooperative, finding ways to solve them.

Assure that the bylaws and regulations of the organization are followed, and apply them for the good understanding between Directors, members, and employees.

Honest, hard work and have initiative.

Think logically, honesty, and have cooperative spirit.

Know and respect the cooperative bylaws.

Coordinate employees and members in order to make them as efficient as possible.

To promote the development of the cooperative responding to the expectations of its members through continuous leadership, logic and good relationship with everybody.

In addition to the ones specified in the bylaws, the president must administer the cooperative with democracy, honesty, and leadership, listening to his assistants and not with the political goals of re-election.

Assiduity, leadership, and honesty.

Work seriously, being honest, responsible, and professional, aware of his duties and obligations with the cooperative members.

Assure that the interests of the cooperative are being fulfilled, and supervise the cooperative activities.

Be responsible, honest, patient. It is essential to know how to guide members and have knowledge about agriculture in order to understand the cooperative's members and their needs. There are cases where the president has a university degree but does not know anything about agriculture.

Honesty and integrity.

Honesty, punctuality, and firmness when dealing with cooperative issues and development. Financial security.

Duties: Keep the cooperative on a solid base in three major

areas: politically well balanced, economically stable, administratively well structured.

Responsibilities: assure the social and economic responsibilities of the cooperative.

To listen and respond to the needs of members.

Duty: Try to motivate farmers to join the cooperative movement.

Responsibility: To represent well the cooperative members.

Fulfill the cooperative bylaws and philosophy.

Respect the cooperative assets', treat all members the same no matter their economic or social class.

To be in charge of his executive administration.

Serve as a model with dedication and hard work in order to show the team that they will grow with the cooperative.

Achieve all the objectives of the cooperative.

Preside the coop with equity (everybody the same).

Be aware that you are a president for a certain period of time and the cooperative is not your property, but it belongs to all the members to whom you are administering for a determined period of time.

Fulfill the bylaws, regulations, objectives, and have knowledge of what you are doing.

Ability to represent the cooperative and its members before governmental institutions and the community.

Maintain a certain social-economic position in order to assure the financial-economic stability of the cooperative without forgetting the members.

Motivate members to have a cooperative spirit. Direct the members' efforts to achieve their objectives.

Hard work and honesty.

The president should serve as a model to members, and there should be no question about his honesty.

Dedicated worker, planning for the development of the cooperative and fulfilling the obligation of the bylaws.

Keep track of the financial situation.

Value the opinions and work of other directors, and motivate their participation on the day-to-day-cooperative life.

Ability to prioritize, and be aware that he is a temporary administrator of collective property. He is not the owner of the organization.

Honesty, dedication, impartiality.

The most important responsibility of the president is to effectively integrate the three vertices of the association: Administrators, Employees, and Members.

Be responsible for all decisions, be honest, communicate well, and be leader.

what is your level of schooling?

Management and English
Dentist
Law
Agronomy
Law
Law
Law, and Management
Management
Agriculture
Law
Law
Engineering, Management
Civil Engineering, Management
1/2 course of Engineering
Law
Agriculture
Chemistry
Law
Agronomy
Animal Science
Law
Economics
Accounting
Agronomy
Law
Law
Management
Agriculture
Veterinary
Agronomy
Accounting
Law
Law
Business (incomplete)
Agronomy
Motors and Machines
Agronomy
Accounting, and Law
Agronomy and Education
Medical
Teacher
Accounting
Agronomy

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