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Creativity & Leadership – A Partnership that “Leaps Beyond”

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Presentation Information

Description

Leaders are constantly faced with problems or situations which force them to make decisions and act without having any learned, practiced, or habitual solutions. In circumstances like these, it is imperative to assert one’s creative thinking powers and “leap beyond” convention wisdom.

In leadership education, we discuss that creativity is important but we barely scratch the surface of how we can teach and empower creativity and the creative process to our learners. If leaders are continually challenged to use creativity, then it is imperative that we, as leadership educators, provide our learners with the tools to be effective creative thinkers. This presentation will address that need and convey some strategies to enhance the creativity of our students.

Learning Objectives

At the conclusion of this session the participant (learner) will be able to:
1. Identify the relationship between leadership and creativity
2. Analyze current leadership education programs and practice for the application of creativity
3. Develop enhanced leadership curriculum with regards to creativity and the creative process

Professional Bio

Tony Andenoro is a Doctoral Graduate student in the Department of Agricultural Education at Texas A&M University. His studies have a strong emphasis on Leadership Development and College Teaching.

Tony "caught the teaching bug" as a kindergarten teacher in 2000 and continues to teaches several classes for the Department of Agricultural Education today. He is also involved in campus organization advising. He has extensive experience in the field of student affairs working as an Admissions Counselor at the University of Toledo, a Residence Hall Coordinator at Coastal Carolina University, a Judicial Affairs Officer at Prairie View A&M University, a Hall Director at Texas A&M University, and as an Area Coordinator at John Carroll University.

A native of Cleveland, Ohio, Tony earned his Bachelor of Science degree in Communication from the University of Toledo and his Master's in Educational Administration from Texas A&M University. He holds certifications in Professional College Teaching, Instructional Leadership Development, Diversity Education, and Administrative Leadership. He was awarded the Enhancing Diversity Award for Texas A&M University in 2001. His interests include student development, student empowerment, popular culture and its application to teaching, and creativity and intelligence.

Practical "Blues" Paper Submission

Abstract

Leaders make decisions and when faced with new problems or situations, leaders must act and decide based on their creative process. This inherently links leadership and creativity, which asserts that leadership education must not only focus on, but must enhance the creative process and learner creativity.

This essay examines the development of creativity as a foundational pillar of leadership education. Moreover, this essay complimented with its presentation illustrates the connection between creativity and leadership and offers evaluation and application strategies for enhancement of current leadership education practice.

Leaders are constantly faced with problems or situations which force them to make decisions and act without having any learned, practiced, or habitual solutions. In circumstances like these, it is imperative to assert one's creative thinking powers and "leap beyond" convention wisdom. In leadership education, we discuss that creativity is important but we barely scratch the surface of how we can teach and empower creativity and the creative process to our learners. If leaders are continually challenged to use creativity, then it is imperative that we as leadership educators provide our learners with the tools to be effective creative thinkers. Providing that creativity is a fundamental pillar of leadership education, educators must be able identify the relationship between leadership and creativity, analyze current leadership education programs and practice for the application of creativity, and develop enhanced leadership curriculum with regards to creativity and the creative process.

Paul Torrance wrote that creativity, much like leadership, is teachable (1999). He believed that to truly make a difference, one must "go beyond" or examine situations by creatively processing them and developing new and innovative techniques to better serve others. However, I surmise that most educators have addressed the common belief of students that they are not creative and that they are unwilling to tap into their creative process. This perspective stems from the suppression of creativity in schools in favor of structure. I am not advocating that structure is misplaced in school, but if educators examine the system, kindergarten is fun and dynamic and then something changes. Colors and imaginative displays adorn the walls in kindergarten classrooms and students spend time exploring their creativity through drawings, role playing, building, etc. In first grade, continuing through the majority of their college careers, students are given parameters and extensive explanations of how tasks should be performed. This inhibits their creativity and creative development. An example of this is a group of students that are told that cursive letters should look a certain way and students should practice conformity to that standard. This instruction leads their perceptions and suppresses their creativity.

Although this is a minor example of how creativity is stifled, it still provides us with an example of how teaching can suppress creativity. I would venture a guess that through analysis of our teaching practices we will find many more examples contradicting the importance of creativity in education. This is extremely important to consider when addressing leadership education. Leadership educators provide students with the foundational and practical knowledge to assist them in working with people and facilitating tasks. However when addressing change, which is a critical component of leadership education, we often fail to explain how they can be dynamic with regards to developing innovative ideas and solutions to current problems. Creativity is the underlying premise for developing innovative strategies. Hence, it is paramount to leadership and leadership education.

Torrance advocates that through specific skill development, the advancement of philosophical perspectives, and strategic practice we can enhance and supplement the creativity of learners (1999). Inclusion of creativity development in leadership education furthers the development of our students and the development of leaders. It promotes dynamic approaches to problem solving and enhances the learner's ability to make holistically beneficial decisions in leadership roles. Thus, leaders will grow and "leap beyond" previous expectations through attention to and inclusion of creativity in their curriculum and education.

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A Model to Create Radical Change in an Educational Institution

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Simple Description:

The focus of change in educational institutions has moved from evolutionary or incremental change to change that is disruptive or radical. Educational institutions have been forced to this type of change because of vast societal changes that has made them become more accountable for their resources. Therefore a very different style of leadership is now required in these institutions. Leadership has to be more active, courageous and passionate and to constantly create change within the institution.

This workshop will show a model implemented in a mid-size university to focus on radical change. The basics of the model will be described and practical implementation hints will be given.

Biographical Profile of Paul M. Arsenault, Ph.D.

Dr. Arsenault is an Associate Professor of Marketing at West Chester University in West Chester, Pennsylvania where teaches courses on leadership, change, innovation and strategic management. He holds a Ph.D. from Temple University (1999), a MBA from the Babcock School of Management at Wake Forest University (1983), and a Masters in Psychology from Vanderbilt University (1978). He was a James MacGregor Burns Scholar in 2000 and has been very active with leadership organizations such as the ILA and ALE.

Recently, Paul has be very active at West Chester University as an Organization Development Specialist coordinating change programs through out the university. He has being doing research on cohort analysis for three years in conjunction with an in-class assignment for undergraduate students. Dr. Arsenault has developed a large database of responses by cohorts. His other research interests include leadership assessment, charismatic leadership, and team and individual leadership. Dr. Arsenault is very interested in the application of social constructive perspective in the leadership process.

Abstract

How to overcome the perception that status quo is acceptable in educational institutions is a frequent question asked by current university presidents or administrators as they face significant social changes such as reductions in traditional funding sources. The answer is difficult but doable if centered on the ability to create a misalignment with the traditional perceptions that educational institutions do not need to change or if they have to change it is only incremental. To change this perception requires a new style of leadership that is more disruptive, strategic, profit oriented, emotional, passionate, and honest. This leadership style

is very similar to the Saul Alinsky's Radical Leadership, Gary Hamel's Grey-Haired Revolutionary and Debra Myerson's Tempered Radical model that emphasizes change at every level of the organization and more importantly as a way of life.

Such a model has been developed at a mid-sized state university because the university was faced with fast moving social changes, reductions in state funding and above inflation increases in tuition. The university president therefore mandated that every employee had to take more of a leadership role. A traditional leadership training program was initially implemented but proved unsuccessful to meet the demands of the needed changes. Therefore, this model was implemented with focus on two levels of the university; (1) vice-presidents including the president and (2) middle-managers. Vice-presidents' role is to develop and implement a realistic change strategy that aligns with accountable goals. Middle managers attend workshop on how to implement change and handle conflict. In addition, both groups are exposed to the difference between intentional and imposed change and how to become more sensitive to imposed change. Finally, a change agent network within the university that connects administrators and faculty who have created change with peers that have the potential to create change but have felt they have no support has been created. The long-term goal of this network is have these success stories spread throughout the university therefore changing the organizational perception that change is possible by everyone.

The presentation will include (1) the foundations of the models including the incorporation of Saul Alinsky, Gary Hamel and Debra Meyerson models, (2) the results of the initial workshops and follow ups and (3) what has been learned. The assumptions, goals and format of the workshop will be highlighted along with the successes and failures. Special emphasis will be on the workshops 4 C's: creativity, collaboration, credibility and culture that as keys to success. The last segment of the presentation will present the progress of the program including the downfalls and how the mentoring system established at the workshop has developed through the network.

Time will be available for participants to ask questions and/or discuss the presented model.

Youth in Government Day: Bringing Tomorrow's Leaders in Touch with Today's!

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Bringing high school student government leaders in touch with their local government was the focus of this experiential learning program. Students received professionalism training prior to their shadowing and participative experience, while city officials garnered new respect for the community's youth. Find out how it works for agricultural leadership programs!

Kimberly Bellah is a first year doctoral student at the University of Florida. With an emphasis in teacher education, she is also interested in agricultural communication and leadership. Before returning to school to pursue her PhD, she served seven years as a lecturer at Cal Poly State University in San Luis Obispo, CA on the Agricultural Education & Communication Department's faculty. Kimberly's duties there also included serving as California's Professional & Curriculum Development Coordinator for the state's Department of Education.
Currently, she serves as a graduate teaching and research assistant at UF with assignments in student teacher supervision and curriculum development for the Space Ag in the Classroom project. Her research interests lie mainly in cross-curricular agricultural literacy development and teacher training at the elementary level, as well as youth leadership development. Together with her husband, Don, she has two children: Shelby, 6, and Jacob, 4.

Wendy Warner is a Ph.D. student in the Agricultural Education and Communication Department at the University of Florida. Her specialization area is teacher education, with research interests in urban secondary agriculture programs and curriculum development. Prior to starting graduate school, Wendy taught agriscience at Robert Hungerford Preparatory High School in Eatonville, Florida. Currently, her responsibilities as a graduate assistant include teaching a technical writing course for undergraduate students and assisting with the Space Ag in the Classroom project.

Youth in Government Day: Bringing Tomorrow's Leaders in Touch with Today's!

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Abstract

To teach is often the best way to learn. This practical application of Kouzes & Posner's leadership model allowed a group of collegiate students to teach while they learned. By designing and implementing a leadership mentoring experience for thirty-three high school student government leaders, the five characteristics of exemplary leadership practices were consistently practiced, modeled and reviewed. This program is a tremendous way for leaders to develop their leadership skills while teaching others those same skills.

Introduction and Background

Santee, El Cajon, Paducah, Columbine. Each of these city names brings heartbreak and anguish into the lives of parents, teachers, students, and city officials across the United States. These are the cities where youths promulgated the stereotype of apathetic, angry, disenchanted teenagers through their violent and deadly actions. That extreme aside, teenage students need to feel as though they are an integral part of their school and community. Even without being directly involved in school leadership opportunities (student government, FFA, athletics, etc), they deserve to be valued as the stakeholders they are if they are ever going to meet the expectation that they should be productive, involved citizens.

With a general societal belief that high school students, even though they were members of their high school's student government program, knew little and cared less about how and why their government functioned, the idea behind this program was to expose high school student government leaders to their local government.

In developing the overall structure of the program, the purpose was eminently derived as: "Bringing the youth of Gainesville in touch with the impact of local government on their community." In other words, students who served as leaders at the local high school level should have the opportunity to understand and become more involved in the purpose and function of local governmental leaders. In order to accomplish this purpose, four objectives were identified and met:

1) Bring the students to their local government in an experiential venue.
2) Provide positive public relations for both the schools and the government.
3) Enhance community partnerships.
4) Activate a framework for future replication of this program.

Implementation

There were four major organizational areas identified: education liaison, government liaison, public relations, and sponsorships. The actions were planned for and implemented prior to the actual Youth in Government Day activity.

Education Liaison

Target students included those who had been identified as leaders through their participation in student government, student council, class office, etc.

The education liaison made critical contacts with the student government advisors at two local high schools. The advisors were responsible for student selection and for completion of all necessary paperwork to allow student participation, such as obtaining approval from administration, collecting permission slips and photo consent forms from students, and arranging transportation to the event.

Government Liaison

The most difficult challenge the group incurred was obtaining "buy-in" from the government officials, and finding a date that would meet their schedules.

The educational adage of never discounting the staff and custodial crew was immediately brought to mind with the planning of this event. The senior staff administrative assistants in both the City Commissioner and City Manager's offices were key players in ensuring the success of this program. Upon learning of the purpose and goals, they were excited about the prospect and pledged their assistance in making this program a reality. They checked schedules, coordinated personnel, and forwarded contact information to the government liaison so that direct contact between the group and the participants could be accomplished. At every step, the administrative assistants were included on all correspondence.

Public Relations Liaison

Initial contact with local education and community media representatives was made via e-mail. This contact provided pertinent information to allow news directors and assignment editors to assign reporters to the story well in advance. The public relations liaison received several inquiries and commitments to cover this story. Although another local news event was a higher priority that day, reporters made time to cover our event because it was previously scheduled on their calendars. The newscasts that evening, as well as the print report the following day are evidence that proper prior planning is critical for mass media coverage of any event.

Community Sponsorship Liaisons

Another critical task was in acquiring sponsorship of a meal that would befit the occasion. The community sponsorship liaisons were successful in getting a national chain restaurant to not only donate all of the food, but also provide plates, napkins, and utensils.

Professional Presence Presentation

The final preparatory step, and the first implementation step, was preparing the students prior for their experience.

The Monday prior to the Youth in Government Day program, the group members presented a 50-minute program on Professional Presence to both groups of students at their respective high schools. Segments on professional dress, city organization, parliamentary procedure, and professional correspondence were included in the presentation. This initial program was acquired by one of the group members and then modified to meet the needs of the Youth in Government Day student participants.

Once the preparation was complete, the students and the government leaders were ready! Twenty-nine students were placed with eighteen city officials and employees.

The students showed up on time, dressed professionally, ready to greet their mentors. After a short welcome by the mayor and introduction of the city officials, the shadowing experience began.

The students spent the morning attending committee meetings, going on residential visits, learning the human resources trade, observing firemen conducting training, watching politicians work with the media and community members, and participating in myriad other experiences related to the government in the City of Gainesville.

Following a catered luncheon, the students watched a brief video of a City Commission meeting, then proceeded upstairs to the commission chambers to conduct their own version of a city council meeting. A regional transportation manager even volunteered to stay through the meeting to answer questions the "commissioners" had on increasing bus routes throughout the city.

While the students were not completely clear on how to handle the issues, the most important experience was to allow them the opportunity to be present in the room; to know that what they see on television is neither intimidating, nor inaccessible.

Results

A quantitative analysis of the program reflects the results gathered through interview, observation, reflection, and anecdotal comments. Table 1 indicates that students at both schools experienced a significant increase of their knowledge and self-awareness of city government (N=29). Furthermore, professional preparation prior to the experience helped them to be prepared, and as a result of this total program, there was not one student from either school who would not recommend this experience to a peer.

Table 1
Results of Student Surveys Regarding Knowledge of City Government and Professional Preparation

Results of Student Surveys	***Eastside HS***	***Gainesville HS***
Increased knowledge of city government	88%	92%
Professional Presentation Usefulness	89%	92%
Recommend to Others	100%	100%

Note. The values represent mean percentages of increased knowledge, usefulness and recommendation. Eastside High School students (N=17). Gainesville High School students (N=12).

Further analysis of the data indicated that the students had significant increase in knowledge gained when comparing knowledge levels before and after the experience. Sixty nine percent of the participants indicated that they had little or no knowledge of how city government functioned before this experience (Table 2); whereas, 89.7% noted an increase or a significant increase after the experience (Table 3).

Table 2

Students' Self-Perceived Understanding of City Government Before

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not well at all	8	27.6	27.6	27.6
	Not very well	12	41.4	41.4	69.0
	Fairly well	8	27.6	27.6	96.6
	Very well	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Table 3

Students' Self-Perceived Increase in Understanding of City Government After

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat increased	3	10.3	10.3	10.3
	Increased	12	41.4	41.4	51.7
	Significantly increased	14	48.3	48.3	100.0
	Total	29	100.0	100.0	

When students were asked about the benefit and usefulness of the Mentoring experience with a city official, an overwhelming 96.6% found the activity somewhat or very useful (Table 4).

Table 4

Students' Perception of Mentoring Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat useful	10	34.5	35.7	35.7
	Very useful	18	62.1	64.3	100.0
	Total	28	96.6	100.0	
Missing	System	1	3.4		
Total		29	100.0		

Overall, the students unanimously indicated that they would recommend this experience to their peers in subsequent years (Table 5).

Table 5

Students' Participation Recommendation to Peers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	96.6	100.0	100.0
Missing	System	1	3.4		
Total		29	100.0		

The city officials (n=6) were asked to contribute evaluative scores for the event. Overwhelmingly, city officials indicated this event was somewhat (16.7%) to very (83.3%) effective in teaching high school students about city government (Table 6).

Table 6

City Officials' Perceptions Regarding Effectiveness of Youth in Government Day as a Teaching Tool

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat effective	1	16.7	16.7	16.7
	Very effective	5	83.3	83.3	100.0
	Total	6	100.0	100.0	

Additionally, 83.3% of the respondents agreed that it is important for high school students to have hands on experience (Table 7), like Youth in Government Day, with local government, and 100% of respondents would be willing to participate in this activity in subsequent years.

Table 7

Importance of Student Participation in Hands On Government Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important	1	16.7	16.7	16.7
	Very important	5	83.3	83.3	100.0
	Total	6	100.0	100.0	

Perhaps the most surprising finding was in the increase city officials believed they had garnered in confidence in working with local youth. A full 83.4% believed their confidence had increased or significantly increased as a result of their participation with the high school students (Table 8).

Table 8

City Officials' Self-Perceived Confidence Level Increase of Working with Youth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No increase	1	16.7	16.7	16.7
	Increased	4	66.7	66.7	83.3
	Significantly increased	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

Future Implications

The consensus was that the Youth in Government program left a legacy that has the potential to be sustained for the future. Fundamentally, the framework for an annual program is in place. With a clear purpose, attainable goals, and a successful model, this program can thrive in the future. The group identified a potential campus student group that may be willing to continue Youth in Government Day as their community service endeavor.

Secondly, the legacy will live on in the efforts, attitudes, and decisions of the participants. Initially, students did not have a clear understanding of the individual roles and responsibilities of city officials. Many had only cursory viewpoints colored by media reports of current topics. When the students were interviewed after the shadowing experience, many expressed incredulity at what each person really does on a daily basis. Even though many of the personnel serving as mentors do not hold "glamorous" government positions, each of them gave incredible effort to allow the students to see into a day of their life and to assist them in deciding if public service was an avenue of interest. Each of the mentors set aside preconceived notions they may have harbored about teenagers to make a sincere connection with the students.

There is no more noble occupation in the world than to assist another human being - to help someone succeed.

Alan Loy McGinnis

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TRANSFORMATIONAL LEADERSHIP, INNOVATION AND KNOWLEDGE MANAGEMENT: EMPIRICAL FINDINGS AND EMERGENT CONCLUSIONS

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This study (N = 1046) investigated the relationship between innovation, transformational, transactional, and laissez-faire leadership and knowledge management. The combined model of innovation and transformational leadership significantly predicted knowledge management, accounting for 29.4% of the variance. Knowledge management was negatively predicted by laissez-faire leadership. Knowledge management behaviors were not related to transactional leadership overall, but were significantly predicted by each subscale. These findings warrant further investigation.

INTRODUCTION

Nearly every modern organization is confronting the change in information systems, from ledger cards to digital processing. Today, information flows in directions and with speed that only a few years ago we could not imagine. The change has been nothing short of a revolution. Our current trend toward informatics effects the process of leadership by speeding up the inputs, requiring faster and more personal transformation of the product, all in a business climate that builds competition through "response time" to customer demands. The function of leadership in the short-term future will be impacted by the current information revolution.

AN EMERGING KNOWLEDGE ORGANIZATION

Over the past 15 years the term "knowledge management" has evolved to represent the changing nature of the workplace – a true paradigm shift. In coining the phrase "knowledge society" Peter Drucker convincingly argued that land, labor, and capital – the classical factors of production – had been largely replaced by knowledge (Drucker, 1993), "that knowledge has become *the* resource, rather than *a* resource, is what makes our society 'post-capitalist'"(p. 45). Lang (2001) clarified the importance of the knowledge worker, "while the knowledge worker may need the tools of production the organization owns, while she may well have to work in organizations, she nevertheless owns the means of production" (p. 44). Hitt (1995) further argued, "It seems evident that the learning organization is a paradigm shift from the more traditional organization. Indeed, it is a paradigm shift of the highest order. We are witnessing the emergence of a radically new perspective of organization: how they should function, how they should be managed, and how they should cope with change" (Hitt, 1995, p. 17). Rowley (1999) suggested that "the knowledge based society has arrived, and those organizations that can succeed in the global information society are those that can identify, value, create, and evolve their knowledge assets" (p. 416). Rowley continued by noting that effective management of knowledge, change, and innovation are central or "core competencies" that must be mastered for organizations to succeed.

BASICS OF KNOWLEDGE MANAGEMENT

As a preliminary consideration, it seems important to define the seemingly self-evident term – knowledge. While *prima facie* it seems obvious, the reality is that knowledge is quite complex (Clark & Rollo, 2001). Of central importance is the type of knowledge that organizations are forced to manage. If all knowledge were codified and formal, or explicit, then the function of knowledge management would be little more than compliance and management. The reality is that much of the information that organizations try to manage is held within the personal and collective experiences of the workforce; it is tacit knowledge. Bollinger and Smith (2001) explained, "Tacit knowledge is unarticulated knowledge that is in a person's head that is often difficult to describe and transfer. It includes lessons learned, know-how, judgment, rules of thumb, and intuition…it is key characteristic of team-based learning organizations" (p. 9). Tacit knowledge is an important resource of organizations given that 42% of corporate knowledge is held within employee's minds (Clarke & Rollo, 2001).

Knowledge management is jointly a goal and a process. As an outcome or goal, knowledge management is entirely focused on sharing information for the benefit of the organization, as Bollinger and Smith (2001) concluded. They reasoned, "the knowledge management process is not so much about control as it is about sharing, collaboration, and making the best possible use of a strategic resource" (p. 14). Knowledge management is primarily about making tacit knowledge more accessible since it accounts for a majority of an organization's collective knowledge (Clarke & Rollo, 2001). Lang (2001) explicated the goal of knowledge management, "Knowledge management systems must connect people to enable them to think together and to take time to articulate and share information and insights they know are useful to their company" (p. 44). Stonehouse and Pemberton (1999) also suggested, "it is the role of knowledge management to ensure that individual learning becomes organizational learning" (p. 132). Birkinshaw (2001) referred to this process as 'recycling' old knowledge. The process of knowledge management is based on the ability of all members of the organization to add value to the basic business processes through the creation, communication, codification, and coordination of both explicit and tacit knowledge stores (Nonaka & Takeuchi, 1995). Knowledge management is a complex process without end, but effective knowledge management can be a goal for any organization.

Barth (2003) and Seng, Zannes, and Pace (2002) detailed several distinctive personal knowledge management process tools. Barth's framework provided perhaps the most effective and developed comprehensive categorization of personal knowledge management processes. It included:

1. Accessing. Search strategies, research, inquiry.
2. Evaluating. Judgment, confirmation of information, qualification.
3. Organizing. Filtering, discarding, filing and archiving.
4. Analyzing. Critical thinking, sense-making, testing hypotheses.
5. Conveying. Explaining, presenting, written and spoken conveyance.
6. Collaborating. Messaging, sharing documents, meetings and conversations.
7. Securing. Self-discipline, backup, inoculation, threat awareness.

Of the conclusions that could be drawn regarding the specific processes of knowledge management, two quickly come to mind. First, each of the knowledge management processes have been traditionally the domain of leaders and managers. Second, these processes, as in the past, require much more than just a technological solution.

TRANSFORMATIONAL LEADERSHIP AND INNOVATION

Burns (1978) defined transformational leadership as a process in which "leaders and followers raise one another to higher levels of morality and motivation" (p. 20). A chief element of transformation is the ability to cultivate the needs of the follower in a follower-centered manner. According to Burns, focusing on needs makes leaders accountable to the follower. First, Burns contended that followers are driven by a moral need, the need to champion a cause, or the need to take a higher moral stance on an issue. People like to feel that a higher organizational spiritual mission guides their motives (Tichy & Devanna, 1986). The second need is a paradoxical drive for consistency and conflict. Transforming leaders must help followers make sense out of inconsistency. Conflict is necessary to create alternatives and to make change possible. The process of transformation is founded on empathy, understanding, insight, and consideration; not manipulation, power wielding, or coercion.

Few researchers address the link between information technology and leadership, and even fewer address the relationship between transformational leadership and knowledge management. According to Klenke (1994), information technology and the actions of leaders create new organizational forms. The relationship between innovation and leadership is difficult to articulate given the variety of functional leadership behaviors and the range of information technologies. Technology and leadership have reciprocal effects on each other; a change in one necessitates a change in the other. Brown (1994) speculated that transformational leadership is needed in an evolving technological society. Societally, we are moving from controlled change to accelerated change nearly beyond control. Transformational leaders must meet market demands faster and better than before, given the increasingly interdependent economy.

Limited research addressed the relationship between innovation and transformational leadership. Howell and Higgins (1990a, 1990b, 1990c) contended that champions of innovation were significantly more transformational than non-champions. Champions are generally considered to be key organizational decision-makers that advocate enhanced use of technological solutions, but often are not as technologically literate as specialists in the organization. Champions operate in three ways:

- Implement rational methods that promote sound decision making based on organizational rules and procedures,
- Engage in a participative process, enlisting others' help to gain approval and

implementation of the innovation,

- Work outside the formal channels of bureaucratic rules and engage in the renegade process (Howell & Higgins, 1990a, 1990b, 1990c).

In a series of articles, Crawford (1998), Crawford and Strohkirch (1997a, 1997b, 2000), and Crawford, Gould, and Scott (2003) established the argument that transformational leadership was related to personal innovation. In their findings, transformational leaders were significantly more innovative than transactional and laissez-faire leaders. Innovation is often assumed to be one of the important characteristics of knowledge managers. One behavioral manifestation of innovation is the ability to create and manage information and knowledge. Given the substantial relationship between innovation and transformational leadership, research looking at the relationship of one outcome of innovation (knowledge management) and transformational leadership seems deserving of further investigation (Bryant, 2003; Crawford & Strohkirch, 2002).

INNOVATIVE LEADERSHIP IN KNOWLEDGE ORGANIZATIONS

Mahoney (2000) crystallized the position well, “Let me say from the start that in my view leadership must exist at all levels in an organization, regardless of the size, for it to consider itself a learning organization….there is no excuse for them [leaders] not creating an environment where everyone can participate in this process” (p. 241). Bailey and Clarke (2000) highlighted the disconnect in how leadership has not kept pace with the need to understand the role of knowledge, “for some reason many managers have yet to grasp the clear personal relevance, utility, and organizational significance of knowledge management” (p. 235). They further reported that many leaders felt that knowledge management was more fad than reality, or struggled to both conceptualize and practice knowledge management. Scharmer (2001) charged leaders with a nearly impossible task, "Leaders…face a new challenge. Leaders must be able to see the emerging opportunities before they become manifest in the marketplace" (p. 137). Leaders play a crucial role in building and maintaining an organizational culture of learning. They specifically infer that leaders must attach a high value to knowledge, encourage questioning and experimentation through empowerment, build trust, and facilitate experiential learning of tacit knowledge (Stonehouse & Pemberton, 1999).

Some limited empirical findings on the role of leadership in the knowledge organization have been published, but this type of investigation has not been the norm. In a limited interview of leaders, Johnson (2002) found a common theme, "A critical point, though, is that they paid attention themselves [sic] to the learning organization initiative….The idea that everyone in the organization pay attention to learning ran through the data" (p. 246). Johnson (2002) made several conclusions based on the data, but of most significance is the idea that knowledge management applies to the entire organization, from top to bottom. Finally, in another substantial empirical piece, Politis (2001) looked at the relationship between self-management, transformational/transactional leadership, and various knowledge management attributes. Politis found that self-management, transformational, and transactional leadership styles are related to dimensions of knowledge acquisition. The empirical findings, though limited, seem to lend some support to the theoretical assumptions made by many authors speaking of the need for participative collaborative leadership in the face of the transition to the knowledge society. The construct of leadership is either not distinguished from organizational position or may be directly confounded by it.

Finally, Bryant (2003) argued that there is a clear relationship between transformational leadership and knowledge management in organizations. While Bryant's piece is pre-empirical, this foundation serves as ample motivation for further investigation of the relationship between the two concepts. Bryant (2003) made the point very clearly,

> The greatest need in this area is empirical testing of the organizational knowledge constructs. Researchers may want to explore…the link between transformational leadership and managing knowledge at the individual and group levels and the link between transactional leadership and managing knowledge at the organizational level (p. 41).

Bryant's research provides some basis from which to speculate that transformational leadership might be a causative factor influencing greater knowledge management skills, though his research focus does not empirically test the causative direction between the two variables.

METHODS

Subjects

Subjects (N = 1046) were selected from a sample of students taking classes in a non-traditional graduate degree program and other associated individuals. Over 50% of the subject population was over 30 years of age. More females (n = 581) completed the assessment than males (n = 487). Well over 50% had been employed for over 5 years, and well over 50% were in positions of management (ranging from supervisory to executive level). Finally, over 90% of the sample indicated that they used computer technology more than irregularly, and by far, most used computer technology on a daily basis.

Procedure

The entire instrument battery was administered to subjects following a brief set of instructions. Subjects were asked to grant legal consent and to indicate if they wished for more information following the accumulation of results. Subjects were given ample time to complete the instrument (generally 20 minutes was sufficient). Participants were asked to return the instrument to an instructed location when they completed it. Following administration of the instrument battery data analysis occurred.

Instrumentation

The first instrument utilized in this instrument battery was the Knowledge Management Inventory (KMI). This inventory focused exclusively on the behavioral aspects of knowledge management and the content of the questions was derived from the Barth (2003) typology of personal knowledge management categories. Barth had seven categories of personal knowledge management and four questions from each of the categories were selected for the KMI. Once created, the KMI was administered to a pilot sample (N = 99) for the purposes of establishing reliability estimates ($\alpha = .86$). Two of the questions were further clarified based on this analysis to improve the instrument. The KMI achieved an alpha reliability of .89 in this sampling. Based on Barth's typology a series of subscales were computed: information acquisition, document and information creation, document and information application.

Table 1

Alpha Reliability Coefficients of Scales and Subscales of the Knowledge Management Inventory

Scale/Subscale	**Alpha coefficient**
Knowledge Management Inventory	$\alpha = .86$
Information Acquisition	$\alpha = .70$
Accessing & Evaluating	
Information (and Document) Creation	$\alpha = .79$
Organizing & Analyzing	

Information Application	α = .71
Conveying, Collaborating & Securing	

The second instrument, the Multifactor Leadership Questionnaire (Version 5-S) created by Bass (1985), is a 70 item survey consisting of four subscales of transformational leadership acts (charisma, individual consideration, intellectual stimulation, and inspiration), two subscales of transactional leadership acts (contingent reward and management by exception), and one scale measuring laissez-faire leadership. Subjects self-reported specific leadership attributes using five point Likert scales ranging from strongly agree to strongly disagree. The MLQ has been found to be very reliable (Howell & Higgins, 1990a) as either a self-report measure or as a measure of a superior's performance. In the present application the MLQ was used as a self-report of transformational, transactional, and laissez-faire leadership attributes. The reliability scores for the subscales ranged from $\alpha = .84$ to $\alpha = .63$, which are consistent with prior research.

Third, all participants were asked to complete the Acceptance of Technological Innovation scale (Crawford, 1998). The version administered was shortened (20 items) from the original 30 item measure. Though subscales were developed for the original ATI measure, none were computed for this research. Alpha reliabilities in past implementations of the ATI have consistently approached $\alpha = .90$, and in this study the same level was noted, when $\alpha = .91$ was computed.

Finally, several questions regarding basic demographics of the sample were deemed important for this investigation. Subjects were asked to report on the following: age, sex, years employed, education, type of career, use of technology, and position. In the below analyses the only variable used was the position variable where subjects self-rated themselves as entry level, supervisory level, or upper management/executive level.

RESULTS

Table 2 details the descriptive statistics for each of the variables involved in this study.

Table 2

Select Descriptive Statistics

Variable Name	**n**	**Min**	**Max**	**Mean**
Innovation	993	27	96	66.98
Transformational	893	89	176	135.49
Transformational - Charisma	941	22	50	36.59
Transformational - Individual Consideration	948	24	50	39.04
Transformational – Intellectual Stimulation	937	21	50	37.34
Transformational – Inspiration	946	14	35	22.77
Transactional	904	44	91	64.90
Transactional – Contingent Reward	923	22	48	34.05
Transactional – Management by Exception	942	16	44	30.84
Laissez-faire	947	10	43	22.62
Knowledge Management Inventory	988	73	140	115.16
Knowledge Management – Information Acquisition	1023	22	40	33.15
Knowledge Management – Info/Document Creation	1014	30	60	48.31
Knowledge Management – Info/Document Application	1028	16	40	33.51

Innovation and Knowledge Management

A strong correlation ($r = .42$, $p = .0001$) evidenced the relationship between innovation and knowledge management and each of the knowledge management subscales (information acquisition, information/document creation, and information application,). Table 3 displays the results of a regression analysis of innovation in relation to the dependent variable of knowledge management and associated subscales.

Table 3

Regression Results for Innovation and Knowledge Management

	R squared	**F**	**Sign**
Knowledge Management Inventory	.174	198.70	.0001
Knowledge Management – Information Acquisition	.134	151.72	.0001
Knowledge Management – Info/Document Creation	.177	208.56	.0001
Knowledge Management – Info/Document Application	.072	76.59	.0001

Transformational Leadership and Knowledge Management

One of the primary goals of this investigation was to assess the relationship between transformational leadership and knowledge management behaviors. The research by Bryant (2003) speculated that knowledge management behaviors may be strongly related to transformational leadership. To determine the extent of the relationship between transformational, transactional, and laissez-faire factors, several correlations were computed. They are detailed in Table 4.

Table 4

Correlation Coefficients and Significance with Knowledge Management

Variable Correlated with Knowledge Management	**R Coefficient**	**Significance**
Transformational	.462	.000

Transformational - Charisma	.410	.000
Transformational - Individual Consideration	.407	.000
Transformational – Intellectual Stimulation	.413	.000
Transformational – Inspiration	.196	.000
Transactional	-.053	.121
Transactional – Contingent Reward	.112	.001
Transactional – Management by Exception	-.185	.000
Laissez-faire	-.380	.000

Based on the highly significant correlations, a regression analysis was performed looking at the amount of variance in knowledge management that was accounted for by transformational leadership. The results of that analysis indicates that 19.4% of the variance of knowledge management was accounted for by transformational leadership ($F = 203.09$; $df = 1, 841$; $p > .0001$). A regression model looking at the impact of transactional leadership on knowledge management indicated no significant finding ($F = 2.41$, ns). Finally, the impact of laissez-faire leadership on knowledge management was also explored. The resulting regression model showed that 14.4% of the variance of laissez-faire leadership was accounted for by knowledge management ($F = 150.49$; $df = 1, 889$; $p > .0001$). The highly significant negative correlation indicates that as laissez-faire leadership behaviors increase, the level of knowledge management decreases.

Table 5

Correlation Coefficients and Significance with Knowledge Management – Information Acquisition, Information/Document Creation, Information/Document Application

Variable Correlated with Knowledge Management	**Information Acquisition**	**Information Creation**	**Information Application**
Transformational	.391 **	.422 **	.363 **
Transformational - Charisma	.345 **	.406 **	.326 **
Transformational - Individual Consideration	.372 **	.357 **	.365 **
Transformational – Intellectual Stimulation	.366 **	.402 **	.334 **
Transformational – Inspiration	.187 **	.199 **	.142 **
Transactional	-.032	-.039	-.053
Transactional – Contingent Reward	.097 **	.110 **	.090 **
Transactional – Management by Exception	-.141 **	-.162 **	-.167 **
Laissez-faire	-.321 **	-.365 **	-.307 **

** indicates significance at .01 level

Effects of Innovation and Transformational Leadership on Knowledge Management

The relationship between transformational leadership and innovation has been previously well established in other studies where correlations of larger than .30 have been noted. In the current study a strong correlation between innovation and transformation leadership was again noted ($r = .260$, $p = .0001$). To assess the combinative effects of innovation and transformational leadership on knowledge management a simple regression analysis was performed. Each variable loaded as significant in the model, with the total model of innovation, position, and transformational leadership accounting for 29.4% of the variance of knowledge management ($F = 168.75$; $df = 2, 802$; $p > .0001$).

DISCUSSION

Without question, the results of this study provide ample support for the notion that knowledge management and leadership, as both a theoretical construct and as an organizational position, are strongly related to each other. Many of the researchers that have theorized about the relationship have lacked empirical data on which to base their ideas, but this study clearly details the link. Researchers like Bryant (2003), Johnson (2002), and Politis (2001) provided the theoretical basis, but without empirical support the relationship was assumed, but unproven.

Among the most specific findings in this research study is the strong relationship between transformational leadership and knowledge management behaviors. The regression analysis provided strong evidence of the causal nature of the link between the two variables. The strong R squared value associated with the relationship suggests that a substantial amount of variance in transformational leadership can be accounted for by knowledge management skills (19.5%). This research finding is certainly parallel with prior research by Crawford (1998, 2000, 2003) that isolated the strong link between transformational leadership and innovation. That set of studies demonstrated that 30.8% of the variance of transformational leadership could be attributed to personal innovativeness. One might reason that innovation, as a personal construct, may be manifest outward through knowledge management behaviors.

Another interesting finding in this present investigation deals with the relationship between transactional and laissez-faire leadership and knowledge management. Due to the technical nature of knowledge management, one might reasonably argue that effective managers need only adopt transactional strategies. Transactional strategies tend to be less focused on the personal development of the followers and more centered on goal attainment. However, this study did not find that to be the case. The only significant findings that related transactional leadership to knowledge management were significant correlations between knowledge management and contingent reward, and a significant negative correlation with management by exception. The overall relationship between knowledge management and transactional leadership did not approach any level of significance. Given these interesting and conflicting findings, further investigation into the relationship is warranted. This study found that knowledge management was also a strong negative predictor of laissez-faire leadership. This finding, while not surprising, provides further basis for the assumption that knowledge management is more related to active follower-centered leadership. In this model, knowledge management accounted for 14.5% of the variance of laissez-faire leadership. The correlation was negative, demonstrating an inverse relationship between the two.

In an analysis of the role of innovation on knowledge management, the relationship was as expected – strong. Most notably, the relationship between innovation and information acquisition and information creation was strongest. The finding is reasonable given the fact that the innovation measure largely asks respondents about their adoption of technology, as opposed to how they might use technology they had adopted (as is the case in the last subscale). Even the relationship between innovation and information application is very strong. Overall, though the two measures are distinct in their focus, there is nonetheless, convergence in how they are applied since respondents reporting higher levels of knowledge management, on the total measure and the subscales, have already adopted technology. Those lower in the overall measure and the subscales may not have innovated already. More research should be done to flesh out the actual relationship between the two variables, because their unique contribution is essential to understanding the how and why of personal use of technology.

Implications for Leaders

The conclusion here is no different than for many other transformational leadership related findings – transformational leaders are more successful across a variety of organizational constructs. Findings in the current study strongly support that basic conclusion. Researchers have suggested that it is the person-centered nature of transformational leadership that makes the difference, presumably because of the authentic and ethical nature of the influence relationship (Crawford, 1998; Crawford & Strohkirch, 1997a, 1997b). Additionally, these findings show that knowledge management is not enhanced by transactional leadership, and is significantly slowed by laissez-faire leadership.

These findings are evidence of a growing interest in the relationship between the "high touch" nature of leadership and the "high tech" aspect of the modern workplace. In continuity with prior research, these findings show yet another demonstrated link between person-centered transformational leadership and some technical construct, in this case, knowledge management and innovation. The evidence here is clear – transformational leaders are better suited to handle even the most technical aspects of the modern workplace than are transactional or laissez-faire leaders. Additionally, as individual leaders move up in an organization they are better suited to engage in knowledge management and innovation, at least partially, because they are more transformational in leadership style. Future research needs to more clearly focus on the specific aspects of transformational leadership, position, and knowledge management in a variety of contexts, but the results of this study clearly support the relationship between these variables.

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Identifying Volunteer Core Competencies: Regional Differences

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INTRODUCTION

Early volunteer activity in America centered around protecting one=s self, family, property and community from theft, damage, injury and loss of life. Volunteer activity in early America occurred in response to both domestic and national conflicts. With this long period of domestic peace and prosperity comes a new wave of volunteer efforts (Ellis & Noyes, 1990). Predicting and preparing for volunteer activity during peace time becomes more difficult. Historically, people have come together to unify against external challenges. Rallying people for causes with less immediate concerns often proves to be somewhat more difficult. This process, of gathering unpaid people to rally behind a cause, has resulted in the emergence of volunteerism. As a field, volunteerism brings several needs; some of which are the need for research in the area of volunteer development and administration, professionalization of volunteer administrators, and volunteer leadership education (Culp & Nolan, 2000).

Volunteer administration is currently experiencing rapid growth, development and evolutionary change. In order to effectively prepare for volunteer administration in the early twenty-first century, one must first identify clientele and organizational needs and determine ways that volunteer efforts can assist in serving both the organization and its clientele in fulfilling these needs. An important next step, that is often overlooked by 4-H agents serving in the role of volunteer administrators, lies in developing volunteers in order to more effectively serve Extension and its clientele. A perusal of the volunteerism literature in 4-H Youth Development reveals a number of previous studies (Banning, 1970; Clark & Skelton, 1950; Culp, 1995; Culp, 1996; Culp & Schwartz, 1998; Denmark, 1971; Parrott, 1971) that have sought to identify the demographic indicators that describe 4-H Youth Development volunteers. Additionally, the report Agiving and Volunteering in the United States@ (Independent Sector, 2002) is published biannually and provides in-depth, broad-based, documentable information describing a cross section of American volunteers. However, none of these studies have focused on identifying the skills or competencies that volunteers need in order to deliver programs, lead initiatives or activities or work effectively with their target audiences. Additionally, regional differences in 4-H Youth Development volunteers have largely been unexplored.

A number of recent studies (Boyd, 2002; Culp & Kohlhagen, 2004; Deppe, 1998; Deppe & Culp, 2000; King, 1998; Kohlhagen, 1999; Stone & Coppernol, 2002; North Carolina Cooperative Extension, 2002) have investigated the competencies needed by volunteer administrators who direct these programs and coordinate and supervise the unpaid staff. The study of competencies needed by the volunteers who deliver the program, however, has largely been unresearched.

The purpose of this study, therefore, is to determine the skill set and competency areas in which volunteers will need to demonstrate proficiency, and to determine how regional differences may impact those skills and competencies.

REVIEW OF LITERATURE

Volunteers assume a wide range of responsibilities in 4-H, community and civic organizations. Working with volunteers is an Extension tradition (Patton, 1990) as well as the primary method of delivering the 4-H program. Since the inception of the 4-H program, volunteer leaders have been central to its success (Wessel & Wessel, 1982). Extension professionals make extensive use of volunteers by asking them to serve in a variety of roles and delegating to them responsibilities for projects, programs, events and activities.

Volunteers are an essential component of the Cooperative Extension Service in the United States. Nearly 625,000 volunteers deliver 4-H Youth Development programs to American youth annually (National 4-H Headquarters, 2002.) 4-H Youth Development Professionals need to consider the most opportune ways to manage volunteer programs in order to maximize volunteer contributions to the organization. 4-H Youth Development Professionals need to work effectively with volunteers in order to fulfill the goals of the program.

Volunteer administration is a rapidly growing field. AVolunteer administrators will need to strategically position themselves for dynamic audiences and clientele, as well as a changing volunteer base, in order to serve the needs of society in the next century. Innovative programs should be implemented which will anticipate and meet these evolving needs. Therefore, the tools and technologies which volunteer administrators use to manage and develop programs for these changing audiences will need to evolve for the Third Millennium@ (Culp, Deppe, Castillo & Wells, 1998)

A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation. Underlying characteristic means the competency is a fairly deep and enduring part of a person=s personality and can predict behavior in a wide variety of situations and job tasks. Causally related means that a competency causes or predicts behavior and performance. Criterion-referenced means that the competency actually predicts who does something well or poorly, as measured on a specific criterion or standard. Examples of criteria are the number of new volunteers recruited or the number of people recognized at an annual banquet (Spencer & Spencer, 1993).

Competencies indicate Aways of behaving or thinking, generalizing across situations and enduring for a reasonably long period of time@ (Guion, 1991). The type or level of a competency has practical implications for human resource planning. Knowledge and skill competencies tend to be visible, and relatively surface, characteristics of people. Self-concept, trait, and motive competencies are more hidden, Adeeper,@ and central to personality (Spencer & Spencer, 1993). Hedges (1995) defined a competency as Aan observable and measurable behavior that has a definite beginning and ending, can be performed within a limited amount of time, consists of two or more competency builders, and leads to a product, service, or decision. He further defined a competency builder as Athe skills, knowledge, and attitudes needed to perform a given competency@ (p. 13).

Background and Setting

The purpose of this study was to identify the competencies which volunteers will need in order to effectively deliver 4-H Youth Development programs and activities in the next decade and to determine if differences in these competencies exist between Extension regions. This study will provide State Volunteerism Specialists and county 4-H professionals throughout the United States with a national focus and direction related to the levels of competency and the perceived needs of 4-H volunteers. Volunteer development activities, volunteer certification standards and master volunteer programs may then be developed and tailored to the skills and competencies needed by those who deliver the programs to youth.

Problem Statements

1. National data that identifies the competencies needed to effectively work with 4-H youth is non-existent.
2. The need exists to prioritize at a national level, the identification and development of volunteer core competencies which 4-H professionals can utilize in supporting, building and delivering 4-H Youth Development programs.
3. The need exists to prioritize at a national level, the identification and creation of volunteer development resources which 4-H professionals can utilize in constructing, delivering, and evaluating 4-H Youth Development programs.
4. The Cooperative Extension Service provides little education or resources to new professionals regarding volunteer development.

Objectives of the Study

1. To identify the competencies which 4-H Youth Development volunteers need in order to conduct programs for 4-H youth.
2. To determine if differences related to the perceptions held of the volunteer development competencies exists between Extension regions.

PROCEDURES

Research Design & Subject Selection

This exploratory survey research is descriptive and correlational in nature and was conducted utilizing mail questionnaires as outlined by Dillman (1978). The target populations for this census were identified as adult volunteers who interact directly with youth in the 4-H Youth Development program, 4-H Youth Development agents and state volunteerism specialists in the United States. A random sample of 100 adult volunteers who served in direct-contact roles with youth were assembled in each state. Three states were purposefully selected from each of the four Extension Regions (North East, South, North Central and West) with an additional state selected from the South and North Central, to more accurately represent the 4-H member and adult volunteer population distribution in the United States. A total of fourteen states were originally selected and agreed to participate in the study. The names of current field staff members selected to participate in the study were obtained from the Cooperation Extension Service personnel directory in each of the target states. The 12 states completing the study are included in Table 1. Fifty (50) 4-H agents, employed six months or more, were sampled in the 12 states. A census survey was employed for the state volunteerism specialists at 1890 land-grant universities (N=50) were census surveyed.

Table 1. Regions participating in the study with return rate.

Region	**Volunteers**		**Agents**		**Specialists**		**Totals**	
	sample	***return***	***sample***	***return***	***sample***	***return***	***sample***	***return***
North East	206	99	52	38	8	8	266	145
No. Central	368	176	339	136	13	13	720	368
South	310	79	240	63	11	11	561	153
West	471	166	118	71	11	11	600	248
Totals	1355	520	749	308	43	43	2147	914
Return Rate		38.38 %		41.12%		84.00 %		

Instrumentation, Data Collection and Analysis

The instrument utilized in this study was developed to identify the demographic differences between volunteers, agents and state volunteerism specialists. Face validity was established by a panel of experts drawn from 4-H volunteers, agents, specialists and experts in the field of volunteerism and research methodology who were not involved in the study.

The samples were sent a mailed questionnaire as outlined by Dillman (1978). The questionnaire contained one qualitative and two quantitative components. The quantitative components focused on the characteristics of the respondent=s volunteer program, including number of 4-H members, number of youth and adult volunteers, middle managers and the number of agents working with 4-H, as well as the respondent=s demographic characteristics.

Questionnaires and a cover letter inviting participation in the study were distributed electronically to the specialists and agents. Both groups were directed to access the appropriate version of the questionnaire via the University of Kentucky 4-H Youth Development website. Responses were transferred into a data set located at Purdue University. A reminder message was electronically mailed to the samples three weeks after the initial mailing. Because the data which were submitted to the Purdue database was anonymous, no attempt at non-respondent followup was made.

Questionnaires were disseminated to the volunteer samples in each state via US Mail, along with a cover letter and a self-addressed, stamped return envelope. Reminder postcards were mailed to non-respondents three weeks after the initial mailing, asking for a response within two weeks.

As noted in Table 1, the following response rates were achieved: 38.38% for volunteers, 41.12% for agents, 84% for specialists for a combined rate of 40.54%. Data from the quantitative questions were analyzed using descriptive statistics, chi-square and analysis of variance utilizing SAS (SAS, 2002) to determine differences between the three populations. An alpha level of .05 was set a priori.

Limitations

1. Due to the qualitative nature of this study, results cannot be generalized.
2. In the southern region, nearly twice as many of the responses were from Kentucky as were from Georgia and Texas combined (92 versus 50) with none from Mississippi. Therefore, the results in the southern region may not be representative of the entire region.

RESULTS & DISCUSSION

In Part I of the questionnaire, all respondents were asked to Aidentify current or future skills or competencies which ... will be needed by volunteers who work directly with youth in order to effectively deliver 4-H programs.@ Sixteen lines were provided for responses. No minimum or maximum number of skills or competencies were requested. As expected, respondents provided input in a variety of ways. Some provided single word responses, others wrote complete sentences while others wrote paragraphs.

Using the system of three raters (Culp & Pilat, 1998) three researchers from three different Extension Regions (Ken Culp, III - Southern; Renee K. McKee - North Central; and Patrick Nestor - North East) read all questionnaires and came to consensus on the proper qualitative category for each individual response in Part I before assigning a quantitative code. The three raters began by identifying qualitative categories by coding the Specialists= responses as this was the smallest and most manageable data set. They proceeded to Agent responses and finished with the volunteers= data set.

Identification of Competencies

Table 2 lists the 32 competencies which were identified by the participants, stratified by the four Extension Regions. The top 10 competencies, as identified by the aggregate included: Communication; Organization, Planning Skills and Record Keeping; Subject Matter Skills; Interpersonal Skills; Leadership; Ages & Stages of Youth Development; Technology & Computer; Youth/Adult Partnerships, Enjoy working with kids; Patience; Time Management & Time Availability. The first 18 competencies were identified by more than 10% of the aggregate sample. Competencies 11 through 18 include the following: Organization Structure of 4-H and the Cooperative Extension Service; Group/Facilitation Skills/Team Building; Teaching Skills/Program Delivery; Caring, Compassionate, Love Kids; Diversity; Behavior & Conflict Management; Ethics, Honesty, Morals, Role Model; Risk Management & Liability. The remaining competencies (those whose average frequency ranked them from 19^{th} to 32^{nd}, included the following: Volunteer Recruitment / Parent Involvement; Motivation; Financial Resources & Procurement; Community Capacity Building; Experiential Learning; Youth Empowerment & Delegation; Being willing to learn and change; Addressing different Learning Styles; Assessment and Evaluation; Problem Solving Skills; Marketing and Publicity; Club Management; Needs Assessment; and Recognition (see Table 2).

Communication was the most frequently identified competency that volunteers will need to effectively deliver 4-H programs in the next decade and was identified by 41.26% of the respondents. With a chi-square value of .0597, this competency approached significance with the highest frequency in the West (47.18%) and the lowest in the South (33.55%). Agents and specialists should plan volunteer development activities that focus on developing, applying and teaching speaking, writing, listening and non-verbal communications skills. This may be accomplished by offering communication workshops, building communication components into most 4-H programs and activities and teaching volunteers to speak in a youth vernacular in order to further develop this skill. A communication component should be integrated into as many 4-H projects, programs and activities as possible. Additionally, administrators, specialists, agents, volunteers, parents and members should all be expected to inclusively share organizational information and practice open communication with all participants and stakeholders.

The second competency identified was Organization, Planning Skills and Record Keeping which was listed by 36.78% of respondents. On a regional comparison, this was the most highly significant competency identified with a chi-square value <.0001. AOrganization/Planning Skills and Record Keeping@ was identified twice as frequently in the West (45.97%) than in the South (22.37%) with intermediate values reported in the North East and North Central (33.10% and 38.15%, respectively.) Teaching volunteers record-keeping skills, how to manage paper, learning how to leave a paper trail and teaching file and record maintenance (how to organize information and resources) should improve their level of performance.

Subject matter skills was third, listed by 31.61% of respondents, and was significantly different among regions. This competency was identified most frequently in the West (39.11%) and least frequently in the North Central (24.92%), although it was ranked as fourth most important competency in the North Central. Specialists should consider developing state-wide volunteer certification programs or organize state or regional volunteer forums or educational conferences by subject-matter tracks in order that volunteers may acquire the technical information which they believe is necessary for them to fulfill their role.

The fourth competency identified, Interpersonal skills was listed by 31.11% of all respondents. Frequently identified as descriptors in the interpersonal skills category were extroverted personality characteristics such as being Aoutgoing,@ Afun-loving@ and Aeasy to talk to.@ The research team determined that interpersonal skills was not a competency (as it cannot be taught) and therefore removed this descriptor from the competency list for the second study. However, interpersonal skills is included as a personality trait that may be important to consider when recruiting, screening or engaging volunteers and is included in a separate category in the second study. This competency also posted significantly different rankings among regions with the highest frequency being in the North Central and South (34.46% and 33.87%, respectively.)

The fifth competency to be identified was Leadership by 21.72% of the combined sample. Leadership skills ranked as the fifth most frequently cited competency. One of the basic tenets of 4-H Youth Development programming is to develop leadership skills in both youth and adults. Agents and specialists should, therefore, continually seek ways to teach volunteers to develop leadership skills or teach leadership education workshops to youth. These topics could include parliamentary procedure, how to plan and conduct a meeting, event or activity, as well as modeling, teaching and developing leadership skills in youth. This category was identified least often in the South (12.50%).

The sixth competency was Ages & Stages of Youth Development, with a combined listing percentage of 21.49%. Opportunities to integrate ages and stages information into subject-matter workshops or as a component of larger or more engaging workshops should be sought.

The scores for the seventh and eighth competencies were tied. Technology and Computer Skills was tied as the seventh most frequently identified competency with a combined total of 21.26%. Faced with leading 4-H clubs and activities in the technology age, technology and computer skills was identified as the seventh most important competency. Agents and specialists should provide educational opportunities for volunteers to become more computer literate and develop technological and computer skills. Additionally, teaching volunteers to access and utilize the internet, county, state and national 4-H websites will increase their capacity to gather information, ideas, resources and curriculum. Finally, volunteers should be taught to utilize the computer as an instructional tool as well as being taught how and where to seek grants for educational resources and technology.

The category Youth and Adult Partnerships; Enjoy working with kids was also tied as the seventh most frequently identified competency with a total frequency score of 21.26%. Agents and specialists should create opportunities for youth and adults to collaborate on projects and activities, mentor each other and integrate youth and adult interactions into the 4-H curricula wherever possible. With a score of 13.16%, the South identified this competency one-third less frequently than the other regions.

The ninth most frequently identified competency, Patience presented one of the most interesting and challenging categorical variables to the research team and was not significantly different among regions. While the combined score was 17.13%, the research team determined that patience was not a skill or competency, but rather a personality trait. This descriptor was, therefore, removed from the competency list for the second study. Patience is included as a personality trait that may be important to consider when recruiting, screening or engaging volunteers and is included in a separate category in the second study.

Rounding out the top ten was the competency Time Management and Time Availability which received an average frequency score of 16.78%. Time management and availability ranked tenth in importance and was significantly different between regions with the highest frequency scores being found in the West (22.98%) and the lowest found in the South and North East (10.53% and 12.41%, respectively.) Agents and specialists should consider offering time management workshops as volunteer development opportunities and make greater use of the web, a county homepage and e-mail as means to communicate information to those who cannot visit the Extension Office during business hours. Considering that the majority of volunteers are employed, agents should also consider offering extended office hours one day each week and be realistic and honest about time requirements when developing position descriptions and during recruitment efforts.

The Organizational structure of 4-H and the Cooperative Extension Service ranked 11th. It was identified twice as frequently in the North Central (20.92%) than in the South (11.18%). The researchers determined that this item was not a skill or competency but rather a topic which should be presented during volunteer orientation. In order to effectively lead or deliver 4-H programs, events and activities, volunteers must understand the structure of the organization which they serve and the connection between 4-H and Cooperative Extension.

Group facilitation and team-building skills ranked 12th and were identified significantly more frequently in the West. Because volunteers largely work with groups of youth, (and, to a lesser extent, adults) developing the skills to facilitate group activities and build teams will be highly important.

Teaching and program delivery skills ranked thirteen. This competency was identified three times more frequently by the West (22.18%) than by the North East (7.59%). Whether volunteers teach subject matter, leadership, parliamentary procedure, communications, creative arts or demonstrations; developing the ability to teach and convey information is a critical component of a 4-H volunteer=s role. They could, however, be called upon to teach other volunteers teaching and program delivery skills.

Regional Differences

Nearly two-thirds (20) of the 32 competencies were found to be significantly different when compared by Extension region. This finding illustrates that the 4-H program, or the manner in which 4-H programs and activities are delivered, are vastly different among Extension

Regions. The twenty competencies that were significantly different when compared across Extension regions included: Organization/Planning Skills & Record Keeping; Subject matter skills, information and knowledge; Leadership; Youth / Adult Partnerships, Enjoy working with kids; Time Management & Availability; Organization Structure of 4-H & CES; Group Skills, Facilitation & Teamwork; Teaching Skills / Program Delivery; Caring, Compassion, Love and Understanding; Diversity; Behavior Management & Conflict Resolution; Ethics, Honesty, Integrity & Being a Good Role Model; Risk Management & Liability; Recruitment & Parent Involvement; Motivation; Financial Resources / Fund Raising; Community Capacity Building, Service Learning & Community Service; Willing to Learn and Change; Marketing & Publicity; Assessment, Evaluation & Accountability. Additionally, two competencies (ACommunication@ and ARisk Management / Liability@) approached significant when subjected to the Chi-square test (p = .0597 and .0544, respectively.)

It is noteworthy to point out that the frequency with which these significantly different competencies were identified was the lowest in the Southern region for 14 of the 22. (Table 2.)

Table 2. Competencies which volunteers will need in order to effectively deliver 4-H Youth Development programs by Extension Region.

Competency	NC	NE	South	West	Total	Chi-square
Communication	40.92	40.00	33.55	47.18	41.26	.0597
Organization/Planning Skills; Records	38.15	33.10	22.37	45.97	36.78	<.0001
Subject matter skills; knowledge	24.92	30.34	34.87	39.11	31.61	.0029
Interpersonal Skills	34.46	18.62	25.66	33.87	30.11	.0017
Leadership	21.85	19.31	12.50	28.63	21.72	.0018
Ages & Stages of Youth Development	23.08	26.21	16.45	19.76	21.49	.1626
Technology & Computer	17.23	23.45	25.66	22.58	21.26	.1339
Youth/Adult Partnerships; Enjoy kids	24.31	20.69	13.16	22.58	21.26	.0450
Patience	17.23	13.79	15.79	19.76	17.13	.4683
Time Management & Availability	16.92	12.41	10.53	22.98	16.78	.0045
Organizational Structure: 4-H & CES	20.92	13.79	11.18	15.73	16.55	.0353
Group Skills/Facilitation/Teamwork	13.23	15.17	11.18	21.37	15.52	.0188
Teaching Skills; Program Delivery	11.69	7.59	13.82	22.18	14.37	.0002

Care, Compassion, Love, Understand	12.31	15.17	7.24	18.15	13.56	.0155
Diversity	12.62	17.24	6.58	13.31	12.53	.0463
Behavior Mngmt /Conflict Resolution	10.46	20.69	12.50	9.27	12.18	.0054
Ethics, Honesty, Integrity, Role model	8.00	8.97	7.24	17.34	10.69	.0010
Risk Management; Liability	8.92	16.55	8.55	9.27	10.23	.0544
Recruitment, Parent Involvement	11.08	4.83	2.63	10.48	8.39	.0038
Motivation	4.00	10.34	3.29	9.27	6.44	.0053
Financial Resources/Fund Raising	4.62	3.45	3.95	9.27	5.63	.0302
Community capacity building, SL, CS	4.00	1.38	3.95	9.68	5.17	.0012
Experiential Learning	4.92	6.90	5.92	3.63	5.06	.5080
Empowerment & Delegation	5.23	6.90	1.97	4.84	4.83	.2446
Willing to learn and change	1.23	6.21	3.29	5.65	3.68	.0124
Learning Styles	4.00	1.38	3.29	4.44	3.56	.4276
Needs Assessment	1.85	1.38	1.32	4.03	3.22	.1859
Problem Solving Skills	2.15	2.76	3.29	4.03	2.99	.6178
Marketing; Publicity	3.69	0.69	0.66	4.84	2.99	.0296
Club Management	3.08	3.45	1.97	2.42	2.76	.8410
Assessment/Evaluation/accountability	1.23	4.14	1.32	6.45	2.30	.0022
Recognition	1.85	2.76	1.32	2.42	2.07	.8023
	n=325	n=145	n=152	n=248		n=870

Values are expressed in percentages of people in each educational category reporting each competency.
Values in rows are significantly different when subjected to the Chi-square test.

IMPLICATIONS

1. Twenty (20) of the 32 competencies identified in this preliminary study were significantly different among Extension Regions. The relative importance of the competencies needed by volunteers to effectively deliver 4-H Youth Development programs in the next decade, therefore, is somewhat different among regions. This would indicate that volunteers have greater regional differences that has been previously thought. Care should be taken, therefore, not to assume that materials developed for

volunteers in any region are completely interchangeable with another region.

2. Of the 20 competencies identified as being significantly different among regions, roughly two-thirds (14 of the 20) had the lowest values in the Southern Region. This could imply that 4-H volunteers are the most uniquely different in the South, due, perhaps, in part, to the greater emphasis on school delivery methods in the Southern Region.

3. Volunteer competencies were found to be most similar in the North Central and Western Regions, where strong leader-led community club programs are the cornerstone of the county 4-H program. Agents in the North Central and West should feel comfortable in sharing and interchanging materials developed for volunteers in these two regions.

ABSTRACT

This exploratory study surveyed direct service 4-H volunteers and agents in 12 states and a census survey of all state volunteerism specialists, and identified 32 competencies for volunteers who deliver 4-H Youth Development programs and activities. Of the 32 competencies, 20 were significantly different and two others were very nearly significant when stratified across Extension regions. The competencies, as identified by the aggregate included: Communication; Organization, Planning Skills and Record Keeping; Subject Matter Skills; Interpersonal Skills; Leadership; Ages & Stages of Youth Development; Technology & Computer; Youth/Adult Partnerships, Enjoy working with kids; Patience; Time Management & Time Availability; Organization Structure of 4-H and the Cooperative Extension Service; Group/Facilitation Skills/Team Building; Teaching Skills/Program Delivery; Caring, Compassionate, Love Kids; Diversity; Behavior & Conflict Management; Ethics, Honesty, Morals, Role Model; Risk Management & Liability; Volunteer Recruitment / Parent Involvement; Motivation; Financial Resources & Procurement; Community Capacity Building; Experiential Learning; Youth Empowerment & Delegation; Being willing to learn and change; Addressing different Learning Styles; Assessment and Evaluation; Problem Solving Skills; Marketing and Publicity; Club Management; Needs Assessment; and Recognition.

Nearly two-thirds (20) of the 32 competencies were found to be significantly different when compared by Extension region. Two additional competencies approached significant when subjected to the Chi-square test. This may illustrate that the 4-H program, or the manner in which 4-H programs and activities are delivered, are vastly different among Extension Regions.

Phase II of the study, which will involve 27 states, will explore three aspects of the competencies that were identified in Phase I. These three aspects include their level of importance, level of competence and frequency of use. Phase III will focus on developing assessment inventories for determining volunteer=s level of competence in each of the skills; lesson plans for developing the skills and competencies; and evaluation tools for use in assessing if competency has been attained in each skill.

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Leaders and Public Deliberation: A Study in Citizen Involvement

Abstract

This study examines 13 persons who used the concepts of public deliberation in their leadership roles in one or more environments, such as communities, organizations, families, and places of employment. Through in-depth personal interviews, the subjects shared experiences, successes, and lessons learned, as well as comments and recommendations for how public deliberation can be used to develop existing and future leaders.

Introduction

The challenge for individuals in a leadership role is to base decisions on the needs of the diverse peoples impacted by those decisions. An additional challenge lies in how to gather those diverse perspectives in an authentic and transparent way. Public deliberation through deliberative forums is emerging as an effective way to engage the citizenry in sharing their diverse perspectives on public issues and the public solutions to those issues.

Stories abound of angry, frustrated citizens who feel they have little power to influence important public decisions affecting their lives. This frustration is often characterized as apathy with little effort made to look deeper at the desire of regular people to express their views on public issues, but believe they do not have a venue to do so.

Deliberative forums and study circles provide a safe, nonpartisan venue for community leaders to help citizens to struggle with challenging public issues. These deliberations are based on the idea that, in a democracy, citizens have the responsibility to get together to talk through their common concerns, to weigh possible alternative actions to address these problems, and inform policy makers and other community leaders about the desired direction for public action. Public deliberation provides a means by which citizens make choices about the basic purpose and direction for their communities and country. As conveners, moderators, recorders, and reporters of deliberative forums, community leaders perform a non-biased, non-advocacy role in engaging citizens in building community. One form of implementing public deliberation has emerged from the National Issue Forums model and is captured in the slogan of the Kettering Foundation’s work in deliberative democracy as “a different kind of talk, another way to act.”

This paper describes a study conducted to determine community leaders’ use of public deliberation. Through a previous study, the researchers identified 13 persons who employed concepts of public deliberation, sometimes including public deliberative forums, in some fashion and agreed to in-depth interviews to share their experiences, successes and lessons learned. The study had the following objectives:

- Document how subjects applied concepts of public deliberation following their participation in institutes.
- Identify how the subjects used public deliberation in their leadership roles.
- Determine how subjects think public deliberation could be used to develop future or existing leaders.

Review of Literature

Public Deliberation

Mathews (2002, p i) indicate that the Kettering Foundation has "discovered an unrealized potential for constructive community change – the power of an engaged public." He defines a public as "a diverse body of people joined together in ever-changing alliances to make choices about how to advance their common well-being (p. i)." Further, he describes an engaged public as "a committed and interrelated citizenry rather than a persuaded populace."

Mathews and McAfee (2003, p.1) state that "Public deliberation is one name for the way we go about deciding how to act. In weighing – together – the costs and consequences of various approaches to solving problems, people become aware of the differences in the way others see those costs and consequences." Public deliberation is a particular way of reasoning and talking together. It is, as Mathews and McAfee state, a "dialogue for weighing, not a debate for winning" (p. 10). Deliberation involves *listening* and *weighing* the views of others. One objective of deliberative dialogue is to get beyond facts to what is valuable to people in the common life they share in the community, in whatever way they define community.

The current practice of resolving public issues at all levels of society, from neighborhood to the national level, leans heavily on special interest group politics, adversarial proceedings (debates, public hearings, litigation), and/or ersatz citizen participation devices such as advisory committees and listening sessions. Mathews (2002) notes that public engagement has been used to describe a form of public relations aimed at gaining popular support for an institution or a cause. In the study reported in this article, public engagement means that community members have decided and acted on their own rather than being persuaded to take a particular action by others – especially those outside the community.

Does Public Deliberation Work?

The basic proposition of public deliberation is that it produces *public knowledge*; that is, knowledge that can only occur through face-to-face engagement between people. Public knowledge is not available through opinion polls or from experts in the problem area at hand. Rather, it is knowledge that can only occur when people gather together and focus on finding *common ground* – even though they do not agree with each other – upon which they might fashion efforts to address the issue.

In a study of citizens and deliberation, Farkas, Friedman, and Bers (1995) found that about half the participants (53 percent) changed their minds on deeply held positions after participation in repeated deliberation experiences. A much larger percentage (71 percent) said they have second thoughts about their opinions, even though they did not changed their minds. More than three-fourths (78 percent) said they encountered viewpoints different from their own and thought these views were good.

It is not likely that a single deliberative forum will change deeply held beliefs, but participation in a number of deliberative forums on different issues begins to develop a different way of listening and thinking about issues and creates a "habit" of deliberating. Moreover, Patterson (n.d.) notes that people begin to see themselves as political actors, not just clients or consumers. In summarizing from John Dewey's work on problem solving skill development, Patterson observes "This approach [public deliberation] asserts that skills for deliberation have to be cultivated over time . . . . this perspective also suggests that deliberative enterprises that are one-shot and short term are not adequate; rather, sustained problem-solving processes where participants can see the results of their actions and adjust accordingly are important" (page 8).

Mathews (2001) notes that the outcomes that are appropriate measures of deliberative dialogue are such things as "change in the way issues are raised and framed, by the extent to which people look carefully at both the pros and cons of all their options, and by the way they relate to one another when facing a difficult, controversial issue"(p. 66). Or as Patterson notes, "The most important criteria for establishing whether a particular instance qualifies as an example of deliberative democracy, is whether citizens engage in deliberation or public reasoning and the exchange of arguments oriented towards mutual understanding and the common good" (p. 10).

To develop an *engaged* public, the full range of diversity among the population must be involved, and involvement must include as many people as possible. Mathews (2003) notes that if the only people involved in community issues are the usual movers and shakers, things will get done. However, when the changes do not work (i.e., the changes fail to connect to what is *valuable* to most people), the blame game will begin.

There is a growing body of experience that supports the notion that public deliberation can produce public knowledge (sometimes called a public "voice") that can lead to action and resolution of public issues. A summary of major findings has included the following (Twelve Major Findings from Studies of Public Deliberation, 1996):

1. Anyone can deliberate.
2. Participants come from every part of society.
3. As a result of deliberation, people reconsider their own opinions and judgments.
4. People reconsider the views of others as a result of deliberation. They develop a greater understanding of other groups and viewpoints.
5. After participating in deliberation, people's knowledge and understanding of an issue increases.
6. After deliberation, people think more realistically about issues (e.g., they are willing to consider costs and trade-offs).
7. As a result of public deliberation, people become more inclined to see themselves as political actors.
8. Through forums, people develop stronger communication skills (e.g., speaking, writing, etc.).
9. After public deliberation, people become more interested in political and social issues.
10. After participating in public deliberation, people construe their self-interests more broadly.
11. Through deliberation, people increase their activity around issues.
12. Public deliberation establishes and enhances communication between groups.

Charged with the responsibility of finding solutions, public officials are looking for approaches that find the "common ground" rather than the nearly endless list of areas of disagreement, which is the typical outcome of public hearings, political action and special interest groups. Mathews and McAfee (2003) summarize the various ways that public deliberation can have an impact:

- Makes public action possible
- Finds a way for people to work together even when they don't agree
- Informs officials about what is politically possible
- Changes relations between citizens and officeholders
- Meets the public's responsibilities that cannot be delegated

Arnone (1999) cites several examples of these products of deliberation and the impact that communities of varying sizes and types have experienced.

Public Deliberation and Leadership

Public deliberation has been linked with leadership. Gastil (1994) built on the concept of democratic leadership, describing the roles of leader and follower and illustrating them through an example of National Issues Forums. He contended that a democratic leader had three primary functions:

distributing responsibility so that all members of the group were responsible; empowering the membership of the group; and helping the group to deliberate. Gastil asserted that no one person could fully perform all of these functions, thus making a case for leadership being a behavior which many members of the group should perform in turn. He also noted expectations for followers: responsibility for the wellbeing of the group; accountability for their actions; autonomy; and working with those who are leading.

Community leadership development programs have been classified in terms of public deliberation. The Harwood Institute (2003) sought to provide greater clarity on differing approaches to leadership development and identify the extent to which different programs worked to cultivate democratic habits in communities. Researchers studied 15 community leadership development programs across the U.S., and identified four basic types of programs according to how change occurred in communities and who in a community held authority for leading such change. Each type of leadership program was associated with a particular strategy for executing its work – Networking, Information Intake, Skills Development, and Perspective Change – though the strategies were not mutually exclusive. The types of programs and associated strategies included the following:

- **Traditional** (strategy: Networking) – Assumed that changes happened through coordinated efforts of business and civic leaders who hold authority. Democratic practice was purely trustee democracy.
- **Deepening Awareness** (strategy: Information Intake) – Assumed that change came under the direction of an established group of recognized leaders; however, also say a need for up-and-coming leaders to take on responsibility. Democracy meant understanding community issues and working with other leaders to solve problems.
- **Expanding Diversity** (strategy: Skill Development) – Assumed that communities functioned better with more adept backgrounds other than just the business community and existing leaders. Democracy was strictly representative and one-way; community engagement and dialogue were not part of the program.
- **Hidden Layer** (strategy: Perspective Change) – Assumed that the people most affected by a problem should be involved in solving it, and that all people in a community must exert leadership. Democracy meant encouraging people from deep within the community to come together to find solutions to problems, then move the solutions through the existing system; deliberation was not a major focus.

Though many leadership programs have talked about improving communities, the programs examined in the Harwood Institute study showed little evidence of focus on any of the hallmarks of democratic or public-forming practices as described by Mathews (2002).

Methods

The purpose of the study was to determine community leaders' use of public deliberation. The study had the following objectives:

- Document how subjects applied concepts of public deliberation following their participation in institutes.
- Identify how the subjects used public deliberation in their leadership roles.
- Determine how subjects think public deliberation could be used to develop future or existing leaders.

Through a previous study, the researchers identified 13 community leaders throughout Oklahoma who employed concepts of public deliberation, sometimes including public deliberative forums, in some fashion and agreed to in-depth interviews to share their experiences, successes and lessons learned. Community was defined broadly, and included towns, neighborhoods, university campuses and organizations. The subjects were a self-selected sample from a population of approximately 175 persons who had participated in one of four institutes held during 2001 – 2002. The institutes taught participants to convene, moderate, and record public deliberative forums.

The researchers developed a 13-item instrument in collaboration with the Bureau for Social Research at Oklahoma State University. They piloted the instrument and made appropriate revisions. In spring, 2004, face-to-face interviews were conducted with the 13 subjects. The interviews were conducted by a research associate skilled in personal interviewing and knowledgeable in public deliberation. Interviews averaged approximately one hour in length, and were held in the communities where the subjects lived or worked. The Bureau for Social Research transcribed the interviews. The content of the transcripts was analyzed relative to the objectives of the study.

Findings

Demographic information was collected on the 13 community leaders. There were seven women and six men, and ages ranged from 20 to 65 years. Two were university undergraduate students, two worked for the Oklahoma Cooperative Extension Service, six were involved with the Oklahoma Early Settlement Volunteer Mediation program, two worked with students at Oklahoma's two land-grant universities, and one worked for the state's Department of Education.

Analysis of the transcripts revealed that the community leaders used the concepts of public deliberation in a variety of settings, including the following:

- University classes
- Campus Compact's VOICE program
- High school social studies programs
- Oklahoma Cooperative Extension Service county-based leadership programs
- Oklahoma Cooperative Extension Service's Community Listening Sessions
- Community meetings and forums
- Neighborhood meetings and forums
- County/Municipal government meetings and forums

One community leader described a volatile and contentious issue (county zoning) in a county where his colleague worked in another part of the state. The colleague was not trained in public deliberation, and recruited him to come to the county as an outsider to conduct a deliberative forum on land use decisions. He used an issue framework developed at the national level and available from the National Issues Forums Institute (*Land Use Conflict: When City and Country Clash*). Because he anticipated that people were upset about the issue and the impending forum, he prepared individual copies of the forum Guidelines posters in addition to individual copies of the issue framework. He reported that his application of the moderator skills learned at the institute, including the use of the Guidelines, helped to defuse the tension at the forum almost immediately. He also noted that a newspaper reporter from a nearby large city left the forum when she realized that there was not going to be an argument or debate. During the two-hour forum, the group found common ground from which to begin the work of developing a public policy for the common good.

The community leaders overwhelmingly recognized the value of incorporating training on public deliberation into the curriculum of community leadership programs. Several had been through leadership training programs in their towns, professions, and/or universities, but only two persons (the university students) received public deliberation training in the leadership program. The most common theme among the interviewees' comments was how valuable the concepts of public deliberation can be to existing and future leaders as they work with their various publics to shape the organizations, schools, communities, and states for America's future. One person responded that she has already incorporated deliberative forums into the curriculum of the countywide leadership program that she coordinates along with a steering committee.

Conclusions and Future Implications

The community leaders in this study have reported multiple successes using public deliberative forums and related concepts of public deliberation in various settings. Their successes may spur the thinking of leadership educators to explore how to incorporate public deliberation into community leadership development programs, in some ways going beyond the four types of programs identified in the Harwood Institute (2003) study, perhaps with the ultimate emergence of a fifth type of program.

For public deliberation and democratic leadership to become the rule rather than the exception, leadership educators will want to experience public deliberation themselves. Much could be gained in becoming familiar with the those communities and organizations that have a long history of public deliberation and have developed what is often called a "deliberative habit" in addressing the difficult and contentious issues that arise.

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Evaluating Leadership Development for Public Officials Using Retrospective Pretest Methodology

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Association of Leadership Educators
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Evaluating Leadership Development for Public Officials Using Retrospective Pretest Methodology

Abstract

This paper describes how the retrospective pretest methodology was used to determine change in knowledge, skills, and attitudes toward local government leadership competencies of a group of local elected and appointed public officials including those serving on local government boards, task forces and commissions involved in a traditional Extension educational program.

Introduction

Documenting changes in knowledge and behavior can be done simply and efficiently using the retrospective pretest evaluation (Rockwell & Kohn, 1989; Stevens & Lodl, 1999). The retrospective pretest design, unlike the typical pretest-posttest, is administered only once. Because of time limitations, this characteristic made using the method more appealing to the audience and the educators as administrators of the instrument. Only a few minutes were required to complete the short questionnaires.

Background: The Retrospective Pretest

With the retrospective pretest, participants are asked to share the knowledge or attitude they had toward a particular subject *before* some experience, program, or treatment and *after*. When participants are asked to respond to a question about how much they know about a particular subject after they have some basic knowledge of the subject itself, they are more able to accurately reflect on the degree of change in knowledge or attitude (Rockwell & Kohn, 1989). Furthermore, respondents oftentimes overestimate their level of knowledge on a particular subject when using the traditional pretest-posttest (Pratt et al, 2000). With the retrospective pretest methodology, respondents are given an opportunity to learn how much they know about a subject prior to responding to a questionnaire.

How it Works: Practical Application of the Evaluation Tool

What impact does leadership skill development programs have upon public officials? The local Leadership Academy, developed in the Toledo area in Ohio, was used to evaluate change in knowledge and skills. The academy was developed through a partnership between The Ohio State University Extension, The Ohio State University Sea Grant College Program and the Toledo Area Chamber of Commerce. Participants in the Academy completed ten sessions over a ten-week period with each session lasting two hours.

The participants, which included elected officials from county, municipal, and township governments, and appointed individuals who serve on local government committees, commissions, boards or task forces, were evaluated on pre and post-test knowledge of specific skills and concepts associated with community leadership. The evaluation occurred in leadership training programs occurring over three years.

An instrument was developed for the program that was designed to measure prior knowledge and evaluate knowledge gained and perspectives changed as a result of the program. An example of the instrument for one session follows.

The retrospective pretest was designed with instructions at the top, an example, and numerous statements. The statements were developed using the learning objectives for each program session. Participants were asked to indicate their level of agreement with each statement before and after the workshop using a four-point, Likert-type scale; (1 - strongly disagree and 4 - strongly agree).

Ohio Local Government Leadership Academy Program Survey

Please rank your level of understanding by circling one of the following using a scale of 1-4, with **1 being poor** and **4 being good.**

Leadership Topic: Conducting Effective Meetings

before today's presentation	My level of understanding of the following	**after** today's presentation
1 2 3 4	1. Meeting types: regular meetings, work sessions, public forums and public hearings.	1 2 3 4
1 2 3 4	2. Legal requirements, notices, Sunshine Law, open meeting requirements, executive sessions.	1 2 3 4
1 2 3 4	3. Pre-meeting activities, agenda preparation/distribution/"Five Day Rule", supporting documents, press briefings, etc.	1 2 3 4
1 2 3 4	4. The meeting environment, accessibility, physical details, etc.	1 2 3 4
1 2 3 4	5. Process, rules and procedures, code of ethics, etc.	1 2 3 4
1 2 3 4	6. Conducting the meeting, roles, public address, agendas, etc.	1 2 3 4
1 2 3 4	7. Meeting Closure, the press, follow-up, minutes and records.	1 2 3 4

If necessary, what could have been done better or included to enhance your understanding of this session? (Use back if necessary).

Please turn in at end of session. Thank you for your cooperation.

Results to Date (data from program year #3 is not yet available, but will be incorporated into this table prior to the conference)

Following is a summary of the evaluation data collected for each session. The data for each module from within each session are not reported in this paper. However, the overall statistics incorporate the information from each module to produce a session statistic. The numbers (N) for each session varies since participants were required to attend only seven sessions to earn their Certificate.

Prior Knowledge	Session Topic	Knowledge Gained
35%	Public Officials and Public Service	65%
39%	Conducting Effective Public Meetings	60%
7%	Communicating and Working With the Media	93%
30%	Working and Communicating With Citizens	71%
6%	Building Sustainable Communities	94%
20%	Team Building	80%
25%	Leadership Skills and Styles	97%
7%	Conflict Management and Dispute Resolution	92%
13%	Intergovernmental Relations	88%
24%	Technology in Local Government	76%

One of the interesting observations that emerges from an examination of the data is that there is a reverse relationship between prior knowledge and knowledge gained. The logic is obvious, but too often we fail to assess the impact between starting point and ending point when we report results. Where knowledge is already high or assumed to be high, there is less chance that gains will be high. As an example, the four sessions where prior knowledge is low the gains were in excess of 90%. The reverse is true, where prior knowledge is the highest, knowledge gains were the lowest. For example, in the area where prior knowledge is rated the highest, Conducting Effective Meetings, knowledge gain was the lowest. The data do not, however, support an argument that we should focus on those areas where knowledge gained can be the greatest. Important learning occurs for “experts” at the margin where new insights or skills can improve an already effective leader.

Conclusions and Future Implications

This program evaluation tool provide rich data with a modest investment of time, relative to more traditional pretest – post test evaluative measures. Program participants had little difficulty understanding and completing the questionnaire. Furthermore, participants were able to complete the instrument in a timely fashion, yielding very useful data compared to other evaluation tools requiring a similar investment of time. The data gathered were relatively easy to analyze and communicate a change in knowledge, awareness, confidence, and attitudes as ably as other more complex and involved evaluative measures.

From our initial experience with the issues surrounding knowledge gained during the course of the ten week program, we concluded that we need to assess prior knowledge and knowledge gained differently. There are two levels of measurement for each category. One is the self reported estimate of prior knowledge and knowledge gained. Another way to assess prior knowledge and knowledge gained is through an assessment of specific sets of information that will be provided during the sessions of the Academy. One of the very difficult problems to overcome with adult learners, and especially elected officials, is to collect the information in a discrete manner. Most public officials are very aware of their own image and would be reluctant to provide information if there were any chance the assessment information could be attributed to them in any manner that could be embarrassing. The important questions needing attention include:

1. What are the best surrogate measures of knowledge that we can use? Is self reporting an adequate measure of prior knowledge and knowledge gained?
2. Is there a way to collect accurate information about the level of prior knowledge and knowledge gained that elicits accurate responses from adult learners, especially elected officials? Can information be collected in an environment where there is a sufficient comfort level to allow public officials to provide very accurate information that is not tainted by posturing or spin?
3. Are measures of knowledge gained the only true measures of the value of a program? Or, does valuable learning occur outside the parameters of specific topics and sub-topics within the sessions? Do we need to focus equally as much on value of an experience as we do on knowledge gained?

In teaching and learning situations involving public officials, interactions that occur within a program may provide the beginnings for a change in behavior. There is likely an important “time lag” between program content and the application of ideas within the operating environment of a public official. This time lag and impact issue will continue to plague educators and trainers as public sector leadership programs are developed and presented.

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Beyond the Sidelines

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Description: Using the lessons learned and successes of a national championship football team is an innovative way to learn lessons of leadership. This presentation explores lessons learned from coaches, players, and other members of the athletic department as they improve their individual leadership skills, and their ability to work as a team.

Learning Objectives: Participants will learn how to:

- Assess the basic fundamentals of leadership such as honesty, integrity, ethics, and personal accountability;
- Design strategies for building positive relationships with team members and co-workers;
- Plan strategies for accentuating the positive aspects of team members and co-workers; and
- Create a powerful and meaningful vision for an organization or work team.

Biographical Profiles

Garee W. Earnest, Ph.D. and Beth Flynn, M.S.

Dr. Garee W. Earnest is a nationally renowned and highly requested trainer, facilitator, and consultant. Drawing on his more than 20 years of experience, he delivers high-energy, content-driven, experiential workshops that enhance personal, professional, and organizational development. Garee's unique approach for connecting with people includes a blend of humor, creative teaching techniques, and practical applications. Using his certifications in Myers-Briggs Type Indicator® and BarOn Emotional Quotient Inventory (EQ-i)®, and his training in leadership and management, Garee provides customized consulting, training, and facilitation to local, state, national, and international organizations.

Dr. Earnest provides programmatic leadership for the Ohio State University Leadership Center and holds the rank of Associate Professor. He received his Ph.D. in Extension Education from The Ohio State University, and his master's and bachelor's degrees in Agricultural Education from West Virginia University.

Recognition of his commitment to serving others includes the Excellence in Extension Award, James D. Utzinger Extension Teaching Award and the Outstanding Service to Students Award at Ohio State, as well as the Association of Leadership Educators' Distinguished Leadership and Service Award, and the Best Paper Award in the Organizational Behavior Track at the Third Biennial International Conference on Advances in Management on the national level. His professional memberships include the Association of Leadership Educators, the International Leadership Association, the Association for Psychological Type, Epsilon Sigma Phi, and the Ohio Extension Professionals Association.

Beth Flynn is an enthusiastic educator, facilitator, and trainer. With an emphasis on interactive learning, her researched-based programs focus on attitude, creativity, motivation and leadership styles. Beth's programs receive rave reviews, but the best compliment she receives is that organizations invite her back to conduct additional trainings.

As a member of the Ohio State University Leadership Center team, Beth draws upon her knowledge and experience to help organization's improve employees' performance. Beth holds a master's degree in Community and Human Resource Development from The Ohio State University in Columbus, Ohio and a bachelor's degree in Business Administration from the College of Mount St. Joseph in Cincinnati, Ohio.

Beth edits *Leadership Link,* which is a quarterly leadership publication, distributed to 2,300 community, educational and business professionals. She is also famous for her weekly e-mail message, *Leadership Moments* which is distributed globally to 1500 leaders.

Beyond the Sidelines

Garee W. Earnest, Ph. D. and Beth Flynn, M.S.
Ohio State University Leadership Center

Abstract:
Leadership lessons are better ingrained when a leader can see a real-life image. Using a football team as an analogy to leadership lessons learned is a unique method of increasing others leadership capacities.

Introduction:
When Jim Tressel was named coach on January 18, 2001, he became the 22nd head football coach at The Ohio State University. The Ohio State University football program is steeped in tradition, and Coach Jim Tressel acknowledged the responsibility he was undertaking in upholding these traditions. Coach Tressel's other goal was to help student athletes become contributing members of their communities. Coach Tressel immediately stated his mission for the team including building players' character, and enhancing classroom performance. Coach Jim Tressel believes leadership is striving for excellence both on and off the field.

Participants will learn how to:
- Assess the basic fundamentals of leadership such as honesty, integrity, ethics, and personal accountability;
- Design strategies for building positive relationships with team members and co-workers;
- Plan strategies for accentuating the positive aspects of team members and co-workers; and
- Create a powerful and meaningful vision for an organization or work team.

Background:
There are many successful organizations around the world whose success others would say are due only to luck. This is similar to what other teams, coaches and the media were saying about The Ohio State Buckeyes in 2002. In Jim Tressel's first season at Ohio State in 2001, the Buckeye's compiled a record of seven wins and five losses. Following the success of the 2002 and 2003 Ohio State University football teams, the Ohio State University Leadership Center decided to collaborate with the Athletic Department to create a video about the many leadership lessons that today's and tomorrow's leaders can learn from Coach Jim Tressel and his football team.

How it Works:
Building a relationship with the athletic department was the first step in this process. The Athletic Director was doing a presentation in a leadership class, and upon learning this information, we sat in on the class and spoke with the Athletic Director at the conclusion of his speech. This positive discussion led to the Athletic Director requesting a written proposal. This proposal led us to a

relationship with the Assistant Director of Football Administration, who has been the liaison between the Leadership Center and the football program. At the same time while working with the videographers and scriptwriters in the Extension Department of Communications, a relationship was built with their counterparts in the football program to obtain football practice and game footage.

This video package matches leadership theories with lessons learned by The Ohio State University football program. We developed the following four concepts:

- *Fundamentals of Leadership* - Leadership begins within, and focuses on honesty, integrity, ethics, and personal accountability.

- *Relationships and Team Building* - Leadership is about building relationships with others, and knowing more about your teammates than just their job responsibilities.

- *Accentuating the Positive* - In organizations, it is very important that we focus on the strengths of our team members. Accentuating the positive is about knowing what each team member does best and focusing on building up these assets.

- *Focus on the Future* - The importance of not just knowing your vision but sticking to it when you are challenged or need direction.

Results to Date:

The video is currently in production with the script being finalized and last minute interviews being conducted. The release date of this leadership video package will coincide with the kick-off of football season in August. This video package will contain a 20-30 minute video, along with a leader’s discussion guide, and other supporting materials.

Conclusions and Future Implications:

Collaboration is a wonderful way of creating new ideas and projects but takes time and a lot of work to develop the necessary relationships to accomplish a goal. The Ohio State University Leadership Center has formed a new alliance with a department that typically has their own goals and objectives. Although at times this has been tedious, and sometimes political, the relationships built have been well worth it.

Using the Intergenerational Dialog Process to Solve Community Issues

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This presentation will demonstrate how to conduct an intergenerational dialogue to solve leadership problems in communities. The process brings together the five living generations of a community to create an action plan to address a specific community issue. We will describe each generation and the step-by-step process of organizing a six- hour event. We will also share our experiences and findings via pictures and handouts. This presentation will be instructive for anyone involved in community building.

Learning Objectives

1. Demonstrate the power of dialog as a leadership development process.
2. Instruct audience on a step-by-step process in conducting an intergenerational dialog.

ANDREA J. GAGE
Brief Biography

Andrea Gage is a full-time doctoral student at the University of Nebraska – Lincoln in the department of Agricultural Leadership, Education and Communication. The recipient of a W. K. Kellogg Foundation grant, she is currently working with Dr. Leverne Barrett on Intergenerational Community Dialogues throughout rural communities across the state of Nebraska. She plans on using her experience with intergenerational groups to research generational characteristics and their impact on leadership for her dissertation, which she plans to complete in 2005.

Andrea's leadership background stems from her active student and community involvement at the University of Nebraska-Lincoln where she completed her Bachelors Degree in Architectural Engineering and Business and her Masters Degree in Anthropology with a minor in Sociology. As a former Change Management Consultant for Andersen Consulting, LLP, and a Process Flow Consultant for Work Smart, Inc., Andrea has applied her leadership skills in the business world to assess, analyze and assist in corporate change. Applying her skills to the non-profit sector, she designed, developed and implemented programs for the United Methodist Church of the Resurrection in Overland Park, Kansas, Evergreen United Methodist in Leesburg, Virginia, and St. Mark's United Methodist Church of Lincoln, Nebraska.

She currently works part-time for the Honors Program at the University of Nebraska-Lincoln where she enjoys working with current college students and advises the Student Honors Board.

As a new mom, Andrea's greatest pleasure is her infant son, followed by a full night of sleep and dinner prepared by her loving husband.

LEVERNE A. BARRETT
Brief Biography

Leverne Barrett is a native of Pennsylvania and reared on a small dairy farm. He received his Bachelors, Masters and Doctorate from Penn State University. He has over 30 years of experience teaching and leading seminars in leadership and organizational development, nationally and internationally. He holds a joint appointment in teaching and Extension in the Institute of Agriculture and Natural Resources at the University of Nebraska. There he specializes in the use of transformational-change oriented leadership in community and organizational development.

He is professor of Leadership; a Teaching Fellow, National Association of Colleges and Teachers of Agriculture; Central Regional recipient of Excellence in College and University Teaching in Food and Agricultural Sciences; and a member of the Academy of Distinguished Teachers at the University of Nebraska.

His has spent extensive time in South America, especially Chile, where he is an advisor to a governor and his executive staff. He consults and trains leaders of the University of Concepcion, Chile. As a UNL Extension Leadership Specialist, he works with community and organizational leaders, throughout Nebraska.

He is the grandson of a Civil War veteran, the father of 6 children, has a wide interest in other cultures. For past-time he likes to do work with his hands, cutting wood, vegetable and tree fruit gardening, carpentry, home repairs, and travel. He has been a spelunker and rifleman. He lives in a rural area near Ceresco, NE.

Using the Intergenerational Dialog Process™
To Solve Community Issues

Andrea Gage and Leverne Barrett

What is an Intergenerational Dialogue ™?

This paper is an adaptation and application of the original work of James Gambone. An intergenerational dialogue™ is usually a one-day, six- hour event that allows the five living generations of a community to come together to create an action plan to address a specific community issue. By having members of each generation present, unique and valuable perspectives are shared and all age groups of the community are involved in problem solving which helps to gain solution commitment and a greater response to planned action.

Intergenerational Dialogue Principles (Gambone, 2002):

- Respect – allows participants to treat others the way they would like to be treated
- Caring – creates a positive, safe and honest environment where all can learn.
- Cooperation – breaks down the barriers between generations so they can work together, (which is the main purpose of the Intergenerational Dialogue)

For a community to move forward in addressing the issues of today, the people of the community must take part and be an integral force for a preferred future. Intergenerational dialogues address current issues with the five living generations within a community, in order to bring about change. By gathering members from various age groups, new perspectives can be gained and new opportunities uncovered. Each generation views their community and its challenges differently and each has contributions to make. An intergenerational dialogue allows all of the age groups to share in planning, brainstorming issues, discussing, and creating a plan of action to address the specific communal needs. By communicating in this way, more comprehensive and cohesive solutions can be created.

Why is an Intergenerational Dialogue important?

- Strengthens informal networks at the neighborhood level
- Builds family and community support systems
- Breaks down the isolation and separation that many generations are experiencing
- Provides creative public policy initiatives and programs that appeal to the community
- Develops new strategies for expanding community resources
- Provides some momentum to move forward

The Intergenerational Dialogue event:

- A one-day, six-hour meeting in which people of all generations are invited to share their generational perspectives on a community-selected topic and develop action plans for change within their community.
- At the event participants:
  1. Share generational perspectives within the large group
  2. Listen to a community scenario issue
  3. Ask each generation to respond to questions about the scenario
  4. Compare and discuss generational perspectives
  5. Divide into small groups composed of members representing each generation
  6. Brainstorm three positive recommendations for dealing with the issue
  7. Present recommendations to the large group
  8. Prioritize recommendations for action
  9. Invite participants to follow-up action meetings

The Planning Committee

Before the day of the dialogue, a planning committee, composed of at least one member from each generation, meets to outline the dialogue event. Their initial task is to brainstorm and select a single issue that impacts all generations within their community. It is important for the planning committee to select a high priority issue that affects all age groups and one that community members feel a strong need to solve. After a topic for the intergenerational dialogue has been selected, the group begins planning the logistics for the event. A date is selected that does not conflict with other community events and a location (that is easily accessed for all groups) is identified and reserved. When these three important pieces of the dialogue are secured, the planning committee must determine who will be representing each generation from within their community to serve on the generational panels.

Planning Committee Responsibilities

Logistics:

- Set dates, times and places for planning meetings
- Select an event date, preferably a Saturday from 9:00 am to 2:30 pm
- Reserve a location as soon as possible that will easily accommodate 50 to 75 people
- Mail invitations
- Provide transportation and child care arrangements for participants who need assistance
- Arrange for food and refreshments to be provided and served
- Arrange for and collect supplies for the event
- Set date, time and place for initial follow-up meeting
- Determine a dialogue topic for the event
- Be sure to divide responsibilities among each generation within the planning committee so that all feel that they are contributing

Participant Invitations:

- Verify participant list so that they represent ALL citizens of the community
- Contact participant candidates as early as possible in the process
- Create a participant list with name, generation, address, phone number and email
- Mail invitations within two weeks after your participants agree to attend
- Include a description sheet: What is an Intergenerational Dialogue with each invitation
- Follow up with a confirmation postcard
- Telephone all participants 48 hours prior to the event

Facilitator Contact:

- Work with the facilitators and volunteers to verify a dialogue topic
- Review dialogue scenario and generational questions
- Keep facilitators informed of progress after each planning meeting
- Feel free to contact facilitators with questions or concerns

The Five Living Generations

	Civic	**Mediating**	**Boomer**	**Diversity**	**Millennial**
A.K.A.	G.I. generation	Silent generation	Idealist generation	Gen X or 13^{th} generation	New Civic generation
Years Born	1901-1931	1932-1944	1945-1963	1964-1981	1982-2003
Traits	Sacrificial	Compromise	Spiritual	Skeptical	Educated

	Religious Contributors	Serve others Family focus	Perfection Self-interest	Self-blaming Frustrated	Want safety Service
Relates Best To	Millennial	All	None	None	Civics & Boomers
Conflicts Most With	Boomers	None	Civics & Diversity	Boomers	Diversity

(Gambone, 2002 & Strauss and Howe, 1991)

Each intergenerational dialogue should have at least five individuals from each of the five generations attend the event and represent their generation's views during the discussion. The individuals selected to represent each of the five living generations should live within the community and represent a good cross section of the population. Business owners, elected officials, rural townspeople, community volunteers, minorities, school employees, local laborers, religious groups, non-profit organizations, and special interest groups should all be represented among those invited to participate as generational representatives.

The Scenario

While the planning committee is making local arrangements, the facilitator gains insight from the various generations about the topic selected. This information is then used to create a scenario that outlines the issue in a non-confrontational way and includes a few perspectives from various generations. The scenario is generally a few paragraphs in length and describes a fictional version of the community issue at hand. It will be read aloud during the intergenerational dialogue to all participants in order to establish the focus of the issue being discussed. The facilitator will also write a set of questions based on the scenario for each generation to answer during the event.

The Intergenerational Dialogue ™

On the day of the Intergenerational Dialogue, the planning committee and facilitator should arrive early to set up and greet the generational panel members and community participants. Nametags, handouts, and snacks are provided to all attendees. The room should be set up with theatre style seating for the audience, a table with five chairs for the panel, a projector and microphone for the facilitator and a large open area with tables for group meetings.

Intergenerational Dialogue Event Agenda

9:00 a.m. – 9:10 a.m.	Welcome and Introductions
9:10 a.m. – 9:40 a.m.	Circle of Generations
9:40 a.m. – 10:00 a.m.	Why Have an Intergenerational Dialogue?
10:00 a.m. – 10:05 a.m.	Reading of Scenario
10:05 a.m. – 11:00 a.m.	Generational Dialogue Groups
11:00 a.m. – 11:10 a.m.	Break
11:10 a.m. – 11:40 a.m.	Generational Dialogue Groups
11:40 a.m. – Noon	Learning about the generations
Noon – 1:00 p.m.	Working Lunch focused on Action Planning
1:00 p.m. – 2:00 p.m.	Intergenerational Recommendations for Action
2:00 p.m. – 2:15 p.m.	Evaluations and Concluding Remarks

The day begins with a welcome and introductions from the planning committee and the purpose of the Intergenerational Dialogue is then shared by the facilitator. The audience is then asked to participate in the Generational Circle. They are each asked to write one word that describes their generation on a note card and assemble in a circle from oldest to youngest. Each person present shares their name, age, and word while the others listen. This activity acts as both an icebreaker and a glimpse inside the perspectives of each generation present.

The facilitator will have arranged to have someone read the scenario out loud from a hidden place for the audience to hear. It is important for the reader to not be seen, as this can build bias into the scenario. Be sure that all members of the audience hear the scenario. After the scenario is read, each generational panel of five will be asked to respond to their set of questions presented by the facilitator. The questions are designed to gain insight into each generation's unique perspective on the issue and to bring about a new appreciation for each generation present. Each set of generational questions has the same theme but have different specifics for each generation. The audience, composed of all generations, will remain silent and listen to each generational panel's responses before asking questions of the panel.

After all generations have had a chance to answer and ask questions of one another in regard to the scenario, the facilitator creates new groups consisting of at least one member from each generation. These intergenerational groups will then spend time brainstorming a list of solutions to the issue described in the scenario, keeping in mind the perspectives shared from each generation. Each intergenerational group will then select their top solutions to share with the entire audience. These solutions from each intergenerational group will then be posted publicly for each individual to vote upon. These are the intergenerational recommendations for action They are instructed to vote on the solution or solutions that is most workable for solving the problem . Individuals are allowed to cast more than one vote per solution if they wish and can vote for or against the solutions that their intergenerational team created. All votes are tallied by the facilitator and the top solution is announced.

The facilitator then begins to help the group organize an action plan based on the selected solution. This includes identifying who will participate in the action plan, where and when future meetings will be held and an outline of next steps. Members of all generational groups are encouraged to attend future meetings in order for progress to continue and for each perspective to be shared. Evaluations of the day are then conducted and concluding remarks are made before the group is dismissed.

The Impact

Individuals that have participated in Intergenerational Dialogues have found the experience to be educational and beneficial to their communities. Participants have noted that they could now use their knowledge of all generations to influence their future. They felt that they now have more strategies to plan for community involvement than before the event and are more comfortable working with all generations. Communities and groups that successfully used the dialog process have implemented their action plans and are moving their communities forward in solving other problems.

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Strommen, Merton P. et. al. (1972). *A study of generations.* Minneapolis, MN: Augsburg Publishing

™ James Gambone, Points of View

www.pointsofviewinc.com/Pages/IGConsulting.

www.icrw.org/projects/igd/about.htm

Dilemmas of
Soul, Spirit, and Savvy

This workshop will allow participants to discuss three dilemmas of community-based leadership program development and maintenance. Members will be given time to discuss each issue and present possible solutions. The solutions used by the Leadership Program of Juneau, Wisconsin and their outcomes will be presented to add to the discussion. Examples of the positive and negative effects of the various solutions will be given. A Power Point presentation will give a summary of the dilemmas enhanced with various blues background music.

The objective of this session is for participants to gain at least one solution to each of the following dilemmas

The dilemma of **SOUL** - The soul represents the basic philosophy of the driving force behind the formation and the maintenance of the group. The basic philosophy that drove the Advanced Leadership Program of Juneau County (ALP) was "All have worth." This philosophy applied to choosing program participants as well as board members.

For program development, one usually chooses a homogenous group so that the decision making process moves strongly forward to a unified goal. Another choice is to accept the local movers and shakers based on their interest in the program and their willingness to seek funs and program participants rather than their philosophic stance.

Questions that arise: Should local leader input be limited in favor of the education experts? Should choices for selection be based on personal influence and fund raising ability? Should Board selection be limited to those that can produce a desired end i.e. fund raise, develop program, secure grant moneys, develop interest in the community to secure participants? These questions and those that arise from the group will be addressed by evaluating values of the driving force.

ALP's solution:
A brainstorming session was held with as many "movers, shakers, and interested parties as could be gathered. After the group set goals and the requirements for participation on the Board, the group found its size at 17 Board members. This number was based on those that wanted to be on the Board rather than any other criteria. By-laws were written to reflect this number. This did mean that formation of a group focus was more difficult and time consuming. It also meant that many view points and options were open to the group.

The dilemma of **Spirit** – The spirit represents the thread that holds the leadership learning together. It gives participants a framework and begins the development of a philosophical base for leadership. Community leaders and program participants tend to want hard facts, lots of tours, and the ability to meet local leaders. Those involved in the development of leadership program tend to want a program that will build values and a philosophical base for the participants.

Some programs have taken to give their participants "bonding" time with overnights or ropes courses. How often in community meetings have you been asked to do a "sleep over"? Maybe there is another way to promote these working relationships. Possibly soft skills should be eliminated from the curriculum because of time constraints.

These issues will be discussed along with the solution that the ALP program used to insert some value building in just brief moments.

ALP's solution:
Various leadership "soft skills" were presented at the beginning of each day's session. This was done through the use of a "frog story or parable". The story also related to the topic of the day. Since the first presentation of this concept, the committee has developed a pamphlet called Start with a frog, end with a leader
Which is now required reading for the leadership course. A short 37 pages, the pamphlet holds short frog stories and parables that are linked to the topics that are presented during the course.

The dilemma of **Savvy** – Savvy is being computer literate. For some, computer literacy and technology is the breath of life. Yet for others, one must drag them kicking and screaming into this arena. Is it worth all that pain? Should those who want to use snail mail be left alone? Is computer literacy a necessary leadership skill? Why not just accept the individuality of accepting the person as they are?

Group discussions will be used to allow individual to address and respond to this dilemma. The solution to these dilemmas and the results of those choices as made by ALP will be shared.

As staff and participants have come familiar with the computer-learning program, additional information has been made available on the site. The goal for future programs is to have the majority of handouts and information available on the site. Links to other sites is also possible.

Outside viewers can be a guest at the site and have limited access. The web site address is

http://uwex.courses.wisconsin.edu.

The login name is Juneau.guest and the password is county. An additional click to the Advanced Leadership Program of Juneau County will allow the guest to view materials available. The guest is not able to participate in discussions or take surveys and quizzes. The guest can access areas such as the course home, content, links, discussions (view only), classlist and the drop box.

ALP's solution:
The program committee decided that computer literacy has become increasingly important in our world. Therefore, it would be a disservice not to require and teach at least some minimal computer skills. The distance learning program "Desire 2 Learn" was used through the University of Wisconsin. However, most computer distance learning programs should be comparable.

Since there was a lot of difficulty for some participants, additional training has been added to the program. This is an addition of time and is on an as needed basis only. Two hours have been set aside at a local library computer lab to complete this training. It is hoped that this change in programming will enhance the computer experience for future trainings. The philosophical stance that the computer training was valuable did not change because of those difficulties but the training did.

Preprogram training in the lab as well as a notebook with copies of the computer screens and screen help information will be proved this coming year. Also, the computer use will be linked to the frog stories to reinforce that learning as well.

Solving the dilemmas of soul, spirit and savvy, has been an additional journey through leadership training for Board members and staff involved. The continued goal in leadership training is to maintain the values that the group has embraced and to share them with the participants that pass through the program.

Leadership Distance Learning:
Are You Lonesome Tonight?

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50-WORD DESCRIPTION:
This learner-centered, audience-engaging presentation focuses on how one university is using web-based, geographically dispersed and diverse student cohorts to learn how to be leaders in a wildly popular new undergraduate major – Organizational Leadership. Actual course material on the web will be demonstrated and discussed with much open sharing of ideas on this new model that is quickly becoming the Soul of Leadership education.

Leadership Distance Learning: *Are You Lonesome Tonight?*

ABSTRACT

This presentation will share what the new evolving soul of leadership learning may be – distance and team learning. The presenter will focus on one sample leadership course within the newest and fastest growing program at Wright State University – Organizational Leadership. Using web-based student cohorts, this new program, including this one sample leadership seminar course, is taking technology and making it work in our quest to grow leaders through education. By "teaching outside the box", we are meeting and exceeding the *diverse* needs of a *diverse* student population so they are better equipped to lead and manage others in *diverse* organizations. This team-based course using web learning goes to great lengths to ensure students are not "lonesome tonight" (or any other night or day) as they sit at their computers at all hours and share, learn and grow through distance leadership education.

INTRODUCTION (including LEARNER OBJECTIVES)

Distance learning is here to stay in higher education – both at the graduate and undergraduate levels. Wright State University, in Dayton, Ohio, is embracing this emerging format and delivery model with heart and Soul; This is especially apparent in the BS-completion program in Organizational Leadership.

Wright State University, a metropolitan university that is not yet 40 years old, has an enrollment of nearly 16,000 students and over 100 undergraduate programs. The Organizational Leadership (O.L.) program is its fastest growing undergraduate program, with nearly 500 students in a major that just turned "3". The O.L. program is a multidisciplinary, application-oriented, nontraditional student-centered program which has grown exponentially, primarily because its creative delivery, content and format are realistic and immediately relevant to current and future leadership needs in all organizations.

This presentation will highlight those leadership learning components by focusing on one sample course within the major – Organizational Leadership Seminar. This course uses small cohorts (4-6 person student teams) and incorporates an extensive use of web-based learning. The student teams work together to discuss actual "real world" cases focusing on issues they will deal with soon, or are dealing with now if currently employed. For example, we examine women in leadership, geographically dispersed team building, and hiring diverse workers.

The audience will get to see samples of the web assignments and will experience WebCT as if they were a student. They will also have an opportunity to learn and share their own lessons working with leadership distance education.

Learning Objectives for Presentation

1. To observe and understand how web-based and distance learning works with leadership education

2. To understand how team development can happen with little or no physical interaction time.
3. To challenge the audience to think creatively about how best to teach leaders to lead in the workplaces of today and tomorrow.

BACKGROUND

The presenter has been a faculty member in the O.L. program at Wright State University since the program started in early 2001. It became clear from working with the first small group of nontraditional O.L. majors that they craved relevance, application, and deep thinking with their education. The pressure for creative alternatives to the "traditional educational model" sent me to learn more about distance learning options, primarily web-based educational approaches. My limited experience teaching with the web was woefully inadequate for what was needed. I immersed myself into the platform Wright State used – WebCT. The key to our learning WebCT was education, education, education. I attended workshops, sat in on other faculty's use of WebCT, went to idea sharing sessions, took more workshops, and spent many days and nights in self-study. I learned much by many trials, and almost as many errors. As I incorporated more of WebCT into the course and program, we all became more comfortable with the technology, and how to teach and learn using it. Also vitally helpful on this web learning journey was the constant learning from an experienced and willing mentor.

HOW IT WORKS

For this course, the students physically meet during Week #1 (in an 11-week quarter, including exam week which is used for other purposes). They interact in fun, tailored, team-focused activities to actively engage them, and to show them that this course is going to be different. They then fill out a fairly detailed information inventory card sharing their experiences, their dream careers, and what they like to do and/or are good at doing. Once they do this, they take a break in order to have time to place them into diverse teams with a blend of experiences. They then are submerged in creative work to name their team and develop Team Rules of Engagement (these Norms are Vital to develop in Week #1 and to revisit later). I then cover the syllabus in depth, and show them how to use WebCT to ensure we are all comfortable with it. After that first night, they are placed into student cohorts of 4-6 students and they remain in these teams for the duration of the course.

For Week #2, 3, 4, 6, 7, and 8, they are meeting "on the web" so they do not physically show up for class. They are assigned actual cases from their case book for each of those weeks. The questions for each case pop up on their WebCT home page on Mondays at midnight. They have exactly 4 days to read the case, read the questions and then develop their coherent, clear and complete responses INDIVIDUALLY. This is Phase 1. For Phase 2 (midnight Friday to midnight Monday), they must read each of their team mates' responses and respond to the group. There is a detailed rubric in the syllabus that shows them what an "A" case reply is, what a "B" would look like, etc. After the Phase 2 deadline, I post the "what really happened" epilog for this case, since it is an actual organizational leadership case. They love and learn from what actually occurred to the "characters" and situation in the case. During Week 5, they meet and tweak their Norms, if necessary. They also provide the instructor feedback on how to improve the learning.

RESULTS TO DATE

Student comments in italics

Positive comments are the overwhelming majority, and center on:

1. *Very real world and helpful*.
2. *Affords busy working adults much needed schedule flexibility*.
3. *Get to hear from all team members, not just the "vocal" ones*.
4. *Great to see diversity of perspectives.*
5. *Wonderfully rich discussion.*
6. *Model for what we need to, and will, wrestle with – not just content, but the mode of learning* (web/computer-based).

Negative comments (there are very few) center on:

1. *Case was complex* (as are most, real workplace issues)
2. *Not everything in case was relevant to what I would do* (and leaders have to sort the wheat from the chaff)
3. *I ran out of time to do it* (time management – critical leadership skill)
4. *I didn't like everyone on my team* (again, modeling real life)

CONCLUSIONS AND FUTURE IMPLICATIONS

This is a powerful and wonderful leadership learning model. Vast majority of students (and now O.L. graduates who have provided rich feedback during OL Graduate Panel Nights) feel this is a great way to learn content and how to work together in a way that mirrors what they need to know in "the real world".

I will continue with the model, but continually seek a diverse assortment of cases that focus on issues relating to leading in organizations.

The Case for Competency Based Volunteer Training and Curriculum

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A volunteer competency needs assessment tool was the basis for developing the Strengthening Extension Advisory Leadership (SEAL) curriculum. Participants will discuss the competency assessment tool and experience a sample of exercises from modules for the three competency areas of leadership, communications, and orientation to Extension. Agents, administrators and Specialists will receive a CD with the curriculum and an annotated bibliography describing contents of the CD.

Dr. Judy Groff is the Program Development and Advisory System Leader for North Carolina Cooperative Extension at North Carolina State University. She has a BS Degree in Home Economics from the University of North Carolina at Greensboro; a Master's Degree in Adult and Community College Education from North Carolina State University; a Doctorate in Adult Education from North Carolina State University. Judy has been an Extension Agent with 4-H and Foods and Nutrition responsibilities, a 4-H Specialist doing volunteer leadership development, and currently the Program Development and Advisory Systems Leader. Judy's professional interests are program development, volunteer systems management, leadership development, and psychological type used in building teams and professional development. Judy is professionally certified as an administrator of Myers Briggs Type Indicator, Human Patterns, FIRO- B, and the Communications Wheel. In 1992 she received the Epsilon Sigma Phi Distinguished Mid Career Award, one of four given nationally. She has been President of the North Carolina Extension Specialists Association, the North Carolina Federation of Cooperative Extension Professional Associations, and President of XI Chapter of Epsilon Sigma Phi. She is married to Don, a middle school administrator and has a daughter Liz who is a student at North Carolina State University.

THE CASE FOR ADVISORY LEADER TRAINING

Abstract:

Strengthening Extension Advisory Leadership (SEAL) curriculum is newly developed in the Southern Region. Participants will discuss the competency assessment tool and experience a sample of exercises from modules for the three competency areas of leadership, communications, and orientation to Extension. Agents, administrators and Specialists attending will receive a CD with the curriculum and an annotated bibliography describing contents of the CD.

Introduction:

Beyond orientation training, what do advisory leaders need for training? Some Extension faculty and advisory leaders say they come to the role with all leadership skills needed and time is too valuable to waste on training. Agreed we should recruit leaders with leadership expertise, but can these leaders perform t maximum proficiency for this specific role? Experts in the Southern region have reached consensus on what competencies and proficiencies are important to an advisory leader's success. This workshop will share the competency/proficiency needs assessment tool and the SEAL (Strengthening Extension Advisory Leadership) curriculum developed to address three competency areas. Participants will:

1. Identify and discuss training issues and competencies needed by volunteers in advisory groups.
2. Experience exercises from several of the modules in the SEAL curriculum.
3. Dialogue a user of the curriculum about advisory leaders reactions to training.

Background:

Extension Directors in the Southern region supported and encouraged staff development leaders to develop training curriculum to push advisory leadership to a higher level of performance. A fully engaged advisory leadership system has become essential as more and more states across the country have experienced budget crises from state legislatures.

How it works:

Six states worked collaboratively in developing competency based, experiential learning modules agreed to be critical for advisory leaders. North Carolina led the initiative. There have been two regional advisory leadership conferences; one to benchmark exemplary advisory leadership systems and identify advisory leader needs, the other to train state teams on use of the SEAL curriculum.

Can all advisory leaders articulate the two roles they perform as advisory leaders? Can these advisory leaders plan and or lead a meeting to ensure maximum participation? What about conflict that arises in a meeting? Do they know the breadth and scope of all

Extension programs and collaborators in the county? These are a few of the questions the SEAL curriculum addresses. Besides being experiential in delivery, it is also designed to be flexible to meet the training needs of individuals, groups and Extension educator. There is an overview of Cooperative Extension and advisory leadership presented in an on-line format. The other modules range in time needs from 40 minutes to two hours. The modules can be compressed or expanded, mix and matched to develop a totally learner centered program. All the modules come with lesson plan, power point visuals, handouts, and worksheets.

Results to date:

In January 2004, three months after the conference, a follow-up survey was administered. In response to the question, “Has your state used the curriculum from the 2003 SEAL Conference,” all but one state reported doing something positive with the curriculum upon returning. Georgia and North Carolina have duplicated the CD and are providing a copy to each county director. Mississippi, Kentucky and Tennessee are planning to use the curriculum for training with County Directors and/or agents this spring or summer. Arkansas and Florida are using some of the curriculum in training 4-H agents. Texas has used it as a part of facilitation trainings with all agents. Several commented that they like the flexibility of being able to mix and match different elements of the educational modules. They also indicated that the curriculum provided a solid foundation for advisory leader training, but more modules should be developed to address additional needs. The curriculum is available via the SRDC web site at http://srpln.msstate.edu/seal/.

Conclusions and Future Implications

Advisory leadership is going to remain an important area of development in Cooperative Extension as long as programming is important to survival and subsequently; advocacy with elected officials is critical. The development of competencies and proficiencies to guide curriculum development will help Extension leaders stay on the cutting edge.

The Impact of the Indiana 4-H Junior Leader Project on the Development of Leadership Skills in Teens

Abstract

Interest in leadership development is at an all time high. More attention and resources are being given to leadership development. Businesses today view leadership as a competitive advantage and are investing resources in its development. Youth organizations today also see the need to invest in leadership development. Youth organizations are striving to provide a structure that is developmentally appropriate, with clear expectations to increase the opportunities for youth to learn to make decisions, to participate in governance and rule-making, and to take on leadership roles as they mature.

Introduction

The study was conducted to investigate a County 4-H Junior Leader Project. The study focused on the County 4-H Junior Leader Project by utilizing a control group of 600 4-H members and a treatment group of 50 County 4-H Junior Leaders. The study utilized a control group pretest/posttest quasi-experiment design which also examined the education intervention of the County 4-H Junior Leader Project. The study was conducted in this manner to allow the researcher to examine multiple variables. The study follows a year long County 4-H Junior Leader Project. Specifically, the study was conducted to answer the following research questions:

- Do activities in the County 4-H Junior Leader Project target the development of leadership skill set items?

- Is there a significant improvement in leadership skills, in the 4-H Junior Leader members after participating in the County 4-H Junior Leader Project?

- Is there a significant difference between the control group versus the treatment group?

The leadership skill set items for this study were development from a comprehensive review of empirical research. The six skill set items consisted of: 1) character and integrity, 2) working with others, 3) solving problems, 4) communicating, 5) making decisions, and 6) overall leadership.

Background

The County 4-H Junior Leader Project started in the 1930's and is offered in every county. The project is for youth thirteen through nineteen years olds. The project provides educational activities for youth. The project has no set curriculum and varies from county to county. The 4-H Junior Leader Project membership size varies by county.

The County 4-H Junior Project selected for this study came from input from the State 4-H Program Leader. The 4-H Youth Educator in charge of the County 4-H program and the County 4-H Junior Leader Project has over twenty years of experience in this county.

How It Works

The study started in September 2003 and will conclude in August 2004. County 4-H Junior Leader Project conducts one regular meeting and a number of special meetings each month. The regular meeting consists of a business section and a section where a leadership activity is conducted. Special meetings meeting include field trips, community service projects, and 4-H mini camps. At the end of the month the 4-H Youth Educator sends three reports for each meeting held to the researcher of this study. The reports include activity report forms (leadership skill set items), the minutes, and the attendance. The researcher will visit one monthly County 4-H Junior Leader Project to make an observation of how the meeting is conducted. At the end of the study the researcher will visit with the 4-H Youth Educator for the purpose of reviewing all the monthly reports.

Data is presently being analyzed to answer each of the research questions listed above. Results of the study will be utilized to assist the State 4-H Office to evaluate the impact of the 4-H Junior Leader Project.

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Kevin Harris grew up on a small farm in South Georgia. Growing up on a farm taught him to have many values. In high school he was active in FFA. In FFA he had the opportunity to serve as an officer, committee member, and compete in a number of events. After high school he attended Fort Valley State University (Fort Valley, Georgia) where he completed his B.S. degree in Agricultural Education in 1992. He served as president of the collegiate FFA chapter at Fort Valley State University. In addition he participated in a number of other collegiate professional organizations. He gained valuable working experience at Fort Valley State University through a number of agricultural summer internships. He worked for about ten years before deciding to return to graduate school. In that ten year period he gained valuable experience working as a school teacher, agricultural chemical sales representative, and with the Cooperative Extension Service. Working in the Cooperative Extension Service led Mr. Harris to become interested in leadership skills as it relates to youth development.

Currently as a full-time graduate student at Purdue University, Mr. Harris is pursuing his masters' degree in agricultural and extension education. His research interest is in leadership as it relates to youth development. He is involved in a number of professional organizations. He works as a graduate research assistant in the Youth Development and Agricultural Education Department. He expects to complete his degree in December 2004.

Leadership in the Academy: The Scholarship of Administration

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Description: This presentation will seek to define the importance of leadership and the scholarship of leadership in the land grant university. We will also describe types of scholarship, outlets for scholarly work and appropriate scholarly roles for university leaders.

Objectives of the Presentation:

This presentation seeks to define and raise awareness of the scholarly nature of work in administration in the land grant university and define that scholarly work as leadership.

The presenters will challenge administrators to view their work as leadership and scholarly, not merely administrative, and share their contributions broadly.

The presenters seek to simulate and increase the debate about leadership in the academy and compare its value to that of scholarship in the sciences.

Content:

Outreach scholarship has gained some increased legitimacy among campus based faculty. University administrators have spoken out in favor of the role these functions of the modern university. The role of the university beyond the campus has become a more integral part of the university's mission. However, there remains an important area of evolution for leaders and administrators in university outreach roles, that being the area of scholarship of leadership and administration.

Since Boyer's book, Scholarship Reconsidered, universities have started to broaden their definition of scholarship beyond research and classroom teaching. The scholarship of discovery has not been diminished and some may argue has been increased. The scholarship of sharing knowledge has increased to include teaching beyond credit course teaching to extension, continuing education, and other outreach methods of teaching.

The scholarship of integration and the application of knowledge are still in their infancy as far as recognition, but have been widely used throughout the history of higher education. These two areas of scholarship must gain broader recognition within the walls of the university.

University administrative positions have long been filled by individuals with outstanding scholarly records in research and teaching. These individuals often have stepped away from scholarly work because of the difficulty of continuing the work of their discipline while in a leadership position.

The key shift most administrators fail to make when moving to an administrative position is a shift in discipline. For example, an entomologist who builds a distinguished record of entomological research must realize their discipline has shifted to include leadership, management, and organizational behavior. Many university administrators tend to turn away from the scholarly responsibility of their new positions.

Some university leaders will favor an attempt to remain active in their original discipline in order to remain "scholarly". These leaders fail to embrace the scholarly responsibility of their new roles, often in favor of maintaining ties to their former disciplines. These are often inadequate to fully contribute or to remain current. The true loss is in their professional development as leaders.

The body of knowledge for outreach administration can be found in many areas including business, education administration, leadership and others. Many great minds are not maximizing their contribution because they do not share what they learn as administrators. Consequently, there are limited sources of study for new department heads, unit leaders, deans and directors.

The presenters will contend that leadership in the academy will not be broadly recognized as a major contributor to the university's mission until it is recognized for its scholarly contribution. Our universities will not be recognized as leaders until we are recognized as builders of the body of knowledge in university leadership and administration.

Outreach administrators will not be recognized, appreciated and heard until they distinguish themselves as leaders in the scholarship of outreach administration.

The presenters will define and identify methods for documenting scholarship in administration. The scholarship of application and integration will be discussed in length. The importance of discovery will be highlighted. Specifically, the scholarship of discovery in applied research to address issues will be discussed. The strength of many outreach entities in the scholarship of sharing knowledge will be discussed along with the importance of documenting effectiveness and impact.

Administrators often have a difficult job with little appreciation for the value they add. A stronger scholarly approach to their work along with sharing knowledge gained with colleagues may greatly improve the understanding and appreciation for administrative work. It may also attract more talented individuals to this important work.

Presenters short biographical statements

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Dr. Jackson has ten years experience in university leadership positions. These range from county, district and state level responsibilities within cooperative extension organizations in Mississippi, Ohio and Pennsylvania.

Dr. Jackson has published in areas such as collaboration, leadership and futuring. Current interests include defining scholarship outside the university walls for field based educators and the scholarship of administration.

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Dr. Alter has served as a leader in the university for nearly 20 years. He started his academic career as a faculty member in Agricultural Economics and moved on to become regional director, department head, acting dean and associate dean and vice president positions at Penn State University.

Dr. Alter has continued to be active in scholarly endeavors in areas of leadership. He has written and spoken widely on the subject.

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Dr. McPheron distinguished himself as a scholar in the area of entomology. His work with the Mediterranean Fruit Fly is recognized worldwide. Dr. McPheron moved into his administrative role after an internship and displaying interest and ability to provide leadership in the area of research.

Dr. McPheron is relatively new to administration. He is typical of many faculty members who find themselves in administrative positions with science training. Maintaining his scholarly contributions in entomology continues to be a challenge while trying to build competency and recognition as a leader in academic administration.

Making Mentoring Matter for Students

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Abstract: This paper describes how one academic program integrates its summer mentorship program with its academic curriculum to enhance the development of capacities associated with leadership.

Leadership Rice is an academic and experiential program to develop the leadership capacities of undergraduates at Rice University in Houston, Texas. The gateway course is open to students from all disciplines and all years. We aim to stimulate our students to care about contributing positively in the world and to have the capacities to be effective when opportunity and passion move them to act.

The most catalytic component of Leadership Rice, open to by application to students who have taken the gateway course, is the Summer Mentorship Experience. This provides us with the laboratory to link theory to practice, ideas to action, heart to mind. The work of Michael Lombardo and Robert Eichinger, which identifies 67 capacities associated with leadership, influences our curriculum. Lombardo and Eichinger contend that capacity-building happens mostly when people are required to do challenging work that has value to an organization on deadline with helpful feedback. Their research emphasizes the overwhelming value of work:

Development… will be about 70 percent from on-the-job experiences or learning on-the-job, working on real tasks and problems; about 20 percent from feedback or working around good and bad examples or role models of the need, and 10 percent from courses and reading. The Leadership Machine,
p. 114

Our experience over the past six years leads us to both support and amend this finding.

Each summer, Leadership Rice places 40-60 students in full-time, paid summer mentorships. Certainly, students who are asked to do substantive work, especially during the summer when they are able to work full time, grow and mature. They learn general skills related to working, particular skills related to their content area and social skills that come from interacting with different kinds of people in a variety of settings. For some, summer internships provide an important opportunity to live independently for the first time. But because our focus is not simply on preparing students for the world of work but on developing leadership capacity, the summer mentorship should reinforce capacities related to leadership that are part of the class curriculum. Over the years, we have developed an appreciation for what brings added value to the mentorship experience and this paper discusses what we have learned.

In 2002, we surveyed all students in our summer program. Because the evaluation was uncontrolled, the results are only suggestive, but they support the view that for undergraduates, structured experience is valuable but course work creates a level of awareness that enhances the work experience.

There is nothing startling in noting that classroom theory informs world practice. The challenge for us is how to integrate the two for the greatest impact. Before the summer of 2002, the required Leadership Rice course came after the summer mentorship. However, 20 or so students took an elective course with us before the mentorship. Of those students who took the course and then a mentorship, 100% were committed to the statement "It is possible to help undergraduates develop their capacities for leadership." All of these students thought it would be a bad idea for our program to provide summer mentorships with no course work while only 3/4 of the students without the course felt that way.

As a result of this survey and other evaluative information, our core leadership course is now required in order to apply for the Summer Mentorship, and we view them as an integrated process. The class and the mentorship strengthen each other, as one student wrote in a weekly email:

During class, I often felt that most of the information was just common sense. It wasn't until I started this job that I was truly able to see its value. I was able to practice the skills that we learned in UNIV 309 in a real-life setting, and although what we learned may have been common sense, the mere act of reflecting upon our day-to-day experiences with those things in mind can significantly change the way you see your company and your place in the company.

Steering the Mental Ship

Ronald Heifetz, in Leadership Without Easy Answers, defines leadership as the management of attention. We work to focus attention on six areas:

- Being comfortable with ambivalence and ambiguity.
- Taking responsibility for what happens.
- Acting with integrity. (We define integrity as only making promises you intend to keep, keeping the promises you make and when there are breakdowns, as there often are, dealing with the situation immediately and effectively.)
- Communicating effectively.
- Honing learning agility.
- Developing good relationships.

Our course discusses all of this but during our Summer Mentorship Experience, we nurture and nudge that focus in a variety of small ways.

1. April Orientation Celebration. With input from former participants, we set the stage for focusing attention. We also want to create a team spirit that makes the students feel they are part of something special. In this gathering, we make assignments to an email group and send each email group off for a "bonding" dinner.

2. Start of Work Orientation for Houston students, which includes an etiquette lunch. Our intention here to is to create a secure holding environment that helps students get centered and focused.

3. Weekly Email Groups provide forced weekly reflection. They also give the staff a way to monitor how well the students are doing.

4. Weekly Summer Meetings. In Houston, we arrange a 4-5:30pm weekly seminar for sharing experiences. We encourage students grouped in other cities to meet weekly as well. While we used to use these for supplemental summer training, we now see their greatest value as providing a forum for students to hear and be heard and feel supported in their efforts.

5. Site Visit. We do a staff site visit to 85% of our mentorship placements.

6. Reflective Essay. These are published in a monograph each fall.

7. Materials to Mentors to align them with our objectives.

We believe these small steps, aggregated, significantly enhance the impact of the mentorship experience. Our students are smart, hard working and excited about having a mentorship opportunity. If they arrive at a new work place and find that they do not easily have a clear role and cannot quickly begin to make a contribution, there is the danger of their developing an attitude about work that then inhibits working through these issues. We know this, in part, because our students repeatedly describe to us how they watch other interns in their offices behaving in ways that result in less productive and satisfying summers.

It is, we think, most helpful during our orientations to discuss the following, which we do with the help of students who have already participated in the program:

1. **Be patient:** The students who cannot tolerate early ambivalence run the risk of withdrawing commitment too soon. Training a new person who is only staying a short time to add value is effort, we caution them. It may be that when a student first arrives, the organization is, in spite of our efforts, not prepared or distracted by some event. A student from the West Coast arrived in Boston to work for a small internet marketing company. The mentor barely took note of his arrival, handing him a stack of files and articles and pointing to a chair. He happened to arrive the day the company's main server went down. With their livelihood at stake, this young man's hurt feelings were not on their screen.

Situations like these, we explain, are structural not personal. Do not despair, Do not make judgements. Do not whine or give up. Be patient. Be poised. Stay engaged. Do whatever you are asked as if the organization's entire success depended on it. Earn respect by the quality of your work and your attitude. Introduce yourself, ask to be included in things if appropriate and make clear your willingness to work – but most of all, look for ways to contribute.

We want to develop the ability to tolerate ambivalence and ambiguity. If our students can learn how to get centered in themselves and not be thrown off balance by difficult or awkward situations, they will be better positioned for the adventures of leadership.

2. **Be honest**: We have noted that students think it is embarrassing if things are not great and want to shove the problem out of view rather than use it as a learning opportunity. We stress that we want to hear from them about any difficulties that cannot be resolved with reasonable effort. That does not mean we can swoop in and fix it, but it is not a sign of weakness to turn to the staff for coaching and advice.

I recall the young woman who called to say she was “not happy,” about her assignments and had arranged to meet with the HR director to present her unhappiness. That the HR director might not have this young woman’s happiness as a primary interest never occurred to our student. What might happen, we asked, if instead you talked about your desire to give more to this terrific organization in the short time you had and how your strong writing skills might be of value to her? Such problems or concerns present excellent opportunities for coaching.

3. Be focused: The first responsibility, we tell our students, is to bring added value to your mentor organization, but if you are clear about where/how you want to grow and can articulate that to your mentor and to yourself, you increase the odds of having experiences to support this. Working with the students to develop some clear expectations for themselves helps create a more powerful mentorship experience.

Leadership is less magic than many suppose. Vision, preparation, discipline and determination all matter. Their goals should always be theirs; our role is to help them focus on what will bring the successes they want.

4. **Be open to feedback:** We teach that the capacity most associated with leadership is learning agility. If, when we get feedback, we are defensive or argumentative, two things are likely to happen. First, we will learn less and second, we will run the risk of missing out on further feedback. Live in questions rather than answers, we counsel. and ask questions for clarity. Remember that we purposefully put you in challenging situations. If you feel flummoxed, breathe. Get centered. Remember that criticism is criticism of work or behavior but not of you as a person. Constructive criticism can be a stepping stone to better work. Be grateful to hear it directly rather than have it said behind your back. And remember what you learned about type and temperament and the different ways people make meaning in the world.

If we can help our students listen, question, consider; if we can help them maintain composure in difficult moments; and think structurally rather than personally, we are developing people with learning agility who can develop and lead others.

Weekly Email Questions for Reflection

During our April orientation, we place the students in small email groups, usually six students/group. They are asked to respond each week to a question that is aligned with our teaching objectives. They send the response to all those in the email group and to the Leadership Rice staff. Writing for peers and reading the responses of peers to the same question turns out to be an excellent tool for reinforcing learning. One student, commenting on the value of doing an internship as part of Leadership Rice, wrote, "…there are very few instances in my life when I've felt such a strong desire to really understand leadership, motivation, and people as much as I do now."

The weekly responses also allow me and my assistant director to monitor students' experiences and to praise, question or counsel as needed. It is certainly time consuming to read 40-60 emails each week, but knowing we read them and hearing comments from us occasionally increases the sense of urgency students feel to hold to the goals they set at the start of the summer. Sometimes, just a small note assuring a student that her feelings are natural and normal help a student settle in more quickly.

It has another benefit. In <u>The Courage to Teach</u>, Parker Palmer wrote:
Mentors and apprentices are partners in an ancient human dance, and one of teaching's greatest rewards is the daily chance it gives us to get back on the dance floor. It is the dance of the spiraling generations, in which the old empower the young with their experience and the young empower the old with new life, reweaving the fabric of the human community as they touch and turn. (P. 25)

These emails teach me. They focus my attention and help me think about what and how to present material in the classroom. They also enliven my summer by giving me a small window into places like the Pentagon and Planned Parenthood, entrepreneurial start-ups and large corporations. Reading about the students' adventures keeps me excited about identifying new mentorships the coming year.

At the end of the summer, each student writes a reflective essay and works with our writing consultant on polishing it for publication in a monograph in that comes out at the end of the fall semester. These essays are eagerly read by the next group of students and mentors and, again, focus attention.

Meetings and Site Visits

We site-visit most of the students in the middle of the eight weeks. Both the weekly meetings when students share and the site visits help students figure out what they want to be doing. Again, quoting Parker Palmer, "…the human soul doesn't want to be fixed, it simply wants to be seen and heard. (p. 151)." Hearing each other figure out how to make their way in their jobs seems comforting to highly competitive young people used to getting A's on their tests. And sometimes a question here and a suggestion there can provoke an important AHA.

Just as we focus the students' attention, we find that our visits help to focus the mentors' attention on the students' growth and success. That it is important for a staff member to visit and hear about a student's progress makes that progress more important. It also helps students who need a boost find the courage and confidence to make a step they may have been delaying. A few years ago, we placed a student with a group doing work on Latin American foreign policy, a group the student had identified as a place she would live to work. The student was very reluctant to help us arrange a staff visit, insisting that there really wasn't anything to discuss. We insisted. The true story was that the student had not been given much work and was embarrassed. Her mentor was new, did not grasp the purpose of the program, did not recall the student was being paid and, in the end, with a bit of conversation, came up with a couple of excellent projects that benefited both student and organization. The student benefited by having a better summer but, more importantly, by seeing how effective communication could impact on a situation..

Finding Mentorships

Leadership Rice finds the mentorship opportunities and offers students we would like in the program a contract for a placement with an organization. The students can accept or reject the offer. An investment banker from whom we were seeking a mentorship told me, "Hey, I only want kids who can find their own mentorships. Doesn't that show leadership skills?" Sometimes it does. But sometimes all it shows is a familial sphere of influence, early closure on career decisions, or a willingness to take parental or peer direction.

I am not smart enough to know which students are going to become recognized as leaders, but I do know that some of those on whom I would be most willing to bet my own money cannot find their own mentorships. Last fall, we had an exceptional student from Singapore in class. He is a physics major with an interest in Buddhism who started a wine-tasting society on campus and is learning Aikido. This summer, he is working with small think tank in the Washington, DC area that works on future scenarios related to global mind change. It is unlikely that he could have identified this group, seen the aptness of the fit and, had he gotten that far, sold himself directly.

Because we know our students from class and have read their applications with personal questions before spending 30 minutes interviewing them, we have the luxury of intimacy when considering mentorship placements. We certainly seek the students' input on what kinds of work they would like – but we do not feel limited to what they report. Leadership Rice has now placed hundreds of students with over 100 mentors. Well over 90% of mentors and students report high satisfaction each summer – but they are not always sure they will be satisfied at the start of the summer. We want to place students in situations that will not only help them learn things of interest to them but will broaden their horizons. We look to match them with mentors who are likely to develop capacities that the students aim to develop and/or we consider advantageous for them to develop.

It is my observation that most students do not know exactly what they want to do for the summer, and many who report that they do, end up having experiences they perceive to be excellent when offered something different. The arena of work is less important then the mentor and the subject area is less important than the skills the student can acquire. It is great when we help a student build relationships with influential people in an area of interest to the student – but it is also great when we open up a new area of possibilities and place them in life situations that help them grow in ways just right for them.

Through this summer, I found a new interest in city politics; before my mentorship, I had never paid attention to the decisions that City Council was making or took an interest in local elections.

Because of my experience in a public-private partnership, I will be paying very close attention to the elections this November and will do my homework on which candidates I will be choosing. I really appreciate that I was given the opportunity to widen my knowledge and personal interest in areas that I would have never looked at on my own.

Mentors tend also to be narrow in the way they choose candidates. Frequently, mentor organizations want course work or experience in subject areas Rice does not provide. Experience shows that encouraging reluctant mentors to try a smart, disciplined and, curious student who is well-prepared by Leadership Rice to be effective does not in any way jeopardize the likelihood of a highly successful match.

Benefits to Mentors

When mentorships are really working, the mentor benefits as well as the student. One mentor wrote, "*Looking at what I did for my student made me ask why I wasn't doing this for my whole staff.*" Certainly, feeling that you have helped to shape a life in a positive way is a great feeling for most of us. But beyond the good feelings, mentoring is also a powerful tool for helping successful professionals grow their own leadership skills. In focusing the attention of mentors on the skills we want students to learn, we are also focusing the attention of the mentor on his or her own capacities. I have come to see structured mentoring as one way to increase further the leadership capacity of those at the mentor stage.

Leading Leadership Rice has had a huge impact on my own growth and development. In trying to figure out what to teach and how to teach it, I have learned to be a more effective leader and mentor. Structured, intentional mentoring offers us a powerful vehicle for increasing leadership capacity in both young people and experience and successful professionals.

Endnote: To look at the handouts we provide students during orientation and to mentors and to see the weekly email questions, visit our website, www.rice.edu/leadership and browse the mentorship section.

DRIVEN to Lead

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An instructional technique for the rapid development of presentation skills is described. The Process involves Desensitization, Relaxation, Invention, Enactment and Networking. Over the period of one-semester students develop or enhance their presentation skills and gain leadership experience coaching others in presentation skill development. This process has resulted in marked improvement in presentation confidence and skill as well as improvement in coaching skills.

ii) Introduction (including learner objectives)

One of the most important functions a leader performs is that of communication, virtually all of it oral communication. Public speaking is often described as one of the greatest of human fears, rivaling even the fear of death (Bender, 2000). For many, the thought of standing up in front of an audience evokes images of queasy stomachs, sweating palms, dry mouths, fainting, embarrassment and most other reactions attributable to terror. Unfortunately most instruction on public speaking emphasizes the intellectual content and organization of the speech, often relying on technology such as PowerPoint to provide effective impact. Our in-class or in-course opportunities afford a rich opportunity for practitioners to develop this skill as well as affording a leadership learning opportunities for class peers. This paper describes a technique used by the author to rapidly develop confidence in individual learners as well as a coaching model for group peers to develop their leadership skills in the development of presenter confidence.

iii) Background

To cultivate this critical skill I developed this technique for rapidly developing confidence and competence in oral presentations. As well, the technique provides the peer coaches with a unique opportunity to develop their own leadership skills through direct exercise of their ability to motivate, educate and provide critical feedback to under confident presenters. Through over 15 years of use and constant refinement it has proven to be more effective in rapidly overcoming the fear of public speaking than anything else. It engages both the learner as well as he peer coaches in developing leadership skills, knowledge and confidence. The technique also lends itself to many situations in which you can anticipate a great deal of tension such as conflict management, negotiation or dealing with difficult people

iv) How it works

DRIVEN is the acronym for the instructional technique used to improve presenter's skill and confidence through Desensitization, Relaxation, Invention, Visualization, Enactment and Networking.

At the outset the instructor asks the students to identify their confidence in front of an audience on a scale of 1-5 with 5 being the highest level.

Those with the lowest levels in the class are individually invited to stand in front of the class and become engaged in overcoming their own natural fear of being stared at by large numbers of people.

Desensitization- Instruct the student as follows:

Stand up in front of the room

Ask the audience to look at you.

Notice the fear reaction.... queasiness, sweaty palms rapid breathing, pounding heart ...all symptoms of stress.

Now, ask them to close their eyes. Again look at the group and notice the decrease in tension. Repeat this process several times.

Go back to your seat and start again, walk around room asking the audience to keep its eyes closed. Look in each face. Repeat the process asking the audience to keep its eyes open.

Point to each member of the audience individually, moving around the room.

Practice in a variety of physically awkward rooms. Put up drawings of eyes or happy faces when you don't have an audience to work with. Do this over and over until you are bored with it.

Relaxation

The next step is for the instructor to engage the audience in a relaxation exercise to create a state of calm in which they become open to suggestion**.** The instructor directs the audience as follows:

Sit up straight, squeeze the thumb and index fingers together, close their eyes and breathe in and out noticing the rhythm of their breathing.

Tighten the muscles of your feet and then relax them. This is continued until a the major muscle groups have been tightened and relaxed concluding with the hands,

As thoughts enter your head let any thoughts slip away and refocus on breathing.

Notice the waves of relaxation, warmth and calm come over you.

Touch your fingers together as a signal to relax.

Ask the audience to slowly open their eyes and to practice this several times a day to condition themselves to rapidly generate the relaxation response.

Invention -The individuals in the audience are advised to creatively begin to put their presentation together. The instructor lays out an approach that is clear and simple.

Start with an outline and 2-3 points the presentation will make.

Develop an opening, body (2-3 Points you want to make) and conclusion

Create a strong compelling conclusion.

Build anecdotes to emphasize points.

Practice reading the entire presentation to see how it sounds

Visualization - The instructor introduces the process of visualization to instill a feeling of repetitive confidence in presentation ability. The audience is taken back through the relaxation process and is visualize as follows:

Picture a favorite peaceful, calm, pleasant scene. (Sunrise, sunset, lake)

Picture yourself in that scene doing some favorite rhythmic activity walking swimming walking, horseback riding...

Finally visualize yourself up in front of audience calm, relaxed, making eye contact, using gestures, engaging the audience in an even well modulated voice. Everything is under control.

If you make a mistake nothing tragic happens, you don't apologize but just continue right on with the presentation as if nothing had happened.

Picture yourself moving around making each point and concluding your presentation successfully. You are fully relaxed and in control.

Enactment - The instructor introduces the notion of the individual dress rehearsal to polish the presentation and get the feel for how it looks and sounds. The students are given this set of instructions on how to proceed.

Stand up on your own and practice the presentation as you will give it over and over until you are totally familiar with the material and can leave parts of it out without anyone knowing there's a glitch.

Make a series of happy faces, sad faces and cross eye-d faces and post them in awkward spots around the room. You can also use your pets or relatives and friends if they are available. Practice gestures, movement, eye contact and vocal variety

Work especially hard on your introduction you have less than 30 seconds to engage the audience, after that it is very hard to re-engage them.

Network - *The* instructor introduces the concept of peer coaching group to perfect the presentation skills. Working with groups of five to six people the instructor provides the students with the following challenges.

Designate a presentation coordinator to take lead in developing presentation by assigning voice, gesture, movement and eye coaches as well as coordinating the coaching activities.

Go through Desensitization, Relaxation and Visualizationwith speaker and group

Get presenter on his/her feet in front of group and practice the at least 3 times

Elicit active physical participation by coaches providing <u>positive</u> support and encouragement to the speaker. The coach's function is to provide positive reinforcement and critical feedback for improvement

Ask the speaker what is needed to increase comfort level and improve and to tell the coaches when something isn't working and get them to try different things.

v) Results to date

With well over 2000 students having exposure to the DRIVEN process the results have shown consistent improvement on the part of all presenters with the greatest improvement being in those that started off with very little confidence.

The most improved students often reflect extremely positively on the process

"I *hate standing up in front of people to present or facilitate. I tend to be very nervous being alone and having many eyes on me. However, this course was a great opportunity to overcome this. Now, being able to enjoy doing presentations and facilitation, is a big step"*

"The first word that came to mind when I walked into this class was "TERRIFIED". Not terrified because of the work load would overwhelm me or that I didn't know anybody in the room, but terrified because standing up in front of people makes me speak at the speed of light, have tunnel vision, stutter and turn the shade of tomato red. My legs almost buckled underneath me when I had to stand up to say my name." As the course progressed and this student had been involved with the DRIVEN process for about 5 weeks she reported she had undergone an amazing transformation. *"I had to do a presentation worth 40% of my grade for my fourth year Ecological Research Project. Needless to say this entailed me expressing detailed scientific knowledge in my specific field of research. So with 30 minutes to go I reviewed my work and simply stood up in front of the review board (without overheads or PowerPoint presentation) and confidently broke down my work into simple objectives and methods. I used all the presentation tactics we talked about in class and knocked their socks off. My presentation did not have any of the detail that other people had in their presentations but I was the only person in the class to receive an A. Every single one of my comments said I was a very confident and convincing speaker."*

The experience of being coached and coaching also has a Comments on coaching from experienced speakers and leaders as well as those being worked on

"My peers were all great coaches because they helped me to identify my needs and supported me so much that my confidence grew. They kept making meaningful suggestions on how I could improve my presentation skills and they spent a lot of time with me practicing the skills. It was a lot easier accepting feed back from a group of peers, rather than a professor because there were no marks at stake and I knew that their concern was genuine.. Like you said in one lecture, "the more we understand each other's motivations the better we can achieve everyone's individual and collective needs."

"Now at the end of the semester I realize I have made a difference in the lives of some of my group members. I was overwhelmed by the difference I saw in 'Jane' during our final group presentation. While she was presenting, I couldn't help but think she was an entirely different person form the 'Jane' we saw present in early September. I was so proud of her! I am also very proud of the relationship we established I don't want in any way to take away from her accomplishments, what she did to improve her presentation skills was through her own dedication and hard work. In seeing 'Jane's' achievement, I also see an achievement of my own. Two of my goals in taking this course were to try and take on the role of facilitator in the group and to improve my abilities to mange conflict. In working with 'Jane I feels that I made improvement towards both of these goals."

vi) Conclusions and Future Implications

The application of DRIVEN has the potential to dramatically improve presentation confidence and skill in a relatively short time. Additionally, using peer coaches significantly enhances the coaches' ability and confidence as leaders. Introducing this concept early in students University education can greatly improve their performance in presentations and in-group work

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Jimmy Carter: Discovering the Soul of a Leader through an Investigation of Personality Traits

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i) Abstract

This research presents a case study of Jimmy Carter based on the Five Big personality dimensions considered to be important for effective leadership. Data sources include literary works, newspaper accounts and documentaries. An analysis of Carter's behavior during events such as the Camp David Accord, the Iran Contra crisis, and the work of the Carter Center provides leadership educators and students with a framework and method for studying and modeling effective leadership.

ii) Introduction

A key method for studying and developing leadership is to focus on personality traits. While there are hundreds of characteristics various authors list, research studies have shown that five general dimensions, the Big Five Personality dimensions, are shared by highly effective leaders. These five dimensions are extroversion, agreeableness, conscientiousness, openness to experience and emotional stability. In an attempt to better understand these dimensions and how they are exhibited by a leader through behavior, a study was conducted on Jimmy Carter, 39th President of the United States, with a key focus on the Big Five Personality dimensions. Based on this presentation, participants will develop an understanding of Jimmy Carter's leadership traits and discover a method for studying leaders through an investigation of personality traits.

iii) Literature Review

Leadership is a complex concept and the process of identifying what makes a successful leader has generated much discussion. One of the factors that studies show has an effect on leadership is personality traits. Personality is "the set of unseen characteristics and processes that underlie a relatively stable pattern of behavior in response to ideas, objects, or people in the environment," (Daft, 2002, p. 119). While there are hundreds, if not thousands, of characteristics that can be used to describe a person, there are certain traits that research studies show highly effective leaders share. These leader traits have been grouped into five general dimensions that describe personality and are often referred to as the Big Five personality dimensions (Daft 2002).

These five dimensions are: extroversion, agreeableness, conscientiousness, openness to experience and emotional stability. Each dimension is composed of numerous personality traits that establish whether or not a leader posses the dimension. Research has found these dimensions to be factors in successful leadership (Hogan, Curphy, & Hogan, 1994).

The dimension of extroversion includes traits and characteristics that influence behavior in group settings (Daft, 2002) including being talkative, comfortable meeting new people, dominance, assertiveness, and self confidence. Self-confidence is described by Dubrin (2004) as being self-assured without being bombastic and instilling confidence in team members.

Agreeableness, the second dimension in the big five, refers to the ability to get along with others, cooperative, compassionate, understanding, and trusting (Daft, 2002). Trust is a "person's confidence in another individual's intentions and motives, and in the sincerity of that individual's word," (Dubrin, 2004, p. 30). Trustworthiness can also be considered "walking the talk." Consistency between deeds (walking) and words (talking) has a great deal to do with a leader's effectiveness. A leader who is seen as saying one thing, but doing another will not gain much trust, respect or following from others.

Conscientiousness includes a person's ability to be responsible, persistent, and achievement-oriented. Such a person remains focused on a few goals, which he or she pursues in a purposeful way, whereas a less conscientious person tends to be easily distracted and impulsive (Daft, 2002).

Emotional stability refers to the extent to which a leader is calm, secure, handles stress well, and is able to handle criticism (Daft, 2002). Leaders must control emotions in a way that is appropriate for the situation (Dubrin, 2004). Locke (1994) found that emotionally unstable leaders lack the ability to handle pressure and exhibit inconsistent behavior which damages relationships.

A person open to experience has a broad range of interests and is imaginative, creative, and willing to consider new ideas (Daft, 2002). Such people often seek out new experiences through travel and are intellectually curious.

While no individual can have all the personality traits, according to Hargrove (1988), talented leaders show a great range of skills and vary them to match changing situations. Each leader's traits define him/her as a person and leader.

iv) Methods

In an attempt to better understand the Big Five personality dimensions and how personality traits are exhibited by leaders, an in-depth case study was conducted of an extraordinary leader: Jimmy Carter. As someone who has publicly faced harsh criticism at times and unconditional support and admiration at others, Carter has always led the public, the nation and the world towards a greater good. James Earl Carter, was 39th president of the United States, former Georgia governor, and founder of the Carter Center.

A case study is a detailed examination of an event, person or process that investigates the phenomenon within its real-life context (Yin, 2003). The use of a case study to research a political leader is supported by Hargrove (1988) who stated that the achievements and failures of individual presidents are best understood through a contextual analysis.

Data sources for this case study include literary works, newspaper accounts and documentaries. An analysis of Carter's behavior during events such as the Camp David Accord, the Iran Hostage crisis, and the work of the Carter Center provides leadership educators and students with a framework and method for studying and modeling effective leadership. Data was collected and analyzed based on a search for evidence of personality traits as outlined previously.

v) Findings

Even though Carter may not make the top ten list of all-time great presidents (Hertzberg, 1996), he has exhibited the big five personality dimensions and/or the individual traits that make up each dimension. Through an analysis of several critical events in Carter's life, these traits will be discussed.

The Camp David Accords

The Camp David Accords, a historical event that led to a peace treaty between the warring nations of Egypt and Israel occurred in 1978 when Carter met with Israeli Prime Minister Menachem Begin and Egyptian Prime Minister Anwar Sadat at the presidential retreat, Camp David in Maryland. In a documentary, "Jimmy Carter: American Experience" by PBS (2002), Jehan Sadat, wife of Anwar Sadat said, "Carter strove for an informal atmosphere at Camp David. All three of the leader's wives were invited to the retreat to defuse the tension and make them more reasonable."

According to PBS (2002), Carter also decided not to adhere to a rigid schedule of meetings, preferring to let the negotiations proceed on their own. His casualness about the set up of the retreat laid good groundwork for making the negotiations seem less threatening and took away the stresses of an already tense situation. The negotiations however informal they were, required much persistence, patience and listening from Carter. The comfortable and inviting atmosphere along with Carter's willingness to listen illustrates approachability, a trait that falls under the dimension of agreeableness.

The dimension of agreeableness is seen also through Carter's trait of understanding. Carter described his mind-set going into negotiations as "an intensely personal effort would be required of us. I had to understand these men," (PBS, 2002). In an attempt to satisfy both parties and bring peace between the two countries Carter knew he had to listen to each side and gain a clear understanding of what was needed. On the thirteenth day of being in seclusion at Camp David, Carter's National Security Adviser, Zbigniew Brzezinski described the president as, "driving himself mercilessly, spending most of his time either debating with the Egyptian or the Israelis or drafting and revising texts that are being submitted to him. He has single-handedly written the proposed document for the Sinai formula," (PBS, 2002).

Carter's dimensions of extroversion and conscientiousness also contributed to the achievement of the negotiations. Through his traits of self-confidence and of assertiveness, Carter kept the warring leaders on track towards peace. Carter was caring but firm in dealing with the negotiations. In dealing with Begin, Carter had to be especially assertive in making progress with the treaty. Zbigniew explains the situation as,

> "The president described Begin as rigid, unimaginative, preoccupied with the meaning of words, and unwilling to look at the subject in a broader perspective. He sounded really discouraged. He kept shaking his head and expressing his disappointment and frustrations."

Carter constantly had to demand Begin to be more willing to compromise and see a bigger picture in the negotiations. On one occasion it took Carter exploding at Begin, "After he outlined all of the controls, veto rights and privileges he would retain for Israel while giving the Arabs a form of self-rule, Carter exploded, 'What you want to do is make the West Bank part of Israel…no self-respecting Arab would accept this,'" recalled Brzezinski, (PBS, 2002).

This episode with Begin along with the entire negotiations at Camp David illustrates Carter's persistence, focus, and desire for achievement, all which are traits under the dimension of conscientiousness. It took many traits: approachability, understanding, listening, self-confidence, assertiveness, persistence, focus, and achievement-orientation, for Carter to be successful with the negotiations and negotiate a peace treaty.

Iran Hostage Crisis

While Carter has demonstrated many key traits, he has not always been perceived as a pillar of strength and influence. In fact, during the end of his presidential term, he was not viewed as a leader, but a coward and a failure. Of all of his great moments, Carter is forever plagued with being remembered by many for the Iran Hostage crisis that lasted 444 days and ultimately lost him the presidential re-election.

On November 4, 1979, a mob of students in Iran seized the U.S. Embassy and held 90 people hostage in retaliation against the U.S. involvement with Iran. All women, non-Americans, and blacks were released, but the remaining 52 people were held hostage for over 14 months. Throughout the duration of this crisis, Carter negotiated for the release of the hostages. There was even a failed attempt to release the hostages through Operation Eagle Claw that ended in the death of eight Americans.

During the 14 months the hostages were held captive, many traits appeared in Carter that were effective, but there were others that for the first time caused him to look incompetent as a leader in the public eye. The trait that helped him negotiate peace at Camp David seemed to fail him in his final hour, the trait of self-confidence.

Many Americans at the time felt that Carter had failed them and they lost the confidence they once had in him. The situation worsened when the Shah was allowed entry into the U.S. after Carter had denied him on a previous attempt. Vice President to Carter, Walter Mondale, remembers that crucial discussion with the council, "[Carter] went around the room, and most of us said, 'let him in.' And he said, 'And if [the Iranians] take our employees in our embassy hostage, then what would be your advice?' And the room just fell dead. No one had an answer to that. Turns out, we never did," (PBS, 2002). Less than a month after admitting the Shah, the hostage crisis began.

If Carter had had confidence in his decision and trust in himself, history may have been different. Along with his self-confidence, Carter seemed to have lost his assertiveness to deal with the Iranians and his trustworthiness from the American public. For the first few months of the crisis, the American public rallied around Carter, but as winter turned to spring and negotiations failed to produce a deal, a frustrated America demanded stronger action, (PBS).

Rosalynn Carter recalls her husband's reaction to the crisis, "No one can know how much pressure there was on Jimmy to do something. I would go out and campaigning and come back and say, 'Why don't you do something?' And he said, 'What would you want me to do?' I said, 'Mine the harbors.' He said, 'Okay, suppose I mine the harbors, and they decide to take one hostage out every day and kill him. What am I going to do then?" (PBS, 2002). As the conversation between Carter and Rosalynn demonstrates, the one thing Carter never lost was his compassion and his high degree of agreeableness.

The Iran Hostage Crisis was by all definitions a stressful situation, one that Carter was at the center of. The fate of 52 people teetered on Carter's decisions on how to handle the crisis. The nation, however, did not feel that Carter was making good decisions and turned on him with harsh criticism.

Many Americans felt that negotiating was not enough. The Denver Post published a letter to the editor from Daniel A. Darlington who voiced his opinion of the situation, "these Iranians have committed an act of war against the United States and all Carter wants to do at the moment is talk. It is time to speak with the power and the might of a first rate country instead of the wishy-washy language of diplomatic compromise," (Darlington, 1979, p. C4).

Carter's compassion is shown in his hesitance to use military action. This is based on his commitment to basic human rights, the alleviation of suffering, the promotion of peace in the Middle East … (CNN, 1999)." When Carter did attempt a military mission to rescue the hostages however, it failed "due to mechanical problems and a severe sandstorm," (PBS, 2002). This mishap seemed to fuel the publics' criticism of Carter even more. Sheldon J. Potter wrote a letter to the editor of the Denver Post, "So that's what our almighty government has had up its sleeve since Day One to help our 50 plus brave American hostages in Iran – a military slapstick comedy routine, played out in the deserts of Iran!" (Potter C6).

These sentiments from the letters to editors represent about ninety percent of letters to editors throughout the country during the time. However, some citizens rallied behind Carter and recognized his efforts toward success. The Minneapolis Tribune printed an article, "Minnesota Relatives of Hostages Differ Sharply on Rescue Mission" where Arvid Laingen, brother of a hostage said, "People have been severely criticizing Carter for doing nothing. But now that he does something and it doesn't work he is going to be severely criticized again?" (Laingen, 1980, p. A2).

Most people under high amounts of scrutiny, as Carter was, would crumble and fail, but not Carter. Throughout the entire Iran hostage crisis, Carter remained poised, calm and focused. He remained emotionally stable. Many leaders can maintain a strong footing of their goals and purposes, but few can do this when stress levels are high and lack of progress brings personal attacks. Jimmy Carter however took the public's disappointment in him and used it as a motivator for him to work even harder at negotiations with Iran.

Carter demonstrated his ability to handle stressful situations with a level head and was secure in his firm stance against going to war, which many encouraged. The media and the nation turned on Carter and criticized him and how he handled the crisis, but he remained calm. All these abilities support Carter's leadership trait of emotional stability.

The Carter Center

Because of the success of the Camp David Accords, Carter decided to establish The Carter Center, rather than just a presidential library (PBS, 2002). Through the center, Carter is still collaborating and negotiating with others in an effort towards peace in countries all over the world. His advice and wisdom is more sought after today than when he was the president of the United States. In the article "Lesson from Jimmy Carter" in Georgia Trends Magazine, Bill Shipp (2003) quotes Carter as saying:

> "When I was involuntarily retired from the White House by the election in 1980, it took a while to get over the defeat. But I soon realized that I was one of the youngest presidents who had survived the White House and that I had a life expectancy still of about 25 years. So we explored what to do with the future.... We had access to almost any leader on earth. We had a lot of influence if we wanted to exert it."

Carter is exerting that influence and accessing numerous leaders in efforts to achieve the center's goals. In the center's brochure, Carter explained its overall purpose, "Rosalynn and I founded The Carter Center as a place where people could gather to discuss issues and ideas, pursue a common dream, or resolve longstanding differences in a beautiful and peaceful setting."

This sentiment of Carter is echoed in the center's mission statement, "to resolve conflict, promote democracy, protect human rights, and prevent disease and other afflictions," (Carter Center website). Because The Carter Center and its principles were founded and implemented by Carter himself, the center and what it stands for serves as an example of Carter's leadership. The purpose and principles that Carter based the center's foundation on reflect the traits found under the fourth of the big five personality dimensions, openness to experience.

Carter's openness to experience is evident in the center's broad range of interests and goals that range from politics to environment and health care to education. Not only are the center's interests broad, but so are the places it travels in order to implement them. The Carter Center has been involved in helping almost every country in the world with at least one aspect of its mission.

Through Carter's trips to Cuba, Zambia, Nicaragua, China and Bangladesh, just to name a few, to assist in the implementation of political elections, and Rosalyn's many visits to third world countries in an effort to eradicate Guinea Worm Disease, the two have experienced numerous cultures and exposure to new ideas. Travels and experiences such as these, in relation to being open to experience, were found by one researcher to be critical elements in developing leadership skills and qualities (Daft, 2002).

Carter encourages everyone else to keep learning by offering continuing education classes for the center's employees. Through the center's objectives, Carter's broad range of interests is seen. His willingness to consider new ideas is evident in his encouragement for people to continue their education in order to increase their levels of creativity. He openly experiences new things through the travel he does in efforts to be successful in the center's mission. It is through all these traits that the dimension of openness to experience is viewed in Carter.

vi) Conclusions and Future Implications

No leader can be high in all dimensions of leadership. The greatest leaders are those who know their strengths and weaknesses and use them both advantageously as tools to better themselves as leaders. Hertzberg (1996) sums up the true meaning Carter's leadership:

> "He hasn't just talked about housing the homeless, he has built houses for them with his own hands and has inspired and organized others to do likewise. He hasn't just talked about comforting the afflicted, he has mounted a little known program through the Carter Center that is well on its way to eradicating Guinea worm disease…He hasn't just talked about extending democracy, he has put his reputation and sometimes his very life on the line in country after country often with little or no publicity, to promote free elections and expose rigged ones. And of course, most controversially, he hasn't just talked about peace, he has made peace, made peace possible by using his moral prestige and his willingness to take risks and his persistence and his patience and his stubbornness to bring hostile parties that extra little distance that sometimes makes the difference between war and not war," (Hertzberg, 1996).

Through his strong traits in the Big Five dimensions and his awareness of his downfalls in his swaying traits of self-confidence and assertiveness, Jimmy Carter has defined what leadership is about. Leaders must know themselves well enough to know what they are capable of doing for others and the best ways to do it.

Because of his great accomplishments, Jimmy Carter was awarded the Nobel Peace Prize in December 2002. In his acceptance speech, Carter quoted a lesson from a school teacher who said " an individual is not swept along on a tide of inevitability but can influence even the greatest human events. (Carter, 2002)." Carter has done just that, he has influenced some of the greatest human events. He negotiated a peace treaty during the Camp David Accords, remained poised and persistent during a time of national crisis and continues to fight for human rights throughout the world through the Carter Center.

Through an analysis of a leader's personality traits and the events in which they are demonstrated, leadership educators and students of leadership can better understand the complex phenomenon called leadership. Whether applied to historical or current leaders, case study methods offer the opportunity for in-depth analysis of leaders' behavior.

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Leading Organizational Change Through the Senior Capstone Experience

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This session will outline how a senior capstone project engages students in significant organizational change by using knowledge of problem-solving methods and change theory in assisting them to solve a critical problem within their own organizations. Using key principles from both Problem Based Learning and Action Research, the results of this process have been tremendous. This is a good overview for educators using or considering a capstone experience.

Learning Objectives

- To learn the strategies for integrating organizational problem solving strategies and issues related to organizational change into the curriculum.
- To understand the use of the key elements of Problem Based Learning and Action Research in a senior capstone experience.
- Understand the benefits of a cohort model for infusing learning principles into the curriculum.

Dr. Mindy McNutt has served for four years as Assistant Professor and Program Coordinator for Organizational Leadership at the Wright State University – Lake Campus, a rural regional campus located in west-central Ohio. The Organizational Leadership program is a baccalaureate degree completion program that was developed at the Lake Campus to meet the needs of local businesses and industries that had a need for baccalaureate graduates. Prior to coming to the Lake Campus, Dr. McNutt served as Interim Vice President for Academic Affairs a rural community college in southern Ohio. Additionally, she served as their Dean of Students Services and Director of the Center for Business and Industry. Prior to that, she served in a variety of staff positions at the Wright State University main campus in Dayton, Ohio. Most notably, she was the Director of Adult and Transfer Services, and has served and currently serves on the Ohio Board of Regents Articulation and Transfer Council, which oversees the statewide Articulation and Transfer Policy.

Leading Organizational Change Through the Senior Capstone Experience

Abstract

The key principles included in both Problem Based Learning (PBL) and Action Research (AR) provide a wonderful learning opportunity for a senior capstone experience for a cohort group of students in a baccalaureate degree completion program in Organizational Leadership (OL). Students in this program engage in a problem-based project which requires them to use an actual problem in their organization to engage in the problem-solving process. Throughout the OL program, students gain skills and knowledge of problem-solving techniques, and methods for dealing with change to assist with the implementation of their project. This program outlines the process for this senior capstone project, and how the instructor infuses the best of PBL and AR concepts into the project.

Introduction

Students learn best when they can connect learning to knowledge they already possess. Moreover, the curriculum becomes even more relevant when they can connect it to the world in which they live—their actual work experience. The Organizational Leadership (OL) program at Wright State University was designed and evolved to give students the practical tools and skills they need to be successful in today's workplace. The senior capstone project provides the opportunity to connect their learning to their actual work experience.

The senior capstone project is the culminating experience in the OL program. This extensive project requires students to bring together all of the prior skills, knowledge, and abilities that they have learned in preceding courses and apply it to solve a real organizational problem. Based on some of the learning principles in Problem Based Learning, and some of the principles of Action Research, this experience overlays organizational problem solving and knowledge of ways to deal with organizational change to assist students to have a meaningful learning experience based in their own work environment, utilizing a majority of the skills they learned in the OL program.

Through sharing experience and materials, the learning objective for this program include:

- To learn the strategies for integrating organizational problem solving strategies and issues related to organizational change into the curriculum.
- To understand the use of the key elements of Problem Based Learning and Action Research in a Senior Capstone experience.
- Understand the benefits of a cohort model for infusing learning principles into the curriculum.

Background

The Organizational Leadership (OL) program was developed at the Wright State University - Lake Campus in the late 90s. The first cohort of students (juniors) began classes in the fall quarter of 1999, and the first full-time faculty member began in the fall of 2000. Courses were already in place, including the Senior Capstone Project, however minimal guidance in terms of the philosophical principles was given to the faculty member to inform her use of this teaching opportunity.

Over the course of the three graduating classes of OL students, the capstone project and prerequisite courses have evolved to include a coherent stream of learning required to execute a project of this type and magnitude within an actual organizational setting. Several courses have been redeveloped to work better with the current model of teaching and requirements for the capstone project.

How it works

Using a method that could be called “reverse teaching,” the students are given all the key skills that they need in order to carry out the senior capstone project. The OL program at the Wright State Lake Campus consists of 12 courses taught over seven quarters—six Organizational Leadership courses and six companion courses from other disciplines. Students move through the program in a cohort model, which allows for some flexibility within the courses.

In the first and second OL courses, a skills-based course and a leadership theory/contemporary issues course, the students are introduced to the capstone project and are assisted in gleaning the specific skills, knowledge, and attitudes that they will need for the project. In the third course, they learn the specific problem-solving processes and techniques they will need to execute the project. It is here that they are required to contemplate the type of capstone project in which they might engage. The fourth class, training and development, is critical in that many change efforts in organizations involve training. The fifth class is where the formal capstone project proposal is required—and even when many of the students start the actual project itself. This course, a professional development course, includes critical information on handling organizational and individual change. The last class is the culmination of the project in which the students engage in all of the critical steps in the problem-solving process and ultimately are required to present the process and the outcome of their project at a public presentation.

Results to date

The results of this method have been beneficial to both the students and the organizations in which the projects have occurred. Students always express concern regarding the magnitude of the project at the beginning of the program, yet as they move through the program they see that they are receiving the skills needed to execute the project. Several students who did not have specific organizational issues to solve caused the instructor to look to the community for projects—with extraordinarily good results.

Several successes of the senior capstone projects have included the following. One group of students who worked for a local Child Support Enforcement Agency developed a training manual for implementation procedures for an unfunded federal mandate that required noncustodial parents to include their children on their health insurance. These students won a state award for “best practices” in their field for this project and are sharing their program statewide. Another student developed standardized office procedures for several regional assisted-living facilities in response to increased state penalties for non-compliance with state requirements. The reduction in fines has been so significant that the company is in the process of adopting his procedures nationwide in all of their facilities. Finally, one group worked with the local Emergency Management Agency (EMA) to develop a part of the required mandate by the federal government that each county have in place a mitigation plan prior to applying for federal disaster assistance. Their portion, the hazard profile and risk assessment, saved the agency thousands of dollars that would have otherwise been paid to consultants. The director from the state of Ohio indicated that it was one of the most well-presented plans in the state.

Conclusions and Future Implications

The feedback that is received from the students is tremendous—they indicate that they never thought they would learn as much as they did through the capstone project. Several students have gotten promotions within their organizations because the capstone project allowed them to showcase their skills and abilities to upper management. The feedback from employers is just as positive—they are excited to have “free help” to solve issues and problems that are being experienced in within their organizations. Finally, the public, who have been invited to the final presentations, have been just as impressed with the quality of the work that the students have accomplished.

The program has been in place for four years now, and with each successive year has continued to be “tweaked” just a little until the right “mix” of skills and abilities is afforded the students. The instructor hopes to begin the process of moving some parts of this experience into the “service learning” arena for a different type of experience for the students—particularly as more younger students with little work experience are attracted to the degree program.

Marching Band Blues: Leadership Development in a Practical Key

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Learning objectives:

- Communicate the unique challenges of providing quality leadership to a multi-faceted and diverse group of collegiate musicians.
- Describe the curriculum development process, elements used, and sequencing of teaching
- Share the results/learnings that have occurred to date

Professional Biographical Profile of Presenters

Jeffrey P. Miller, Ph.D.
President, Innovative Leadership Solutions

Jeff Miller is President and Senior Educator for Innovative Leadership Solutions, a company that believes in the power of individuals to transform themselves, their communities, and their organizations through personal and team learning. He has been a member of the educational facilitation team with the Greenleaf Center for Servant-Leadership, an associate of the Cascade Center for Community Governance, and Interim Executive Director for the Community Leadership Association. Jeff is an adjunct professor in the University of Indianapolis MBA program.

He has an array of experiences in organizations, change, and human capacity building efforts. His workshops and instruction include topics of collaboration development, staff development, strategic visioning, program design, planning, and evaluation. He has served as Assistant Director of the North Dakota State University Extension Service with responsibilities for the 4-H Youth Development Program. In this role he served as the administrator responsible for the vision, leadership, and management of the largest volunteer and youth-development organization in North Dakota. For three years, Jeff served as convener for the *National Network for Collaboration*, a consortium of 20 land-grant universities. Jeff is co-author of "***Effective Collaboration: Strategies for Pursuing Common Goals***."

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Dr. Brad McDavid is currently Director of Athletic Bands at the University of Washington. His primary duties as director of the renowned 240-member Husky Marching Band include principal field conductor, show coordinator, and program administrator. In addition to serving as coordinator of one of the most comprehensive athletic band programs in the country, Dr. McDavid also serves as conductor of the university's Symphonic Band.

A native of Centerburg, Ohio, he has previously taught at the elementary, middle school and high school levels while teaching in the public schools of Central Ohio and Tempe, Arizona. Brad received his Bachelors Degree in Music Education from The Ohio State University and Masters of Music Degree from Arizona State University. In 1999 he received his PhD in Music Education also from Ohio State. He has also held the position of graduate assistant director for the Purdue University band program.

McDavid has also served as clinician, adjudicator and guest conductor throughout the United States including Australia and China. In addition to being a member of CBDNA, MENC and the Washington Music Educators Association he also currently holds the position of Western District Governor for the national college band service fraternity, Kappa Kappa Psi. McDavid also serves on the selection committees for the Sousa Foundation's Sudler Trophy and Sudler Shield, which recognize excellence among high school and collegiate marching bands.

Abstract

Collegiate marching bands are diverse, multi-faceted organizations requiring excellence in leadership at every level. Each year, student members are selected and immediately expected to provide quality leadership in the management of sections and squads in support of the professional staff. This paper provides the background and strategies used to strengthen the leadership capabilities of the entire organization. Lessons learned are applicable to any large group experience, particularly when there is continual turnover of members and leaders.

Introduction

Student leadership in the daily running of collegiate marching bands is not only vital to the success of the organization, but is also a valuable learning experience for the students as they prepare for organizational and community life beyond the university.

Each season hundreds of young people between the ages of 19 and 22 are asked to step into roles of responsibility and authority in the daily functioning of collegiate marching bands. In many instances these students find themselves not properly prepared to effectively handle this new role. They are being asked to assume roles of teacher, human resource consultant, evaluator, coach, problem solver, motivator, and disciplinarian.

Given the challenge of coordinating the schedules of busy student leaders, busy marching band directors, and the oddities of a football schedule, what can we as educators do to make sure our student leaders have some preparation for the season ahead? It ultimately is in the long-term interest of the band's success to budget time and dollars up-front to provide baseline training to these "budding young leaders". Because students typically serve in leadership roles for 2-3 years, development of a curriculum rotation is an important consideration so that new and more advanced skills can be gained.

Background/How it Works

Over the past 10 years the University of Washington Husky Marching Band has evolved a training regime that went from virtually non-existent, to the scheduling of a 1 ½ - day pre-season retreat for new and repeating squad and section leaders. The planned curriculum includes a refresher course in the fundamentals of marching band techniques, and time to answer questions and model anticipated challenges. This includes the discussion of issues, and concerns the students and staff might have for the coming season. The majority of training time is devoted to helping the student leaders prepare for the variety of "people challenges" that will occur in the coming season.

Two foundational curriculum packages are used in a two-year rotation. The first package used is the *True Colors*™ temperament/personality styles tool. Through thoughtful facilitation and instruction the students are given new insights into their own individual strengths and style preferences as well as perspectives on how to more effectively work with those who have different styles.

True Colors™ uses the metaphor of color to identify four distinct perspectives and personality styles. Each color represents a dimension of an individual's character. It takes the complexity of the Myers-Briggs 16 types and reduces them to four easy to remember and understand categories. The understanding of their own true colors and the colors of their fellow band members brings about a new awareness in their own abilities as well as those of the individuals they are expected to lead. Significant time is spent in instruction as to how this information can be applied in the effective teaching and leading of a musical section.

The second foundational curriculum package used is the "Leadership Challenge". The curriculum has been developed from the research of Kouzes & Posner. The students spend time with each of *The Five Practices of Exemplary Leadership* identified by Kouzes & Posner. The students do some self-assessment, identify their stronger leadership abilities and which skills are less developed. They then work through a series of activities that allow them to articulate how the various Practices of Exemplary Leadership are put to use in the Husky Marching Band. Time is also spent in identifying the gaps, and how they can be addressed.

Additional curriculum elements that are used as bridging activities and for additional team building purposes include:

- Pieces from: *Building Team Spirit* by Barry Heerman.

- Various experiential/group problem solving activities picked up over the years at recreational laboratories (including elements from “Group Dynamite” by Michigan State University Extension.

Results to Date

The consensus among students and staff alike is that the students now go into each season with the confidence and the tools to carry out the responsibilities of their positions more effectively. Just as important, is the fact that even if they don’t feel adequately prepared to handle a situation, they at least have the skills to identify potential problem areas. This allows the staff to be proactive in addressing challenges that inevitably occur during the course of a season. Ultimately the most exciting result of the program is that it allows the staff to not only develop the musical potential of each member but also the leadership and social skills of many of the students as well.

Conclusions and Future Implications

Much more work is needed in terms of mid-season and post-season follow-up evaluation. The constant turnover of student leaders presents a challenge for long-term evaluation that has not yet been solved. Additional curriculum development is in order for helping student leaders learn how to deal with the challenge of peer pressure. Most of the student leaders are being asked to provide leadership (and at times make very difficult decisions)

More work is needed in terms of mid-season and post-season follow-up evaluation. Restrictions of time and budget have prevented that from occurring to date. The constant turnover of student leaders presents a challenge for long-term evaluation that has not yet been solved. Additional curriculum development is in order for helping student leaders learn how to deal with the challenge of peer pressure. Most of the student leaders are being asked to provide leadership (and at times make very difficult decisions) with groups that often have close friends. The dilemma of having to make unpopular decisions or lead the group in a direction they don’t like is one of those opportunities for deeper learning that must be addressed.

Research

ELEMENTS OF AN UNDERGRADUATE AGRICULTURAL LEADERSHIP PROGRAM: A DELPHI STUDY

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Abstract

Programs in agricultural leadership are continuing to enjoy success in several institutions around the country. To this point, no research has been conducted to 1) identify consensus objectives for these programs, 2) identify courses that should be taught in these programs, 3) identify program resource needs, 4) identify the need for and objectives of an internship requirement, or to 5) determine future placements of program graduates. This study used a panel of 15 experts in agricultural leadership to address these questions. Although the panel came to consensus on these areas it was apparent that the experts in agricultural leadership must continue to work toward national goals and standards for agricultural leadership programs.

Introduction

Across the United States, organizations are finding it difficult to fill leadership positions because of a lack of trained leaders – a leadership void (Burns, 1979; Figura, 1999; Fritz & Brown, 1998b). People with leadership skills are highly sought after by employers (Fritz & Brown, 1998b; Graham, 2001; US Department of Labor, 1999). As a whole, college graduates are ineffective leaders, suggesting that the most likely cause of the leadership void is a lack of formal leadership training (Fritz & Brown, 1998b; Ricketts & Rudd, 2002).

In an attempt to fill the leadership void, departments of agricultural education have begun a concerted effort to train leaders (Fritz & Brown, 1998b). The following questions have emerged: What should be the objectives of the program? What courses should be offered? What resources are required to provide a leadership program? What employment options are available for students who look to agricultural leadership as a major? The purpose of this study was to determine and prioritize the elements required for an undergraduate agricultural leadership program by soliciting input from a group of agricultural leadership education experts.

Throughout the country 68% of agricultural education departments are currently offering leadership courses and 49% of agricultural education departments plan to expand leadership course offerings (Fritz & Brown, 1998a). Leadership development has been a part of agricultural education for nearly a century. This leadership training has developed out of a necessity to train students for advisor responsibilities in FFA and 4-H youth organizations (Fritz, Townsend et al., 2003a).

Agricultural leadership courses attract a wide variety of students from within and outside of the college of agriculture (Brown & Fritz, 1994; Fritz, Hoover, Weeks, Townsend, & Carter, 2003). In addition, most agricultural leadership programs have support from their college dean, thus helping to provide sustained growth for these programs (Brown & Fritz, 1994; Fritz, Hoover et al., 2003; Fritz, Townsend et al., 2003b; Fritz & Brown, 1998b). Based on the experiences of departments of agricultural education from across the country, adding a leadership component has proven to be beneficial (Fritz & Brown, 1998b).

Even still, academic program curriculum can quickly become outdated and therefore must be constantly examined in terms of its effects and its effectiveness (Finch & Crunkilton, 1989). Unfortunately, colleges and universities have seldom applied continuous planning principles to curriculum(Briggs, Stark, & Rowland-Poplawski, 2003). Even though curriculum planning is at the heart of academic work, few studies are available to aid researchers or academic administrators in understanding the dimensions of program planning (Stark, Lowther, Sharp, & Arnold, 1997).

As the discipline of agricultural leadership has developed over the years, no national guidelines or frameworks have been established. Agricultural leadership course offerings across the country show little consistency of courses offered, content within courses, or texts used.

Leadership education, by its very nature requires a continuous state of alertness, awareness, and adaptation of its contents (Bisoux, 2002). The leadership necessary in today’s work environment is different than the expectations of leaders in the past, and it will require quality leadership degree programs to fill the leadership void (Bisoux, 2002).

Methods

This national study used the Delphi technique to determine the elements required for an undergraduate agricultural leadership program. Stufflebeam, McCormick, Brinkerhoff, and Nelson (20001985) describe the Delphi technique as an effective tool to determine consensus from a group of people with diverse opinions. Keegan (2000) describes the Delphi method as useful for “group judgment for subject matter where precise subject matter is lacking.”

The population for this study consisted of 19 agricultural leadership university faculty selected from the 2001 AAAE Directory (Dyer, 2001) of University Faculty in Agricultural Education. These individuals were selected based on their expertise and experience in leadership instruction. Four individuals declined to participate in the study, thus providing 15 participants in the study. A Delphi group size in excess of 13 yields a reliability of 0.80 or greater (Dalkey, 1969).

The study consisted of three rounds of questions with the participants. All 15 participants completed rounds one and two, and 13 of the participants completed round three. The participant's responses were collected using an electronic web based form consisting of questions or statements, text-boxes and radio buttons. The first round questionnaire consisted of seven open-ended prompts:

1. What should the objectives of an agricultural leadership program be?
2. What required courses should be included in an undergraduate agricultural leadership program?
3. What resources are necessary to offer an undergraduate agricultural leadership program?

4a. Should an internship be required in an undergraduate agricultural leadership program?

4b. If an internship should be required, what are the objectives of the internship?

5. What will a graduate be able to do with a degree in agricultural leadership? What jobs are available for graduates of agricultural leadership?

Using the constant comparative method (Glazer & Strauss, 1967; Lincoln & Guba, 1985), responses to these questions were sorted and grouped by common answers. These answers were written as statements for round two.

In round two, participants were asked to indicate their level of agreement with each statement using a five point Likert-type scale (1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree). After each statement a text-box was provided for the participants to provide additional comments about the statement. Statements with a mean of 4.0 or greater were kept for round three.

For round three, the participants were asked to use a five-point Likert scale to indicate their level of agreement with the statements carried over from round two. As in round two, responses to the statements from round three were analyzed using descriptive statistics. The mean of each question was determined and the responses were sorted by level of agreement.

Findings

The findings considered reliable include items where the Delphi panel reached consensus at an 80% level of agreement. An average rating of at least 4.00/5.00 (.80) was necessary for consensus.

The Delphi panel identified 26 objectives at the 80% agreement level (Figure 1). The objective reaching the highest level of agreement (4.79/5.00) stated: “The student will develop an understanding of personal leadership strengths and weaknesses and how to accentuate their strengths.” Other objectives included various components of defining, developing, and demonstrating leadership related theories and skills.

At the 80% agreement level, the Delphi panel identified 19 resources necessary to offer an agricultural leadership undergraduate degree program (Figure 2). The resource identified as most necessary was “students.” “Faculty with a desire and expertise in leadership” and “a supportive college” were also ranked highly.

When identifying courses for inclusion in an agricultural leadership undergraduate degree program, “Introduction to leadership theory and practice” was ranked the highest, reaching an average rating of 4.57. Seven other courses also met minimum level necessary to be considered reliable (Figure 3).

Part four of the instrument dealt with the topic of internships in leadership education programs. The participants overwhelmingly agreed that internships should be a requirement for agricultural leadership students (11 of 13 said internships should be required). Given the level of agreement for including internships, prompt #4 asked participants to identify internship objectives. 14 objectives identified to guide leadership internships are included in Figure 4. The internship objective receiving the highest level of agreement stated: “Students will practice their personal leadership behaviors in a structured but safe real-world learning environment.”

In considering employment opportunities for agricultural leadership graduates, a wide variety of careers were identified by the panel. Figure 5 lists the 22 possible career paths that achieved 80% agreement. Suggested career paths include community organization leadership, sales and marketing, public relations, management, lobbying, and others.

Additional comments were solicited from the panel in the first two rounds of data collection. The comments were added to the instrument as they were submitted and sent to the panelists to assess their agreement. Six of the comments offered by the panel reached a rating above an 80% level of agreement among all panelists and were considered in the conclusions and recommendations.

The objectives of an agricultural leadership program should be:	**Level of agreement**
The student will develop an understanding of personal leadership strengths and weaknesses and how to accentuate their strengths	4.79
The student will identify and apply contemporary key leadership theories and leadership models	4.71
The student will develop a personal leadership philosophy	4.64
The students will apply leadership theories and practice in a structured, supportive learning environment	4.64
The student will define leadership	4.57
The student will develop decision making skills	4.54
The student will practice team building skills	4.50
The student will develop problem solving skills	4.50
The student will develop a personal vision for leadership	4.50
The student will effectively discuss ethics in the workplace	4.50
The student will develop professional human relation skills	4.50
The student will effectively communicate through public speaking and written communication	4.50
The student will develop the leadership skill of visioning	4.43
The student will increase their understanding of human interaction in all relationships and tasks	4.43
The student will demonstrate an understanding of personality types and/or learning styles	4.36
The student will integrate leadership theory with critical issues in agriculture	4.36
The student will demonstrate the ability to set achievable goals	4.29
The student will develop critical thinking skills	4.29
The student will demonstrate the ability to delegate effectively	4.29
The student will develop the leadership skill of recognizing others	4.21
The student will communicate effectively through presentations	4.21
The student will demonstrate the ability to lead change in organizations	4.14
The student will demonstrate effective time management skills	4.14
The student will demonstrate the steps required for conflict resolution	4.07
The student will demonstrate the ability to empower and enable others	4.00

Figure 1: Objectives of an agricultural leadership program

The resources necessary for an agricultural leadership program are:	**Level of agreement**
Students	5.00
Faculty with desire and expertise in leadership	4.93
A supportive college	4.93
Faculty to advise leadership students	4.73
Faculty offices, support, communications, etc.	4.73
Multi-use classroom to accommodate a variety of teaching methods	4.67
Two or more full-time faculty members	4.60
Budget for leadership resources (books, activities, inventories, etc.)	4.60
Research appointments for faculty to conduct leadership research	4.60
Budget for travel, equipment, supplies, field trips, speakers, publications, and multi-media materials	4.60
Adequate support staff	4.53
Budget for faculty travel and professional development	4.53
Positive and ongoing business relationships for internships	4.53
Leadership experience in the faculty	4.33
Faculty available to supervise internships	4.20
Marketing and promotional material development and distribution	4.20
Buy-in form other departments offering coursework	4.07
Readily available resources for practical and simulation exercises	4.07
Budget to conduct leadership research	4.07

Figure 2: Resources necessary for an agricultural leadership program

These courses should be included in an agricultural leadership program:	**Level of agreement**
Introduction to leadership theory and practice	4.57
Team building / working with teams and groups	4.43
Capstone course to allow students to present their leadership discoveries	4.43
Personal communication techniques for leaders	4.14
Personal leadership development (intrapersonal leadership)	4.14
Seminar related to leadership in the food, agricultural, and natural resource sciences	4.14
Organizational leadership theory (systems thinking)	4.00
Leadership ethics	4.00

Figure 3: Courses for inclusion in an agricultural leadership program

The objectives of an agricultural leadership internship should be:	**Level of agreement**
Students will practice their personal leadership behaviors in a structured but safe real-world learning environment	4.69
The student will apply leadership and learning theories to the educational, training, and development needs of the agricultural business, organization, or governmental agency	4.62
The student will apply a variety of verbal, written, and interpersonal communication techniques	4.62
The student will complete the outcomes identified by the intern, the intern supervisor, and the university coordinator	4.54
The student will compile a portfolio to document accomplishments during the internship	4.54
The student will practice, analyze, and assess interpersonal skills	4.54
The student will practice and analyze team building skills and organizational development skills	4.38
The student will practice ethical decision making	4.31
The student will participate in business meeting and project meetings	4.31
The student will learn and operate under office / business protocol	4.15
The student will shadow different employees in the company	4.15
The student will identify the communication systems in the company	4.08
The student will attend professional development sessions / programs	4.00
The student will visit clients of the cooperating organization	4.00

Figure 4: Agricultural leadership internship objectives

A graduate with a degree in agricultural leadership will be able to pursue a career in:	**Level of agreement**
Commodity groups and breed associations	4.67
Youth leadership positions	4.67
Community organization leadership	4.53
Work for government agencies responsible for leadership in agricultural issues	4.53
FFA executive director / secretary	4.53
Non-profit organization leadership	4.47
Agricultural policies and legislation (legislative aid)	4.40
Organization / association representative	4.40
Business leadership	4.33
Volunteer organization leadership	4.26
Employee leadership training and education	4.27
Sales and marketing	4.27
Government agencies	4.20
University student activities director	4.20
Public relations	4.13
Event planning	4.13

A graduate with a degree in agricultural leadership will be able to pursue a career in: Continued	Level of agreement
Service	4.13
Management	4.07
State and national policy positions	4.07
Extension	4.07
Lobbying	4.07
Human resource development	4.00

Figure 5: Career paths for agricultural leadership graduates

Conclusions and Future Implications

A Delphi panel of 13 experts in agricultural leadership completed all three rounds of this study to arrive at consensus agreement in five critical areas for undergraduate agricultural leadership programs. Agricultural leadership program objectives, courses offered, resources needed for program implementation, internship objectives, and career paths for agricultural leadership graduates were addressed in this study.

The panel agreed with 26 objectives of an undergraduate agricultural leadership program, with 12 objectives reaching a 90% (4.50/5.00) agreement level. Several of the key objectives relate to developing an understanding of personal leadership strengths and weaknesses. At the foundation of all quality leadership degree programs must be understanding personal leadership traits and learning how to accentuate these skills.

Consensus was reached on eight courses to be included in an undergraduate agricultural leadership program. The courses represent leadership theory and practice, team leadership, capstone experience, communication, intrapersonal leadership, and organizational theory. Several of the courses, such as ethics and organizational theory, are relatively clear in their intended content. Conversely, some of the course titles are ambiguous and beg a clear definition of intended course content and objectives. However, the list provided in figure 2 may serve as a helpful guide as faculty decide what types of courses should be included in an ideal undergraduate agricultural leadership degree program.

Necessary resources identified include: students, faculty, office space, and money. A total of 13 specific resources were identified at the 90% agreement level. Budget recourses appeared in several lines as did the need for faculty who were trained in leadership, had leadership experience, and the will and desire to be faculty in an agricultural leadership program. It was apparent that an agricultural leadership program has many resource requirements. This part of the study highlights the need for financial and personnel resources to make any academic program a success.

The vast majority of the panel (11 of 13) agreed that internship programs were an important requirement for undergraduate agricultural leadership students. Once the need for internships was established, the panel identified numerous objectives to guide the internship experience. Again, as in the overall program objectives, there was a broad range of objectives ranging from the very specific (compiling a portfolio) to the very broad (apply leadership and learning theories). The wide range of consensus objectives could prove problematic for faculty developing leadership internship programs. However, the objectives listed in figure 4 may serve as an invaluable starting point as faculty work to outline an appropriate internship program.

As with program and internship objectives, the range of potential career paths was great. The panel identified, with 80% agreement, careers in 22 different areas from the very specific (FFA Executive secretary) to the broad (governmental agencies). One concern among faculty with the agricultural leadership degree is the future placement of graduates. Although a lengthy list helps to alleviate some of the concern for graduate placement, it appears leadership graduates can fill any number of positions available at the time of graduation. The career areas reaching the highest level of agreement (figure 5) may be helpful to consider as students and faculty identify potential internship areas. In addition, the identified career areas could prove useful in promoting undergraduate agricultural leadership programs

Based on the findings and conclusions of this study, the researchers suggest the following implications and recommendations:

1. That institutions consider geographical and institutional differences and use the results of this study as a guide for efforts to revitalize existing leadership education programs or to begin new programs, not as a blueprint for agricultural leadership programs; and
2. That experts in agricultural leadership begin a discussion to clearly identify national goals and objectives for agricultural leadership programs.

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“Don’t Cry No More” – The Next Generation of Women’s Leadership is Rising

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Abstract

The purpose of this presentation brief is to describe the model of program development, implementation, and early results of an alumnae supported Women’s Leadership Initiative in the College of Health & Human Development at Penn State University. The purpose of the WLI is to create opportunities for female students to observe, interact with, and learn from outstanding established leaders, as well as facilitate the process of developing philosophies and individualized plans for becoming tomorrow’s leaders. Students are emerging from the initiative with an enhanced knowledge of their own leadership capacity, an ability to identify and develop the leadership capacity of others, an understanding of the key dimensions of leadership in diverse cultures and contexts, and expanded networks with alumnae leaders.

Introduction

“What is the College doing to develop the leadership capacity of women students?” alumna Amy DiGeso asked Dean Raymond Coward in a introductory visit before he began his tenure as Dean of the College of Health & Human Development at Penn State University. Amy’s question and the focused attention of the Dean inspired a meeting of the minds that included five of the College’s most successful female alumnae. During that strategy session, the Women’s Leadership Initiative was conceptualized, based upon alumnae contributions and a model that would involve connections across the campus, community, and beyond.

The purpose of this presentation is to describe the model of program development, implementation, and early results of the Women’s Leadership Initiative in the College of Health & Human Development at Penn State University, with the intent to foster similar programs where possible. Following this discussion, the participant will be able to

a) Describe the development of a student-oriented leadership initiative focused on early professional career advancement.
b) Identify and engage alumni as a source of operational and programmatic support.
c) Outline the benefits of a student-focused professional leadership development initiative housed in an academic unit.

Background

In early 2002, five alumnae, the Dean and Development Officer gathered at the Waldorf Astoria to think, plan, and share the makings of the initiative. Over the next year, several small steps were taken to bring the initiative into reality, but already full dance cards kept the focused work in other directions. In early 2003, with external funds identified for start-up of new initiatives, a

Director was employed to fully focus upon developing and implementing an innovative leadership development program for women students in the College.

That was January, and after some fast, focused, furious "soft shoe", we had enough faculty and alumnae support to create an advisory committee, develop a program model, market a program, and in April, recruit 34 women, 3rd year students, majoring in the various disciplines of HHD.

How it works

The program model looks like this:

Outcomes Model
Women's Leadership Initiative

For Whom	Assumptions	Process	Outcomes	Impact
women HHD majors w/ junior standing	student-centered initiative	students recruited	inc. leadership knowledge	improved career leader outcomes for women HHD graduates
	more female leaders needed	expertise & skills are shared, devped., practiced	inc. leadership application	
women HHD alums in leadership roles	leadership can be taught	alumni recruited	defined philos.	
		mentor preparation	leadership style developing	
	university setting is appropriate environment for learning leadership	networks established	inc. networks	
		collaboration with established leader-ship endeavors	inc. lifelong learning	
			inc. mentoring	
			inc. early alumni activity	

As you can see, the model is heavily based in alumnae support and development, which comes through the work of the Dean, two Development Officers, the program Director, and the Alumni Director. First, we are all talking about the program and developing and expanding relationships with alumnae. When you begin as a home economics unit, you have lots of women alums who are looking for ways to "give back". Those focused discussions about the WLI are providing an opportunity to do just that in specific ways that will contribute to the development of the next generation of women leaders.

Results to Date

At mid-year evaluation, 80% of the students rated the WLI experience as excellent, and the remainder rated the experience as good. Participants reported that the most beneficial experiences in the program have been those that allow interaction and learning from women alumnae in programs and mentoring experiences, and those that foster self-knowledge and development of self-leadership, like the Myers Briggs Type Inventory and Analysis related to leadership of self and others. They overwhelmingly report an increased ability to network with others and an increased ability to speak up with the confidence and ability to listen generously. They have increased their understanding and valuing of diversity and are willing to take risks and opportunities to make differences and achieve goals for themselves and others.

Conclusions and Future Implications

We are ready for the last phase of the 12-month experience, which includes an applied leadership experience, completed in conjunction with whatever experience the student is already undertaking during the summer – internship, employment, study abroad, volunteer experience, etc. At that point we will evaluate the first year of implementation and continue as students have already requested with a WLI alumnae group that will allow these young women to continue to give direction to the program development, maintain newly developed networks, and mentor the next class of the WLI. Current participants already tell us that they plan to "give back" to the WLI just as soon as they can

Certainly our job is to develop evaluation techniques that will allow us to determine the difference the WLI is making in the lives and leadership of these young women 5 and 10 years from now and beyond. Our plan includes at least annual assessments of the participants and periodic assessments of their employers. We count on our alumnae in leadership to continue to guide the development and direction of the program. We most certainly are working toward continued alumnae funding with the help of the special projects committee of the College Development Council. The strength of our alumnae will continue to be the strength of the WLI.

Leadership is Self-Development

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Ohio State University Extension presents a module featuring 5 video vignettes and development materials demonstrating "every day" situations to help managers and leaders consider effective approaches to issues on: managing conflict; appreciating differences, team effectiveness, new employees, motivation/burnout. Dialogue questions help guide the discovery of possible approaches managers, supervisors or team leaders can use in strengthening management and leadership skills in their work environment. A video based learning module helps customize training for teams and builds management and leadership capacity for managers and supervisors.

Learning Objectives:

- To help managers and leaders consider effective approaches to issues around communication, trust, motivation, diversity, conflict, and new employees. To identify alternative approaches and implications to management and leadership issues via a video based learning module.
- To maximize the productivity and effectiveness of a work unit by embracing differences in employees.
- To engage participant in small group interactions.

Biographical Statement:

Dr. Jill Eversole Nolan, Associate Professor at The Ohio State University, is the North Extension Director and Associate Chair providing leadership and supervision to 86 agents/specialist in a 21 county area. Prior to this administrative appointment, Nolan was State Gerontology Specialist for Ohio State University Extension. Over her 28 years with Extension, she has held county, district, state positions in 4-H, FCS, and Community Development. program areas. Nolan holds degrees from The Ohio State University and Pennsylvania State University. She is married with 2 children.

Leadership is Self-Development

(i) Abstract . . .

Leadership is self-development.
It is knowing yourself and believing that you are capable
of making a difference,
and then learning what you need to know
in order to make it happen.

Being a manager and leader has become more complex and challenging. Ohio State University Extension presents a module featuring 5 video vignettes and development materials demonstrating "every day" situations to help managers and leaders consider effective approaches to issues on: managing conflict; appreciating differences, team effectiveness, new employees, motivation/burnout. Dialogue questions help guide the discovery of possible approaches managers, supervisors or team leaders can use in strengthening management and leadership skills in their work environment. A video based learning module helps customize training for teams and builds management and leadership capacity for managers and supervisors.

(ii) Introduction and Learner Objectives. . . .

Strengthening Management and Leadership Skills Video Module *is a learning opportunity focused on managers and leaders in office units. Being a manager and has become more complex and challenging. They must help new employees become successful; create a motivating work environment; manage financial resources; communicate effectively; build strong work teams; manage conflict and deal with correcting an employee's performance.*

Many people who provide day-to-day administrative leadership in county extension offices also have responsibility for programming with clientele. They're often stretched in several directions with little time to improve management and leadership skills.

Objectives for the learner are:

To help managers and leaders consider effective approaches to issues around communication, trust, motivation, diversity, conflict, and new employees.

To identify alternative approaches and implications to management and leadership issues via a video based learning module.

To maximize the productivity and effectiveness of a work unit by embracing differences in employees.

To engage participant in small group interactions.

(iii) Background

Ohio State University Extension has created 5 vignettes and developmental materials featuring 'every day' situations to help managers and leaders consider effective approaches. The vignettes are:

Vignette #1 - "We're All Expected to Be There"

Background Information - Managing Conflict

Vignette #2 - "Appreciating Differences"

Background Information - Appreciating Differences

Vignette #3 - "We Just Don't Get Along"

Background Information - Team Effectiveness

Vignette #4 - "Getting Started"

Background Information - New Employees in the Workplace

Vignette #5 - "Day After Day"
Background Information - Motivation and Burnout

(iv) How it works . . .

Individuals may use video curriculum for self study, however, the maximum benefit will be derived from group discussion and learning among participants.

1 or 2 Hour Session	*Focus is on one or two video vignettes. Participants engage in dialogue utilizing the suggested dialogue questions. Small groups and/or individuals are approaches that lead to positive outcomes. Participants select a component from the 'background information' to add depth and skill building to the discussion.*
Expanded Workshop	*The material in the module may be organized into an expanded workshop format (1-2 days) by selecting individual topics (ie. conflict, motivation, diversity) or can utilize the entire curriculum depending on the needs of the audience and the organization.*

(v) Results to date . . .

Strengthening Management and Leadership Skills Video Module is being utilized by Extension systems in eleven different states and an assessment of the success of this curriculum is being currently conducted. Multiple evaluations in Ohio have concluded that *Situational Leadership* and *Managing Conflict* were the sessions perceived to be the most useful to the unit supervisors. The vignettes and personal assessment instruments were ranked as the most effective delivery methods.

(vi) Conclusions and Future Implications . . .

Communication is a foundation for leadership. To increase effectiveness, it is important for managers to explore alternative approaches and implications for management and leadership issues. Conflict is often healthy in the workplace and can be managed effectively to explore outcomes and create strength among employees. Learning organizations place a high value on reflection, review and discussion of possible approaches in order to strengthen management and leadership skills. Understanding, utilizing and appreciating the differences of employees is essential to maximizing the productivity and effectiveness of the work unit.

***Strengthening Management and Leadership Skills Video Module** provides skill-building exercises to improve:*

~management and leadership competencies
~using situational leadership
~knowing yourself as a leader
~communications and building relationships
managing conflict
~dealing with employee challenges
~using corrective action to build success
~motivating employees and building teams

The Role of Communication in Creating and Maintaining Member Identification

Mercy Olumoya

Abstract

This paper highlights the basic knowledge to the question, how do employees in a virtual context build and sustain identification? This paper provides insights as to why communication is the answer to the question above and evidence that revealed the impact of communication on organizational identification which depend upon an individual's virtual work status. Although information technologies provide employees the flexibility to work from any place and at any time, this type of spatial dispersion, threatens the very meaning of organizations. Overall, Existing research is examined and identification is found to be the critical glue linking virtual workers and their organizations. The paper concludes with recommendations for leaders to build trust, improve team effectiveness, communication, and efficiency with minimal disruption in achieving coordination and control.

Virtual Organization: The Role of Communication in Creating and Maintaining Member Identification

Recognizing issues, analyzing causes, and identifying solutions early can mean the difference between the failure and success of a virtual team. Virtual teams are replacing regular face-to-face interactions. While technology offers solutions for virtual teams, it also raises questions. What can help team members build trust and understanding and enable them get to know each other better when they cannot easily meet in person? What do we need to understand about cultural differences to choose appropriate technology? What team communication protocols improve interactions and reduce misunderstandings? How can teams use technology to keep track of what they are doing?

In many organizations it is no longer important when you work and where you work, as long as the work gets done. Virtual organizational forms represent important shifts in the organization of work. According to Kotha (1994), large corporations have created mass-production systems that require the congregation of organizational followers. Zander (1996) notes however, that the advent of information technologies, however, has enabled a decentralization of work. It is now possible for organizational members to work together while being spatially and temporally from distant from one another.

All these changes raise new challenges for organizing in a virtual setting. The same technologies that offer followers the flexibility to work any time and anywhere may also separate the ties that bind organization members to each other and to their employer. Specifically, the cues that pull followers together in more traditional organizational settings include dress codes, shared language, shared organizational routines, and organizational identifiers such as organization charts, office buildings, and co-located followers. Heydebrand (1989) notes that the links between virtual followers and their organizations may be less tangible and more social and psychological in nature. Additionally, the dispersion and dislocation characterizing employment in virtual systems strain the psychological ties between organizations and their members."

Let's consider the construct of identification and its importance in a virtual work context. To do this we should explore the relationship between communication and identification in general, followed by an examination of the effects of different communication media on workers' identification. Finally, we need to explore the role of virtual status as a moderator of the relationship between communication modes and followers' identification.

Literature Review

Kiesler (1986) provides a theoretical link between communication and organizational identification. Specifically, communication affects employee attitudes that may be strongly related to identification. Communication strengthens member identification because it provides organizational members with an opportunity to create and share their subjective perceptions of the organization's defining features (i.e., its norms, values and culture). Knowledge of these facets of the organization creates a sense of shared meaning among followers. Furthermore, Kiesler (1991) indicates that communication helps create shared meaning because it provides social context cues which leads to the perception of social presence, and creates a shared interpretive context among organization members. Zack (1993) stipulates that shared meaning provides organization members with a clear sense of the organization's identity, and thus may strengthen member identification.

The frequency with which individuals communicate with others in the organization enhances organizational commitment because frequent communication leads individuals to feel that they are active participants in the organization (Huff et al., 1989). In turn, a sense of active participation may lead followers to feel that they have greater control in the organization (Huff et al., 1989). Furthermore, the public act of participating without being coerced to do so may lead individuals to feel more positive about the organization and, therefore, to identify themselves with the organization more strongly (O'Reilly, 1981).

Identification is a means by which organizational members define the self in relation to the organization (Turner, 1987). Thus, identification represents the social and psychological, and spiritual ties binding followers and the organization, a tie that exists even when followers are dispersed. Harquail (1994)) suggests that strength of identification determines some critical beliefs and behaviors. Among them are followers' feelings of interpersonal trust, goal-setting processes, internalization of organizational norms and practices, desire to remain with the organization, and willingness to cooperate with others (Kramer, 1993).

Organizational functions that pose a particular challenge in virtual contexts, such as: a) coordination and control of dispersed organizational actors; b) work group functioning; c) encouragement of extra-role helping behaviors; and d) retention of valuable followers, depend on identification. Blake & Suprenant (1990) state that in order to achieve coordination and control, traditional organizations rely on various means of performance monitoring such as direct supervision and the enforcement of rules and procedures. However, traditional means of coordination and control may be ineffective and even dysfunctional when followers are dispersed in a variety of workplaces.

Furthermore, Baroudi (1994) suggests that virtual organizations should replace external controls with internal controls such as trust, employee motivation, and the convergence of individual and organizational goals. Therefore, identification, which provides a psychological link between workers and the organization, facilitates coordination because it leads to convergent expectations (Zander, 1996). Identification motivates members to coordinate their efforts to achieve organizational goals by enhancing interpersonal trust and cooperation (Brewer, 1986). Additionally, members who identify strongly with the organization are more likely to accept organizational goals as their own personal goals, are more likely to attend to superordinate goals such as loyalty and obedience (Dutton, et al., 1994).

Overall, it can be argued that identification helps organizations meet some of the most critical challenges of the virtual work context, such as ensuring coordination and control. Identification accomplishes these feats through its influence on employee expectations, motivations and consequent behaviors. Identification may be a particularly effective and efficient means by which a virtual organization can accomplish its goals and insure performance. These arguments provide evidence of the usefulness of identification among virtual followers. What remains puzzling is how identification can be strengthened in a virtual context, particularly because the traditional means by which member identification is created and sustained (i.e., shared dress, architecture, and other artifacts) may not be available to virtual workers. Maintaining the identification of virtual followers is especially critical because it helps organizations meet the challenges of managing dispersed followers (i.e., obstacles to coordination and control). Therefore, it is important to identify the factors that create and sustain identification of virtual followers, recognizing that the determinants of identification may differ from those of non-virtual followers.

Virtual Communication Challenges

Communication in a virtual world requires much higher levels of communication and coordination than traditional co-located teams (Barner, 2001). Face-to-face communication is the most effective means to facilitate trust (Kasper-Fuehrer & Ashkanasy, 2001). Both verbal and non-verbal cues are necessary to communicate trustworthiness (Kasper-Fuehrer 2001). . Communication researchers have established that the functions of nonverbal behaviors include providing information, expressing intimacy, and exercising social control" (Agunis, 1998, p. 456). Bandow (2001) states that attaining a comfort level with team members you don't know and don't share space with can take two to three times longer than face-to-face interactions.

The lack of a traditional social context compounded by cross-cultural contexts makes it more difficult to establish camaraderie among virtual team members (Hsieh, 1997). Physical separation results in the loss of informal communication and the social lubricant that is created when people get to know each other. Members may never have met, or even seen each other and have no context in which to understand one another. To ensure high performance, virtual managers need to instill trust and cooperation between the members (Lally, 1997).

In exploring the link between communication and identification in organization, it is important to realize that individuals' virtual status leads them to utilize different communication media. Moreover, face-to-face communication tends to convey social context cues very strongly (Kiesler, 1991), and has been found to be particularly effective in creating social presence (Boyd, 1991) and a shared interpretive context among organization members (Zack, 1993). In contrast, e-mail and phone communication are not as rich as face-to-face communication in their ability to convey social context cues (Daft, 1987), and therefore e-mail and phone may be less effective as a means of creating and maintaining identification.

Overall, different communication media have different properties with respect to qualities of the media specifically and with respect to predictors of how the media will be used (e.g., the level of accessibility and level of informality that they provide (see Table 1)). These four properties, in turn, have important implications for the impact of particular communication modes on the strength of members' identification. What one medium lacks in one dimension (i.e., the social context cues in e-mail), it may make up in another (i.e., the high informality and accessibility of e-mail).

Table 1.

	Face-to-Face	Document	Telephone	Electronic mail
Accessibility/	Synchronous	Asynchronous	Synchronous	Asynchronous

Synchronicity	with respect to time and place	with respect to time and place	with respect to time; asynchronous with respect to place	with respect to time and place
Formality	Dependent upon communicators	Highly formal	Dependent upon communicators	Highly informal
Shared interpretive context	Facilitates creation of interpretive context			Facilitates communication within established interpretive context.
Social context cues	Strong	Moderate	Moderate	Weak

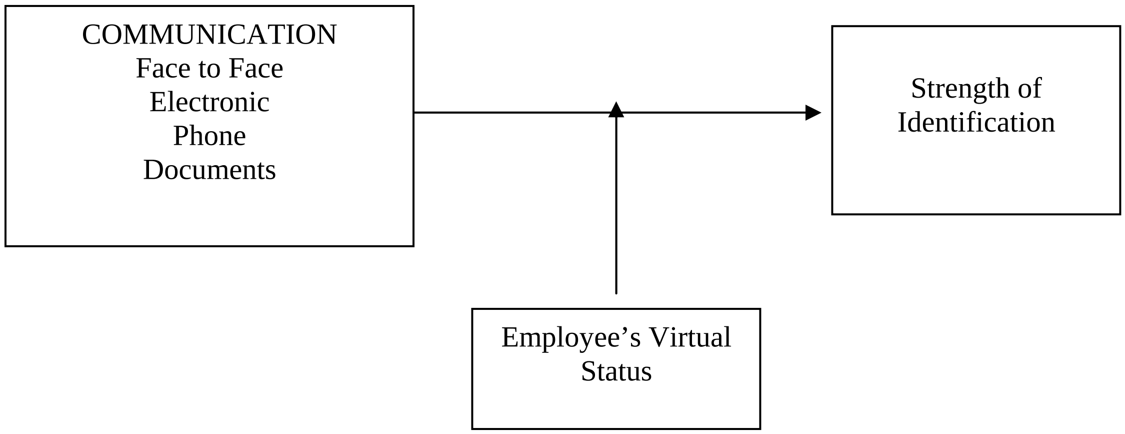
Communication, Spirituality, and Identification

If individuals' virtual status affects their use of communication media, then virtual status may impact the relationship between communication and identification. In terms of spirituality this notion was addressed in Scripture in John 20:29. Jesus tells the apostle Thomas that Thomas believes (and will join in the identification as a believer) because of his face-to-face contact with Jesus, but that others will believe despite being remote to the events of the day. This suggests that faith is a moderating variable in the identification process, and that when communication media are more informal, organization members are likely to feel that they are active participants in the process of creating and sharing the identity. Members may therefore feel a stronger psychological tie to the identity created through this social process.

Electronic communication is especially important as a source of commitment and involvement for more peripheral workers. For example, Bikson (1988) examined the impact of electronic communication on one type of peripheral worker (retired followers). He conducted a field quasi-experiment involving two task forces in which half the task force members were recently retired. One task force was given electronic communication technology and another was not. While all retired people on the task forces rated themselves as 'peripheral' at the outset of the experiment, six months later the retired members of the task force that communicated electronically were more involved than those who did not communicate electronically. Early research on the effects of communication media on the attitudes of peripheral workers further lends support to the model that I explore.

The expectation is that virtual status will moderate the relationship between mode of communication and identification. The effects of the specific mode of communication used on the strength of member identification will vary depending upon an employee's virtual status (see Figure 1).

Figure 1



Taking a Look

I surveyed a family member's coworkers at the U.S. Department of Education (Programming Department) that permit a virtual work program. The program was initiated for cost reduction purposes in order to accommodate people with disabilities and for with equal employment opportunity purposes. A total of 22 followers were surveyed, with 18 responses received (overall response rate = 81%). Most followers were using a combination of different work modes in a given week. The typical employee would utilize office space for a portion of the week and work out of their home and/or clients' offices the remainder of the time. The median number of days that followers worked from traditional offices was only 2 days per week. About a third of the followers utilized office space for a day or less in a typical week. The rest of the time these followers were working from home or in a mobile mode.

This sample offered a wide variation in work modes utilized by followers. Approximately half of the respondents spent the majority of their workweek in virtual mode (less than 2 days in the office), and may thus be viewed as followers with a relatively higher virtual status than their in-office counterparts. The second half of the respondents spent more than 2 days per week in the office, and thus may be viewed as followers with a lower virtual status. This variation was ideally suited for the purpose of this research and provided a basis for comparing the communication frequencies of these workers and their linkage with identification.

Analyzing the Data

The information in the table below summarizes the previous sections of this paper and highlights the role of trust in virtual teams. As previously suggested trust plays an important intervening role, mitigating the potential negative impacts of distance, cultural differences, reliance on electronic media, reluctance to share information and lack of history/future; thus having a positive impact on performance in virtual teams. All of the factors listed in the first column have the potential to negatively impact performance in virtual teams. Trust plays a role in minimizing the potentially negative effects. The information in this table is collected from The 12th International Conference on Comparative Management 2001.

Table 2.

Variables that Negatively Impact of Performance in Virtual Teams	Role of Trust	Potential Impact on Performance When Trust is Present
Distance in space and time Loss of personal contact; Loss of immediate feedback; Loss of informal knowledge transfer; ready access to peers	Adds a sense of connection	Makes it easier to exchange information lessens the social cost of asking question adds to desire to reply on a timely basis
Cross cultural/ organizational difference Misinterpretation, Misunderstanding	Trust makes people more accepting, more willing to work out difference	Positives: Team members are more flexible and adaptable
Reliance on electronically mediated Communication Loss of nonverbal cues	Mediates the negative perceptions that lead to mistrust	Team members devise ways to make up for lack of face-to-face time
Reluctance to share information	People are more willing to share information with those they trust	More information is distributed
Lack of history/future-temporary	Trust allows people to focus on the task	Faster performance - team members move right to performing task related work

The problem is that most measures of trust focus on the cognitive aspects of a trusting relationship as opposed to the affective. These measures mislead managers who focus on budding lower levels of trust (cognitive, work related) when it may be the higher levels of trust (affective, generalized) that have greater performance implications (Macy & Stark, 1998).

Discussion and Implications

The impact of virtual initiatives may be felt both by sectors of the organization in which workers are dispersed and among those who remain in traditional centralized offices. There are implications for the study of identification and virtual work. suggesting that identification is the psychological tie that binds scattered followers together into an organization, rather than a collection of incidentally related individuals. Without identification, virtual workers may view themselves as merely independent contractors, operating autonomously and without consideration for the organization that employs them.

Interestingly, the very technologies that offer followers the flexibility to work anytime and anywhere also detracts from the creation of a shared reality essential for the formation of stable work expectations. Many organizational cues that serve as the basis for the creation of a shared reality among followers (including dress codes, shared language, and shared organizational routines) are less readily available in a virtual setting. As a result, there is a danger that organizations operating in a virtual system could be pulled apart by the centripetal forces that so heavily influence virtual organizations.

Managers in virtual organizations should be attentive to the communication media used, and to the underlying spiritually relevant objectives of the organization. Typically, organizations take communication media for granted, partly because face-to-face interaction among co-located followers emerges naturally, and may not require that a routine or pattern be established formally. If electronic and telephone media are important determinants of identification, then managers must provide the 'hardware' to facilitate this communication and the 'software' to encourage its usage. This means the communication equipment (such as separate telephone lines at home; cell phones; e-mail systems; telephone conferencing) that is available to the virtual worker. In addition to providing training in the use of the system, it may also be important to create an organizational culture that encourages the use of on-line media to share task and non-task related information. These findings provide a foundation for exploring issues pertaining to identification and virtual organization.

Conclusion

With today's advancements in communication technology, virtual work is rapidly spreading among organizations globally. The present potential of virtual work can be realized if we recognize factors that tie organizational members together. For example, leadership should acknowledge the common bond in the religious and spiritual lives of organizational members. In this context, a spirit filled identification is "organizational glue" that can tie followers together in a virtual setting. In addition, it supports the conceptual arguments, suggesting that virtual workers' strength of identification with the organization depends upon the frequency of electronic communication with other organization members. This holds implications for both researches on identification as well as for leaders of virtual work organizations.

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AGENDA/OVERVIEW

- **Introduction**
- **Purpose**
- **Research Problem/ Question**
- **Research Areas**
- **Main points**
- **Terminology**
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- **Communication, Spirituality, and Identification**
- **Methodology**
- **Analyzing the Data**
- **Unanswered ?'s**
- **Conclusion**
- **Questions**

Values-Based Leadership: Strategies for Getting Real in the Collegiate Classroom

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- FHSU Service-Learning Committee Chairperson
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Organizations:

- FHSU Leadership Studies Association Advisor
- FHSU Senior Mortarboard Advisor
- FHSU Leadership Honors Society Advisor – Omicron Delta Kappa
- Faculty Advisor to Tigers in Service www.fhsu.edu/tigersinservice

Community Outreach:

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- Coordinated FHSU Middle School Leadership Conference, Fall 2001, 2002, Spring 2003
- Facilitated Hays Area Children's Center Leadership Development Workshop, January 2003
- Facilitated NW Kansas High School Leadership Conference, 5 school districts, April 2003

Value-Based Leadership: Strategies for Getting Real in the Collegiate Classroom

A session is planned to introduce two different approaches to teaching personal leadership development at the collegiate level. The presenters will share methods and tools utilized in their undergraduate leadership classes to develop students' self-awareness as it relates to leadership development. Participants will have the opportunity to share their own classroom experiences as they relate to teaching values-based leadership.

Introduction

Leadership educators understand that leadership is a process that can be learned. "It's an observable, understandable, learnable set of skills and practices available to everyone" (Kouzes, 1999, p. 37). Two studies conducted in 1999 examined best practices in leadership education. It was found that studying leadership in the classroom benefited participants who have practiced leadership through real experiences outside the classroom (Tabke, 1999) and that leadership courses that emphasized application and personal action-items were positively correlated to greater career satisfaction and quality of life (Daily, 1999).

Background

Recognizing the impact of teaching leadership in the classroom, in 2001 the Department of Agricultural Education, Communications and 4-H Youth Development at Oklahoma State University (OSU) added a new undergraduate course to its leadership curriculum: AGED 2303, Personal Leadership Development. In 2003, Fort Hays State University, added a similar course to their curriculum, LDRS 570: Leadership and Personal Development in response to a growing need for relational leadership training as an integral part of higher education. Leadership as a learning process serves as the foundation for both courses.

> The first step in learning leadership is learning about yourself as a leader through reflection on your life experiences. This is the beginning of a lifelong process of holding a mirror to your inner self to bring effective leadership to your life's work. (Gerber, 2002, p. 15, 18).

How it works

The goal of AGED 2303 is for students to learn how leaders identify key attributes of leadership and link them to their own unique vision, values, and personal strengths. The course serves as an opportunity for students:

- To develop awareness as it pertains to leadership and career paths;
- Understand their leadership vision and personal values; and,
- To evaluate leaders and their leadership visions as it relates to personal values.

Student evaluation is based upon assignments that include reflection papers, a personal vision project, and an exploration of values-led businesses. Classroom activities include small group work, mini-research projects, storytelling, and other "hands-on" experiences.

The purpose of LDRS 570 is to enable students to be more conscious of leadership, of their leadership potential, and to start them on their way to becoming a life-long learner of leadership practices. The course serves as an opportunity for students:

- To provide increased opportunities for growth in self-awareness;

- Provide a variety of leadership-assessment instruments which will aid students in the understanding of their own personal leadership profile;

- Understand their strengths and opportunities for improvement; and,

- Identify opportunities and strategies for increased self-confidence.

Students are evaluated on activities which cause them to reflect on how their own life experiences have helped them in their leadership development journey (PAST), where they are now in that journey (PRESENT), and their personal leadership goals (FUTURE). Both written and oral presentations are required throughout the semester with an emphasis on leadership concepts. Class participation is evaluated regularly in terms of both speaking and listening.

The session will focus on sharing details related to assignments and classroom activities, as well as student reactions to the courses at OSU and Fort Hays State University.

Results to Date

Since the addition of AGED 2303 at OSU, departmental enrollment in leadership coursework has catapulted from approximately 250 credit hours to over 600 credit hours. During the 2002-03 academic year, AGED 2303 with an enrollment of 115 students, served more students than any other AGED course in the Department. Students evaluations of the course are consistently positive, comments have included:

- I loved this class
- I learned a lot about myself.
- I learned a lot in this class. Not just memorized facts but about values and how to live a more fuller deeply devoted life. Good info!
- Fun subject to learn! Instructor is very supportive and energetic. Great class. Helped re-evaluate myself as a leader and my goals.
- It's a great course. It helped me to broaden my horizons and do a few things I didn't like to do.
- Wonderful. She taught me how to be an effective leader in all I do. I learned a lot about leadership and myself throughout this course.

An addition to the leadership curriculum at FHSU has been the offering of LDRS 570 online. Since our entire leadership degree is available on campus and online, this course was developed for distance delivery as well. Though dubious about this type of relational leadership course via online delivery, the assessment results have been phenomenal.

- This class was very beneficial and I would suggest it to anyone. I learned so much about myself and about true leadership in life situations.
- This class was crucial to my development not only as an individual and leader, but to be a better person.

- This class forced me to truly look at myself in terms of leadership rather than always looking at others and their leadership abilities.
- Because this class was taught virtually I was much more apt to open up and get real with my classmates than had we been in a classroom setting.

Conclusions and Future Implications

Though significant research has been done in the areas of relational and ethical leadership, much remains unexplored. In light of the numerous corporate scandals and breakdowns, there appears to be a huge disconnect between what research shows to be good and true about relational and ethical leadership and the extent to which it is actually practiced in organizations today.

How can we expect young people to enter the organizational world and survive in team environments if we have not prepared them in the areas of relationship development with an ethical component? Greater connectivity and stronger relationships will be required to get the highest performance from people, teams and organizational communities. Don't we owe it to our students to truly give them what they will need? As Ken Singer (2002) wrote in Internet Business News, "Someone might have a Ph.D. in leadership, but if they don't have the relational skills to engage with people, they'll never cross the bridge from knowing about leadership to actually being a leader."

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Youth Leadership Participation and Civic Engagement: A Statewide Study

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Session Learning Objectives:

1. The participants will develop knowledge related to life skills development and the impact of youth organizations.
2. The participants will learn about current community engagement activities of adult Oklahoma residents.
3. The participants will synthesize information related to life skills development, participation in youth organizations and adult community engagement shared with their scholarly interests.

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APPOINTMENTS

- Oklahoma State University. Associate Professor, Department of Agricultural Education, Communications, and 4-H Youth Development, August 2002 to present.
- The University of Georgia. Assistant Professor, Department of Agricultural Leadership, Education, and Communications, August 2001 to July 2002.
- Texas A&M University. Visiting Assistant Professor, Visiting Lecturer, and Research Associate, 1997-2001.
- Klein, Stamford County Line, and Goose Creek Consolidated Independent School Districts. Teacher of Agricultural Science and Technology, 1982-1996.

RECENT PEER-REFEREED JOURNAL PUBLICATIONS

- Edwards, M.C., McLucas, B., Briers, G.E., & Rohs, F.R. (in press). Educational interests of extension agents: Implications for the delivery of educational programming at a distance. *Journal of Extension*.
- Edwards, M.C., & Briers, G.E. (2002). Value of scheduling-related inservice education, opportunity to implement effective instructional practices, and performance of block-scheduled learners in agricultural science: A correlational study. *Journal of Career and Technical Education*, *19*(1), 67-80.
- Herren, R.V., & Edwards, M.C. (2002). Whence we came: The land-grant tradition—Origin, evolution, and implications for the 21st century. *Journal of Agricultural Education, 43*(4), 88-98.
- Edwards, M.C., Meaders, O.D., & Brousseau, J. (2002). Perceptions of Lithuanian agricultural educators about the usefulness of selected inservice education programming: Implications for future inservice delivery. *Journal of International Agricultural and Extension Education*, *9*(3), 61-67.
- Harlin, J.F., Edwards, M.C., & Briers, G.E. (2002). A comparison of student teachers' perceptions of important elements of the student teaching experience before and after completing an 11-week field experience. *Journal of Agricultural Education, 43*(3), 72-83.

RESEARCH INTERESTS

Student learning and achievement in agricultural education; preparation and early-career induction needs of agriculture teachers; student teacher-cooperating teacher relationship; special needs and challenges of agricultural educators in post-communist societies.

Youth Leadership Participation and Civic Engagement: A Statewide Study

Abstract

This study describes perceptions of adult Oklahoma residents regarding the application of "giving" life skills preparation on community engagement. Perceptions about the impact of youth leadership organizations on acquisition of "giving" life skills were also described. The target population (*N* = 3.45 million) was adult residents of Oklahoma. A stratified random sample was used. The responding sample consisted of 396 participants for a 72% response rate. Dillman's (1978) procedures for telephone questionnaires were followed. The instrument was based on the Targeting Life Skills Model: 24 items divided into four constructs. Participants indicated their agreement using a five point Likert-type scale. Reliability estimate for the 24 items was .93. The session will introduce the purpose of the study and the methodology used to design the study and collect the data. Discussion will center on the findings and conclusions.

Introduction/Theoretical Framework

Youth involved in serving their communities develop a lifelong pattern of civic engagement. More importantly, civic engagement is learned and must be introduced at an early age. Steve Culbertson, president and CEO of Youth Service America is reported as saying that "an ethic of service cannot simply be turned on like a switch when a young adult turns 18" (p. 1) but rather an ethic of civic engagement must be developed beginning in our youth ("Adults Who Began Volunteering," 2002). A national study released by the Independent Sector and Youth Service America found that adults who were active as volunteers in their youth were more likely to give to their communities through volunteering and personal resources (Wetzstein, 2002). Similarly, Ladewig's and Thomas' (1987) national study regarding the impact of 4-H on civic engagement found skills and attitudes formed during youth carry over into adulthood.

If the purpose of youth groups is to develop leadership and citizenship skills (Wylie, 1990) and we know that skills developed in one's youth carry into adulthood (Ladewig & Thomas, 1987), then youth leadership organizations should be able to document how their alumni are impacting the communities in which they reside through one's civic engagement activities. The Targeting Life Skills (TLS) Model (Hendricks, 1998; Rollins, 2003) describes civic engagement skills as "giving" skills. The TLS Model provides a clear opportunity for measuring impact of youth participation in leadership organizations (Bailey & Deen, 2002). Through impact studies, youth organizations could show not only how their programs have impacted youth; but, moreover, how their alumni are currently impacting their communities and the nation.

The TLS Model was created as an inclusive tool for a variety of important life skills. It was developed based on the premise that the goal of youth organizations was to provide opportunities for life skill development that would be carried into adulthood. Additionally, these life skills are developed through experience and mastery that is achieved through repeated practice. The TLS Model has traditionally been utilized by 4-H youth programmers; however, its original design was intended for youth programmers outside of 4-H, as well. A unique feature of the model is an "ages and stages" approach to life skills. Developmentally appropriate tasks are assigned to specific life skills for four age groups; thus, improving the measurability of program impact. Clearly stated objectives provide an opportunity for more effective evaluation. In examining "giving" life skills, age appropriate learning objectives, i.e., adult (Figure 1), were used to guide this study.

Figure 1: "Giving" Life Skills: Learning Objectives for Adults

Community Service/Volunteering • Makes significant contributions to projects of interest • Values contributions to a common good • Leads community service	Contributes to Group • Helps group set and reach larger goals effort • Makes effective contribution to group cause • Sees beyond group to further applications
Leadership • Organizes groups to accomplish a purpose • Helps others do things their way • Can choose appropriately between leadership styles • Understands personal strengths • Teaches others new skills • Wants adult leadership roles; allows for exploration	Responsible Citizenship • May have idealized view of patriotism • Understands allegiance to one's country • Evaluates loyalty to one's country in terms of personal goals and values • Thinks globally • Wants to get outside of own community • Develops community consciousness
Rollins, T.J. (2003). Department of Agricultural and Extension Education, The Pennsylvania State University. (Adapted from P.A. Hendricks, *Developing youth curriculum using the targeting life skills model.* Ames: Iowa State University, University Extension.)	

Purposes and Research Questions

A primary purpose of this research was to describe perceptions of adult residents of Oklahoma regarding the application of "giving" life skills preparation on their civic engagement. Specifically, giving life skills, defined as skills encompassing community service/volunteering, citizenship, contribution to group, and leadership (Hendricks, 1998), were described. Another purpose was to describe perceptions of adult residents of Oklahoma members regarding the impact of participation in youth organizations on their acquisition of "giving" life skills. Specific research questions that guided the study follow:

1. What were selected characteristics, including level of involvement in youth organizations and aspects of civic engagement, of adult residents of Oklahoma?

2. What were the perceptions of adult residents of Oklahoma regarding their application of “giving” life skills?

3. What were the perceptions of adult residents of Oklahoma regarding the impact of youth organizations “giving” life skills preparation on their civic engagement?

Methodology

The target population (N = 3.45 million) for this descriptive study was adult residents of Oklahoma who maintained listed telephone numbers. U.S. Census 2000 data were used to stratify the population by three geographic areas: Oklahoma City, Tulsa, and other geographic areas in the state. Each of the three geographic areas was randomly sampled (Gall, Borg, & Gall, 1996); sample size was determined using the table “Determining Sample Size for Research Activities” (Krejcie & Morgan, 1970). The responding sample consisted of 396 participants who provided useable responses. Data were collected using a telephone questionnaire. Dillman’s (1978) procedures for telephone questionnaires were used in both the design and implementation stages of data collection.

The instrument was designed based on the Targeting Life Skills Model (Hendricks, 1998). The questionnaire was divided into three parts. The first part was designed to measure participants’ perceptions about their application of “giving” life skills. The participants were asked to indicate their agreement with 24 statements by responding to a five point Likert-type scale. The points on the scale were “1” = “Strongly Disagree,” “2” = “Disagree,” “3” = “Undecided,” “4” = “Agree,” and “5” = “Strongly Agree.” The 24 items were divided into four constructs containing six questions each. Cronbach’s coefficient alpha reliability estimate was calculated for each construct: “Community Service and Volunteering” (.84), “Citizenship” (.67), “Contribution to Group Effort(s)” (.89), and “Leadership” (.87). The overall scale yielded a reliability estimate of .93.

The second part of the instrument was designed to measure participants’ perceptions about the *impact* of youth organizations “giving” life skills preparation on their civic engagement. The participants were asked to indicate their agreement with four statements (one per construct). The points on the scale were “1” = “None,” “2” = “Minor,” “3” = “Moderate,” “4” = “Major,” and “5” = “Critical” Impact. The third part of the instrument was designed to gather data on selected characteristics of the participants.

The instrument was reviewed for content and face validity by a panel of experts consisting of Oklahoma State University faculty members, the Bureau of Social Research at Oklahoma State University, and Oklahoma Cooperative Extension District supervisors. The instrument was pre-tested as a telephone survey to control for complexity related to length of questions and response categories (Dillman, 1978).

The Bureau of Social Research administered the instrument; a response rate of 72% was achieved. Substitution bias was controlled through calling procedures requiring 6 attempted contacts and varied calling times (Dillman, 1978). Research questions one, two, and three were analyzed descriptively with frequencies, percentages, means, and standard deviations. In analyzing the data, an alpha for all statistical procedures was set *a priori* at .05.

Findings

More than 80% of the respondents reported participation as a youth in youth leadership organizations (Table 1). One-fourth of Oklahoma adult residents reported they were somewhat involved while approximately 15% reported they were fairly involved. And more than one-fourth indicated they were very involved in youth leadership organizations.

Table 1

Level of Participation in Youth Leadership Organizations by Adult Residents of Oklahoma (N = 396)

Characteristics	Frequency	Percentage
Youth Leadership Participation		
Level of Involvement		
Not Involved	74	18.7
Involved a Little	47	11.9
Somewhat Involved	101	25.5
Fairly Involved	62	15.7
Very Involved	111	28.0
Unreported	1	.3

Nearly two-thirds of adult residents of Oklahoma participating in the study were female (Table 2). Of those who reported ethnicity, more than 8-in-10 were Caucasian. Approximately 6% were American Indian, 4.5% were African American, and close to 3% were Hispanic. Nearly 4-in-10 of the respondents held a four-year university degree or had earned an advanced degree and nearly 4-in-10 reported earning $50,000 or more annually.

Table 2

Selected Characteristics of Adult Residents of Oklahoma (N = 396)

Characteristics	Frequency	Percentage
Personal		
Gender		
Male	132	33.3
Female	257	64.9
Unreported	7	1.8
Ethnicity		
Caucasian	330	83.3
African American	18	4.5
Hispanic	11	2.8
Asian American	1	.3

Characteristics	Frequency	Percentage
American Indian	24	6.2
Other	3	.8
Unreported	9	2.3
Education		
Less than High School	14	3.6
High School or GED	118	29.8
Some College or Technical School	108	27.3
Associates Degree	29	7.3
Bachelors Degree	69	17.4
Masters Degree	39	9.8
Professional or Doctoral Degree	10	2.5
Unreported	9	2.3
Annual Income		
Less than $20,000	83	21.0
$20,000 to $49,999	158	39.9
$50,000 to $79,999	67	16.9
$80,000 to 124,999	31	7.8
$125,000 or more	13	3.3
Unreported	44	11.1

Regarding selected aspects of civic engagement, close to 9-in-10 reported voting in the last three years, and nearly one-third had voted 10 or more times in the last three years (Table 3). More than 75% of adult Oklahoma residents indicated they served as volunteers. More than 4-in-10 volunteered up to 10 hours monthly, and close to one-third worked as a volunteer 11 or more hours each month. More than 75% of the respondents belonged to at least one organization outside of work. And more than two-thirds reported holding formal leadership positions during the last three years. Close to one-third had served in three or more leadership roles during that time.

Table 3

Aspects of Civic Engagement of Adult Residents of Oklahoma (N = 396)

Characteristics	Frequency	Percentage
Number of Times Voted in the Last Three Years		
None	44	11.1
1 to 3 times	64	16.2
4 to 9 times	153	38.6
10 to 14 times	68	17.2
15 or more times	57	14.4
Unreported	10	2.5

Characteristics	Frequency	Percentage
Number of Hours Volunteer per Month		
None	89	22.9
Up to 5 hours	93	23.9
6 to 10 hours	86	22.1
11 to 15 hours	36	9.3
16 to 20 hours	28	7.2
More than 20 hours	57	14.7
Unreported	1	.3
Number of Organizations Belong to Other Than Work		
None	92	23.2
1 to 2	170	42.9
3 to 5	108	27.3
6 to 9	16	4.0
10 or more	2	.5
Unreported	8	2.0
Number of Formal Leadership Positions Held in the Last Three Years		
None	145	36.6
1 to 2	120	30.3
3 to 5	103	26.0
6 to 9	16	4.0
10 or more	5	1.3
Unreported	7	1.8

Perceptions of adult residents of Oklahoma about their application of "giving" life skills are reported in Table 4. The mean score for all 24 items describing members' perceptions was 3.61. The concept of "giving" life skills was operationalized as four constructs (Hendricks, 1998): "community service and volunteering," "citizenship," "contribution to group effort(s)," and "leadership." "Citizenship" earned the highest composite mean score (4.01). "Contribution to group effort(s)" had the second highest composite mean score (3.56). "Leadership" (3.45) and "community service and volunteering" (3.40) were rated third and fourth highest, respectively.

The four highest rated items were among those comprising the construct "citizenship" (Table 4). The highest rated item was, "I determine loyalty to my country based on my own values and goals" (*M* = 4.36; *SD* = .71). The next three highest rated items were rated between "agree" and "strongly agree": "I think beyond the community to how situations affect not only the country but also the world" (*M* = 4.29; *SD* = .68); "I would compare my allegiance to my country with the same dedication that an armed forces member might have" (*M* = 4.23; *SD* = .88); "I have a patriotic view similar to one that might be held by a member of the armed services" (*M* = 4.15; *SD* = .93). The four lowest rated items were dispersed within two of the four constructs, "community service and volunteering" and "leadership": they were, "I am involved as a leader in organizing community service activities . . ." (*M* = 2.66; *SD* = 1.32); "I am involved in organizing groups to accomplish a specific goal or purpose" (*M* = 2.98; *SD* = 1.35); "I am involved as a leader in community organizations” (*M* = 3.02; *SD* = 1.42); “I accept or seek out leadership opportunities for myself” (*M*=3.15, *SD*=1.31).

Table 4

Perceptions of Adult Residents of Oklahoma regarding their Application of “Giving” Life Skills

“Giving” Life Skills	M[a]	SD	
Community Service & Volunteering			
I contribute financial or other resources to volunteer organizations	3.69	1.11	
I use my resources to help provide for others	3.88	.96	
I am involved as a leader in community organizations . . .	3.02	1.42	
I contribute my time or talent to community service activities	3.23	1.35	
I support organizations that provide for the needs of our community	3.93	.94	
I am involved as a leader in organizing community service activities . . .	2.66	1.32	
Composite Mean			3.40
Citizenship			
I have a patriotic view similar to one that might be held by a member of the armed services	4.15	.93	
I would compare my allegiance to my country with the same dedication that an armed forces member might have	4.23	.88	
I determine loyalty to my country based on my own values and goals	4.36	.71	
I think beyond the community to how situations affect not only the country but also the world	4.29	.68	
I choose to be involved in activities or organizations that impact people outside of my own community	3.51	1.18	
I keep up-to-date on community issues and try to influence other community members	3.51	1.10	
Composite Mean			4.01
Contribution to Group Effort(s)			
I am involved in helping groups determine what goals they are trying to reach	3.17	1.22	
I use my personal strengths to their fullest in helping to get the job done	3.80	1.08	
I regularly apply the knowledge that I have learned by being a group member to other activities	3.79	1.06	
I am involved in helping groups at work or in the community accomplish their goals	3.71	1.14	
Groups in which I am involved depend on me to help get the job done	3.52	1.19	
I look for opportunities for my group(s) to help other organizations accomplish their goals	3.38	1.19	

“Giving” Life Skills	M[a]	SD	
Composite Mean			3.56
Leadership			
I am involved in organizing groups to accomplish a specific goal or purpose	2.98	1.35	
I help other team members accomplish activities in their own way	3.63	1.16	
I regularly adjust my course of action depending on the individual or situation with whom/which I am working	3.63	1.23	
I know and use the strengths that I have to help me perform as a leader or member of a group	3.73	1.14	
I help individuals or groups of people to learn new skills	3.58	1.19	
I accept or seek out leadership opportunities for myself	3.15	1.31	
Composite Mean			3.45
Overall Mean			3.61

Note. [a]Scale: “5” = “Strongly Agree” . . . “1” = “Strongly Disagree.”

Adult residents of Oklahoma rated the impact of “giving” life skills preparation on their civic engagement (Table 5). Respondents rated participation in youth leadership organizations as having a “moderate” impact on their acquisition of the “giving” life skills they applied when engaged in civic activities; this perception held true across all four “giving” life skills constructs.

Table 5

Perceptions of Adult Residents of Oklahoma regarding the Impact of “Giving” Life Skills Preparation on Their Civic Engagement

Youth Organization Impact	M[a]	SD
Community Service & Volunteering	2.82	1.07
Citizenship	2.95	1.04
Contribution to Group Effort(s)	2.90	1.02
Leadership	2.87	1.08

Note. [a]Scale: “5” = “Critical,” “4” = “Major,” “3” = “Moderate,” “2” = “Minor,” and “1” = “None.”

Conclusions, Implications, and Recommendations

Adult Oklahoma residents participating in the study were predominantly Caucasian females (65%). U.S. Census 2000 data reports adult Oklahoma population to be more equally divided amongst adult males (49%) and females (51%) impacting the generalizability to all Oklahoma adult residents. The majority of respondents were involved as youth in youth leadership organizations. Only 1-in-5 reported no involvement as youth in youth leadership organizations. Participants were also frequent voters who worked as volunteers in their local communities. Many had served or were serving in formal leadership positions in the community organization(s) to which they belonged. Close to 9-in-10 reported voting in the last three years with close to one-third reporting they had voted more than 10 times in same time period. Dissimilarly, Patterson (2002) reports that turnout in midterm elections was 39 percent across the United States and many states and communities are experiencing record lows in voting turnout.

Respondents rated themselves between "undecided" and "agreed" regarding their application of "giving" life skills acquired through participation in youth leadership organizations, including skills related to community service/volunteering, citizenship, contribution to group(s), and leadership. The area of "citizenship" received the strongest overall response (M=4.01) regarding application of life skills as an adult. Previous studies examining participation in youth organizations found that youth participation serves as an effective means of developing future civic engagement (Boyd et al., 1992, Cantrell et al., 1989, Ladewig & Thomas, 1987; Schlutt, 1987, Van Horn, 2001, Wetzstein, 2002). Regarding the impact of participation as youth in youth leadership organizations of "giving" life skills preparation, participants perceived their experiences as having a "moderate" impact on their civic engagement.

The following recommendations for practice and future research are offered: 1) In the interest of helping youth to acquire skills that support and augment their civic engagement as adults, program leaders of youth leadership organizations may wish to consider how "giving" life skills curriculum could be best configured and delivered to reach the maximum number of youth possible. 2) Although the "giving" life skills preparation was perceived by participants to be influential, several items dispersed throughout the "community service and volunteering" and "leadership" constructs, in which "leadership" was implicit, were among the lowest rated items. This incongruence about "giving" life skills preparation and "leadership" warrants further study. 3) Additional research should be carried out to better explain the role of "giving" life skills preparation on one's civic engagement.

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Leadership: Knowledge Acquisition, Skill Building, and Competency Development

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This presentation will examine the University of Illinois Leadership Initiative and the partnership of Student Affairs and Academics in developing leadership skills and competencies among undergraduate students. The presenters will describe the integration of extracurricular programs with courses, an academic certificate, and a proposed interdisciplinary minor.

Program participants will: 1) explore a the integration of knowledge, skills and competencies within a leadership initiative; 2) examine the requirements for a partnership between students affairs and academic affairs; and 3) review methods for attracting and engaging students in leadership development.

Raymond L. Price is the Director of the Illinois Leadership™ Center. He works on programs and courses that emphasize organizational change and personal development. Professor Price is also the William H. Severns Chair of Human Behavior in the College of Engineering. As the Severns Chair, he provides opportunities for engineering students to understand and develop skills in human behavior: interpersonal skills, leadership, and management skills that will be useful to them in their careers. Prior to joining the College of Engineering, Dr. Price had a career in industry working in management and organization development and human resources. Dr. Price graduated from Brigham Young University with a BS degree in Psychology and an MA degree in Organizational Behavior. He earned a PhD degree in Organizational Behavior from Stanford University.

Jeffrey Moss, a Program Director for the Leadership Center, focuses on making the Illinois Leadership Initiative a true partnership between academic and student affairs. He teaches a foundation course in leadership, Introduction to Leadership Studies, and is developing additional courses for a leadership minor. Dr. Moss manages the Leadership Certificate program and thoroughly enjoys the direct contact with students in his position. Dr. Moss has a joint appointment in the College of Agricultural, Consumer and Environmental Sciences (ACES) and has been at the university since 1996. He received B.S. and M.S. degrees in agriculture from Purdue University and a Ph.D. in education from Texas A&M University.

Leadership: Knowledge Acquisition, Skill Building, and Competency Development
Raymond L. Price, Jeffrey Moss, and Michelle Benson

Why Students Participate in Leadership Programs?

One of our assumptions is that students participate in activities that provide perceived value to them relative to the time and effort required. Students learn new concepts, skills and competencies when they are willing to engage and explore an area, find sufficient content and excitement to stay engaged, and perceive value in practicing and applying their new competencies. Our ultimate goal is for student to transfer their philosophies, theories, new skills, and commitments into competent action.

At the University of Illinois we have strived to create a leadership program that will generate the willingness to engage and explore leadership issues and then the commitment to remain engage to build leadership skills and develop effective leadership competencies. We are doing this through a partnership of Academics and Student Affairs. Where we attempt to engage the students across a wide range of learning experiences and then work on the application of the knowledge and skills they acquire.

Programs

Our efforts to engage students and pique their interest come through a series of four professional, one to three day, off site skill building programs. These "i" programs are sponsored by the Leadership Center but are not positioned as formal leadership programs (early research of our students found that many do not consider themselves leaders and would not attend a "leadership" program). Instead we focus on the skills that will be learned and on the desired outcomes:

> **Insight** = the ability to understand our values, assumptions, and our strengths and weakness;
> **Intersect** = the ability to engage others through communication and teamwork skills;
> **Ignite** = the ability to plan and implement systemic, sustainable change; and
> **Imprint** = the ability to make a difference and transition to another set of leaders.

These programs encourage students to continue their learning and skill building through a series of academic courses. Several courses currently exist:

> **Introduction to Leadership Studies**—fundamental leadership theories and concepts;
> **Engaging Leadership**—a series of speakers who exercise leadership in different settings;
> **Emotional Intelligence in Theory and Practice**—a theoretical and practical examination of emotional intelligence and emotional competence development;

Leading Sustainable Change—an upper level course on planning, implementing, and sustaining change;
Integrating Leadership—a capstone course for a proposed leadership minor.

Long Term Skill Building

Usually there is more learning and skill development during a semester long course than during a 1-3 day program. Yet we know that skill building and competency development frequently take longer than a semester. We have plans to implement two efforts to offer students the opportunity to develop their skills over 3-4 semesters. The first option is a Leadership Certificate. In this program students are required to meet the following requirements: 1) attend two of the "i" programs or something equivalent; 2) take two courses in which they build at least one leadership skill; 3) participate in two leadership experiences of at least a semester each; 4) complete a skills assessment; 5) create and implement a personal development plan; 6) complete a leadership portfolio that describes how they have developed in each of eleven skills and attributes we have define; and 7) work on each of these requirements with a coach who is a faculty or staff member or an alum.

The second long-term development effort is a proposed Interdisciplinary Minor in Leadership Studies. We have tentative agreement across six colleges to offer a Minor in Leadership Studies that will require 18 hours of courses. Two of the courses describe above—Introduction to Leadership Studies and Integrating Leadership—will be the required classes with at least four other courses coming from a list of approved courses.

Progress and Future Plans

The Illinois Leadership Initiative currently is serving over 1000 students per year in the "i" programs, has enrolled over 200 students in the courses, and has 60 candidates for the Leadership Certificate. The proposed interdisciplinary minor will go to the faculty senate next fall. Our long term goal is to have one third of the undergraduate students participate in the some aspect of the leadership initiative (approximately 2000 students per year) and have one third of those (approximately 700 students per year) engage in either the Leadership Certificate or Minor where they would have the opportunity to develop their skills and competencies.

Diffusion of Systems Thinking to Learners

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Robert Richard – Director of the Institutional Research and Organization Development unit of the LSU AgCenter. In this role Robert works with Extension and research faculty to develop and evaluate educational programming. During his tenure with the AgCenter over the past 30 years Robert has also worked as a parish (county) level 4-H agent, regional energy conservation educator and program and staff development specialist.

Abstract

Using concepts learned through participation at Systems Thinking conferences and other learning opportunities, a core group of Cooperative Extension faculty have instituted what is hoped will be a continuing learning opportunity for other Extension faculty in the state. This core group of faculty has developed a three hour graduate level course to introduce systems thinking concepts to additional faculty throughout the state. In addition to offering the course as a for credit course, faculty were invited to participate in a not for credit format.

Introduction

Systems Thinking is a field of study that has been promoted in recent years by researchers such as Peter Senge, Dee Hock, Margaret Wheatly and others. Senge details 5 disciplines, personal mastery, team learning, shared vision, mental models and systems thinking as a core to developing a new way of thinking to solve problems confronting us in our personal and professional lives. Hock and Wheatley present useful ideas about inculcating these disciplines into our daily lives.

The LSU AgCenter, not unlike many other university campuses, is facing a number of complex issues that call for different methods of resolution than what may have been practiced in the past. This presentation will seek to share what we have learned as individuals as we have made an attempt to increase the number of faculty who might use system thinking concepts to enhance their personal and professional productivity.

Specific learner objectives for this presentation include:

- Learners will become aware of system thinking concepts and their applicability to daily living
- Learners will become aware of one process being used to diffuse system thinking concepts to faculty within an Extension organization

- Learners will be given specific ideas and methods for teaching systems thinking to fellow faculty

Background

Various individuals within the LSU AgCenter began reading and studying the concepts of Systems Thinking some years ago. A number of faculty (7) have had the opportunity to attend Systems Thinking and Servant Leadership Conferences over the past eight years, to further enhance their learning relative to these concepts. As Cooperative Extension Service administration within the state began increasing their support, both financial and moral, to this effort they also began to expect a higher return on investment from faculty participation in these learning opportunities. Working with administration it was determined that a legitimate expectation would be that faculty attending these conferences return and share the information learned with fellow faculty. Initially a workshop was envisioned but it was quickly realized that a typical one day seminar would not be conducive to faculty becoming aware of these concepts much less internalizing them. Subsequently, faculty who had participated in Systems Thinking and Servant Leadership conferences began developing a three hour graduate course. Recognizing that some faculty who might be interested in systems thinking might not be interested in graduate credit, plans were made to offer the course on a not for credit basis. The professor of record for the course is an adjunct faculty member of the School of Human Resource Education and Workforce Development (SHREWD) while 6 additional Extension professionals are serving as presenters for the course.

How it works

The course is opened to Extension faculty primarily and expectations of Extension faculty participating in the not for credit format are the same as those faculty taking the course for graduate credit. The course has been designed to be very interactive and structured to allow participants time between sessions to reflect and hopefully internalize the concepts covered in each session. Journaling exercises are being highly encouraged for personal growth.

The initial meeting of the group was held as a two day retreat in January of 2004 and subsequent sessions will be held in February, April and May.

Participation requirements include journaling exercises, readings, participation in a discussion board and development of a project plan using Systems Thinking concepts as mechanisms to resolve some of the issues facing individual faculty.

Results to Date

Participants seemed to have enjoyed the first session which included film clips, interactive games, discussion, reflection and journaling. More importantly through questions posed by participants as well as comments made regarding discussion questions posted, participants seem to be internalizing the concepts and working to change their ways of looking at and trying to solve problems confronting them.

Implications

Hopefully this class will be the first of many designed to help faculty learn different techniques to solve some of the problems facing them in their personal and professional lives. In addition, other leadership opportunities are being explored including managerial assessment of proficiency (MAP training), participation in Servant Leadership Conferences and other leadership development opportunities. It is hoped that by increasing the number of participants in these opportunities the LSU AgCenter will begin to build a cadre of people better suited to deal with the problems facing us in the complex world.

The Heart of University Leadership Development Programs

Name of Presenters: M. Russell, J. Ayres, P. Malavenda, P. Morris

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Professional Biographical Profile

Mark Russell – Professor of Animal Sciences & Veterinary Clinical Sciences is known as the "student development" specialist in Animal Sciences at Purdue University. Improving the curriculum to develop the students' ability to utilize the knowledge gained in college is his passion. Dr. Russell grew up in rural Horseheads, New York just 50 miles from Cornell University where he received a BS in Animal Sciences. His interest in serving people with their animals led him to an Extension appointment at the University of Illinois where he completed his MS and Ph.D. With 29 years of Extension specialist experience in the horse industry he is now in the "people development" business. He has published over 15 abstracts and journal articles on employability skill, leadership development, multicultural skills, and international programming. He recently returned from a class trip with 24 students to Hungary and Romania.

Janet Ayres, Professor of Agricultural Economics, Leadership Development Specialist Masters of Urban Planning from Cornell University and PhD from Purdue in Sociology focusing on community leadership. Research and Extension experience in leadership development for 26 yrs.; worked in over 250 rural communities; developed 10 state-wide leadership development programs; developed over 30 leadership curricula; work with community leadership programs throughout state; conducted over 100 staff development programs in leadership development; teach undergraduate course in leadership development.

Pablo Malavenda, Associate Dean of Students is responsible for the Student

Activities Area of the Office of the Dean of Students, which includes all of the leadership programs and awards and over 670 clubs and organizations including the fraternities, sororities, and cooperative houses. Pablo is also the primary advisor to the Presidents Roundtable and the Barbara Cook Chapter of Mortar Board. He is the co-advisor to Purdue Student Government, serves as a faculty fellow in Hillenbrand Hall, and turned his office from a place students go for assistance to a center of leadership development. He teaches course in student leadership, designs and conduct many leadership retreats and institutes, and is a great role model for student leaders on campus.

Pamela Morris, Associate Professor of Youth Development & Agricultural Education has many experiences teaching diversity, leadership, service learning. She received her BS and MA degrees in Elementary Education from Ball State University, and Ph.D. in Curriculum and Instructional Design from Purdue University. Her primary focus has been to inform youth and adults, on a national and local level, about the changing faces of a global society and to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups. Another endeavor for Dr. Morris has been to advance and deepen the theory and practice of service-learning which fosters youth development, in terms of important aspects of character and civic education. In November 2002, Dr. Morris received the annual National Award for Diversity from the United States Department of Agriculture (USDA) for the significant impact her programming has made on Indiana communities in the areas of multicultural education, international programs, and community service learning.

The Heart of University Leadership Development Programs

Abstract

Debate continues about the best curriculum for structuring leadership development programs. Most university programs designed to build leadership competencies contain both academic classroom teaching and experiential learning opportunities. However it seems that many students are missing an essential element - the desire to serve others and make a difference in non-for profit organizations and communities. University teachers will interact in discussions and help the authors explore whether this psychological aspect can be fostered and nurtured within the university context.

Introduction

As Purdue University School of Agriculture embarks on a planning effort to create a meaningful leadership and citizenship program, stakeholders are being invited to define learning outcomes and then the real challenge begins. Like all campuses, we have great undergraduate student leaders who are very active on campus, but we seek to increase the percentage of students with these experiences and we cause student leaders to experientially learn more from their leadership experiences that will prepare them to transfer these skills to life-long, community roles. This paper will 1) review nationally recognized minors and certificate leadership programs to increase their understanding of program structure; 2) discuss how models of leadership development programs involve experiences in a way that builds leadership capacities and competencies; and 3) debate methods to instill an internal motivational drive to affect change, serve others and make a difference in nonprofits and communities.

Background

There are many excellent models of leadership development that exists for adult community leadership Indiana Ag Leadership Program and "Take Charge", community leadership programs and Leadership Development through community Action, and the use of service learning. Currently the 16 Precepts of National FFA learning categorizes the stages of development into “Me, We, Do, and Serve”, so the concept on curriculum design around leadership activities and service are not new. As we review Purdue’s “organizational, Supervision, and Leadership curriculum we find that it is excellent for the leadership needed in the business and management sector. Purdue University has succeeded in preparing “society-ready graduates” that are employable and marketable in their careers but now we seek to increase education and learning curriculum that will prepare graduates to desire to contribute beyond self and career to make a difference in their non-for profit organizations and communities. Can this psychological desire and drive be created and nurtured in university-aged youth by our efforts like service learning and leadership experiences? Or is motivation to make a difference to community beyond ones career something that comes after career and family are established??

How It works

The administration of the School of Agriculture at Purdue University regularly interacts with advisory committees, industry employers, alumni, and community leaders. They are hearing that our graduates are very technically competent but often lack the leadership skills to solve problems and contribute beyond their career job. Unlike other universities, we have responded with courses on leadership in a changing world, decision making and problem solving methods, career leaders, contemporary issues analysis, student leadership etc. A small group of faculty and staff were formed to design a certificates or minors in leadership and citizenship primarily for our undergraduate students. This presentation will share the results of our reviews of other university course-based programs like Auburn University and industry leadership programs like the Leadership Academy of the Society of American Foresters. There’s a lot known about building leadership capacities and competencies but what we seek to better understand is how best to do this with college students. We must find a balance between creating students who are employable “society-ready graduates” and those that believe that professional education is “self contained and inward looking” as Henry Rosovsky states in his book “The University: A Owner’s Manual. Having said this, the next step in this process was to invite 25 stakeholders from all aspects of Indiana communities and industry to a one-day planning retreat to identify the characteristics and outcomes they believe would result from our leadership and citizen program. These outcomes will be shared in the session, but the real challenge is how to create a balanced program within the lives of undergraduates that will result in these competencies.

Results to date

It appears that a minimum level of experiences is necessary before a student can reflect on these issues and this must be the foundation of the program. Experiences can range from athletic or judging teams, extracurricular club, housing unit leadership, work experience, but the important element is the reflection of why were you in that position, what did your do that was successful and why, and how can you take what you learned and apply to a broader need? Certainly there can be academic courses, credit, and theory involved in the learning processes around leadership but we believe it has to follow meaningful experiences. Additionally we believe that the program should cause the student additional out-of- the comfort zone experiences that can be internships away from home, international study, service learning projects across cultures, and direct community involvement – still with intentional follow-up and experiential reflection around leadership. Stakeholders are very supportive and excited to be involved in the process and serve as potential donors of needed human and financial resources for the program. We are at the beginning of this developmental process and seek others' perspective and shared experiences.

Conclusions and future impacts

There should always be a healthy tension between the professional education and a liberal education and for us that means finding an educational balance between the academic theory of leadership models and the experience of serving others and making a difference in communities. Even if this balance can be found in a university education, we may need to complete a significant portion of the life-long psychological changes that come with family, employment, life education of "hard knocks" to develop leaders who have an inner motivation and desire to make a difference unselfishly. Curriculum review and revising will never be complete as long as your program is attempting to meet the needs of a constantly changing society. It is the true educators of university students that will join us in the tension of this discussion.

Developing Multicultural Leadership Competencies in Extension Educators

Name of Presenters: K. Selby, P. Morris, M. Russell, F. Branson, and D. Sammons

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Description: Developing multicultural competencies begins with identifying the deficiencies and barriers before designing modules to develop desired competencies. This workshop will be an interactive sharing of the grants, workshops, and research leading to eight web-based modules designed for national use in improving the leadership of multicultural programming for extension educators.

Learner Objectives of the Presentation
Participants will:

1. increase their understanding of how to plan and conduct a series of multicultural workshops to raise awareness and gather input;

2. gain ideas about methods to assess current involvement in international activities and training needs of extension field educators relative to international/multicultural programming; and

3. learn about the design process of a series of eight web-based modules to be used nationally for extension staff development.

Professional Biographical Profile

Kelli Cameron-Selby is a graduate student at Purdue University, majoring in Agriculture and Extension Education. Her assistantship represents a joint effort between the Purdue Cooperative Extension Service and International Programs in Agriculture. Cameron-Selby has participated in study abroad programs in Spain, Costa Rica, and Scotland. She received her B.S. in Agriculture Education from Iowa State University. At ISU, Cameron-Selby participated in the University Honors Program, Presidential Leadership Class, and Sigma Alpha Professional Sorority.

Pamela Morris is an Associate Professor in Youth Development and Agricultural Education at Purdue University. Dr. Morris received her BS and MA in Elementary Education at Ball State University and her Ph.D. in Curriculum and Instructional Design from Purdue University. Her primary focus has been in cross-cultural education, service-learning, and the changing faces of a global society. In 2002, Dr. Morris received the National Award for Diversity from the United States Department of Agriculture (USDA) for the significant impact her programming has made on Indiana communities in the areas of multicultural education, and international programs.

Mark Russell – Professor of Animal Sciences & Veterinary Clinical Sciences received a BS in Animal Sciences at Cornell University and his MS and PhD at the University of Illinois. Dr. Russell spent 1995-96 as a visiting professor at the University of New England in Australia studying international extension delivery methods, employer satisfaction of university graduates and curriculum development. He designed and taught "Agricultural Extension and Communication Skills" and has now worked with extension educators in new democracies of Romania and Moldavia. He teaches multicultural communication and extension delivery skills in classes at Purdue and is a leader of the internationalization of our undergraduate and extension staff development curriculum in Indiana.

Floyd Branson, Jr. serves as the Assistant Director for Personnel and Staff Development at Purdue University. Since that time, his job has expanded to encompass field operations and supervision of administrative staff. In 1994 he was a National Diversity Award Winner CSREES and received an Epsilon Sigma Phil Special Recognition Award. He earned a B.S. degree from Indiana State University, M.S. from Purdue University, and his Ph.D. from Ball State University.

David Sammons is Associate Dean of the School of Agriculture and Director of the Office of International Programs in Agriculture at Purdue University. His office provides administrative support and leadership for international activities in the teaching, research, and outreach mission areas of the School of Agriculture. Previously Dr. Sammons was employed for 15 years (1978 to 1993) at the University of Maryland as Professor of Agronomy with responsibilities in small grain (wheat, barley) breeding. He has a wide range of international experiences, first as a Peace Corps volunteer in the Philippines (1968-70), and in recent years in short term consultant positions with AID in West Africa (Gambia, Senegal) in the area of crop loss assessment, in Egypt and Sudan in agricultural curriculum development, and as a Fulbright Senior Fellow at Egerton University in Kenya. He has also acquired professional experience internationally in the Caribbean, Honduras, Guatemala, Costa Rica, Mexico, Colombia, Brazil, Argentina, southeast Asia (Malaysia, Thailand, Vietnam), Japan, China, Russia, Ireland, France, West Africa (Cote d'Ivoire, Burkina Faso, Mali, Niger), Zimbabwe, Ethiopia, Egypt, Morocco, Tunisia, Qatar, Jordan, Poland and Hungary. He is the author of over 170 scientific articles and seven books and/or book chapters.

Developing Multicultural Leadership Competencies in Extension Educators

Abstract
Developing multicultural leadership competencies begins with raising awareness and identifying the strengths, deficiencies, and barriers before designing modules to develop desired competencies. This workshop will take the participants through the grants, workshops, research, and activities leading to eight web-based modules designed for national use in improving the confidence and competencies in multicultural extension programming.

Introduction
Extension programs throughout the United States are being challenged to adapt to the needs of clientele in a rapidly changing society. Barriers exist as the Cooperative Extension Service attempts to quickly adapt in response to demographic and technological changes. These include a decrease in human and financial capital (CSREES, 2002) and a need for building Extension educators' skills to respond to these changing needs. The National Subcommittee on Extension Diversity (2002) concluded that Extension leadership professionals must develop an understanding of their own cultural approach when working with others, an appreciation of how culture affects various groups in learning and working experiences, and be able to utilize skills that facilitate the design and delivery of programs which are consistent with the culture of their audiences. The purpose of this paper is to help those involved in administering professional development programs for Extension educators will: 1) increase their understanding of how to plan and conduct a series of multicultural workshops to raise awareness and gather input; 2) gain ideas about methods to assess current involvement in international activities and training needs of extension field educators relative to international/multicultural programming; and 3) learn about the design process of a series of eight web-based modules to be used nationally for extension staff development.

Background
Research in Indiana (Selby et al, 2003) sponsored by Purdue Cooperative Extension Service and Purdue International Programs in Agriculture, has shown that "communicating across cultures" and "demographic changes in Indiana and U.S." are the highest two needs for international training. In the fall of 2003, Purdue Extension conducted three one-day workshops in different geographies of the state. The goals of the workshops were to raise awareness of multicultural leadership issues as it relates to extension programming and to share existing multicultural extension programs in Indiana. All workshops included topics on demographic changes, getting comfortable with diversity, panel sharing multicultural programs and community needs, working table discussion topics, and a keynote industry communications specialist. Working group discussion topics included 1) the current barriers we face in creating a pluralistic Extension system, 2) how might we confront and overcome these barriers, 3) how do we create a warmer, more welcoming environments and to what actions must we commit, 4) how will we hold ourselves accountable for our work/success, 5) how will we know when we are successful, 6) to whom should we report our successes and failures, 7) how can professional associations support intercultural competencies, and 8) what partnerships provide opportunities to enhance intercultural competence. As a follow-up to these workshops, Purdue lead a multi-state grant proposal entitled "A Curriculum to Strengthen Capacity for International Extension Programming" to USDA-CSREES Internationalizing Extension Unit. The purpose of the proposal was to write a curriculum that can be used to build the skills needed by Extension personnel to successfully engage in the international arena in the context of their professional assignments. The curriculum modules include Building Cultural Competencies, Assessing Strengths and Opportunities of a Cultural Community, Workforce Development, Building Community Leadership, Legal Issues Relevant to a New Population, Family Life Issues, Global Trade Issues, and Framing Your

International Experiences. These modules as a group will form a curriculum to strengthen the ability of Extension educators to program activities relevant to the changing global realities in their locations. In addition to Purdue University, lead universities include Iowa State University, Ohio State University, and Florida A&M University.

How it works

Funding for the workshops was provided by a Mini Grant for Professional Development from Epsilon Sigma Phi which was matched by support from Forestry & Natural Resources, International Programs in Agriculture, and the Director of Purdue Extension. Local extension specialists and panels of local educators and community leaders provided most of the content with an industry professional with multicultural responsibilities serving as the keynote speaker. We will share what we believe is the most important aspect of the workshops – the responses of participants and their assessment of needs. In regard to the web-based modules, each participating state team provides the lead for the development of two modules. Each module is being content reviewed and pilot tested in two states in February through April. In April 2004, the partners convened a workshop at Ohio State University to do additional rewriting of the modules based on evaluations from the pilot testing. The final curriculum will be mounted on a web site during the summer of 2004. The web site will be advertised and maintained by Purdue University. Access to this curriculum will be provided freely to all interested parties.

Results to date

A total of 44% (115) of all educators in Indiana self-selected participation in one of the three multicultural workshops. The predominant population of participants was from 4-H & Youth Development and Consumer & Family Science program areas. This series of workshops appeared successful in raising the awareness of multicultural opportunities and programs and we will share the results of the six-month later follow-up assessment. Input from the working groups were used to direct professional development follow-up programs and material development. Educators in four states are reviewing the modules for content clarity and relevance and pilot testing them on extension staff. Later in the summer, these modules will be made available nationwide via a website to be managed at Purdue University, to state Extension systems interested in conducting staff development training in international/multicultural skill enhancement. Because of the variety of professional development training methods available, the modules will have a flexible design in order to fit the needs of each state. There is no doubt that extension administrators and educators can improve efficiencies across states and access these resources to help respond to the changes in their communities.

Leadership, Volunteer Administration and 4-H

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Abstract

The primary purpose of this study was to determine the leadership style and volunteer administration leadership competence of state volunteer development specialists and county faculty within in the CES program area of 4-H. Participants were asked to complete three instruments, the Volunteer Administration Leadership Competency Instrument, a short demographic instrument and the Multifactor Leadership Questionnaire.

A total of 240 county 4-H faculty were randomly selected from a national database and invited to participate in the study. All identified state volunteer development specialists (n=50) was also asked to participate in the study. All participants were asked to complete the three instruments, each administered in an on-line form, for ease of response from participants. Independent variables were identified as gender, age, race/ethnicity, highest degree earned, type of degree earned, Extension classification, Extension tenure, years as volunteer administrator, and formal certification as a volunteer administrator. These independent variables were used to determine the influence of demographics on leadership style and volunteer administration competence.

Participants at the state level reported engaging in more transformational leadership behaviors, over transactional leadership behaviors and laissez faire leadership or non leadership. Their perception of the importance of various competencies as they related to volunteer administration was also important. State specialists reported that the competency of Personal Skills was the most important followed by Organizational

Culture and Commitment to the Profession. However, their greatest weaknesses in proficiency were in the areas of Accountability, Management Skills and Organizational Culture.

County level faculty reported that they engaged in transformational leadership behaviors more so, than they perceived themselves engaging in transactional leadership styles. In response to the perceived importance of competencies to volunteer administration, they similarly reported that Personal Skills were the most important followed by Organizational Culture and Organizational Leadership. There greatest areas of weakness were in skills associated with Management, Accountability, and Organizational Leadership.

The study found that the results from the MLQ showed that state specialists and county faculty both are not using transactional leadership behaviors in their volunteer program. With that, they greatest areas of weakness in volunteer administration are categorized as transactional because of the type of activities associated with each, Management and Accountability.

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Dr. Thomas has worked as an extension educator, district specialist, district director and is currently providing statewide program leadership in community development. His background in geography and demography has been used to develop high impact educational programs in community economic development and as a resource to other educators.

Dr. Thomas has been highly effective as a university administrator, providing leadership to a 22 county district and over 200 educators and staff. He serves on the leadership team of OSU Extension and helps determine programmatic and administrative direction of the organization.

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Dr. Jackson has worked as an extension educator, district director, statewide personnel leader and associate director of extension. He has 10 years of experience in leadership roles ranging from providing leadership to nearly 200 educators and staff in a district to managing the day to day operations of a 1500 employee organization.

His leadership contributions include leadership and organizational development. He provides strategic leadership to Penn State Cooperative Extension with the Extension Leadership Team. His scholarly interests include organizational behavior and development, leadership development, and futuring of outreach organizations.

Title of Presentation: Leadership Challenges Facing Extension Organizations in an Era of Globalization

Presentation Category: Practical (Applied) Blues

Presentation Format: Workshop

Description

This presentation explores trends forcing a restructuring of Extension Systems and the challenges faced by its leaders. In order for Extension Systems to be viable, leaders will need to encourage more local engagement and information. Serving as a router of centralized information is no longer a feasible option.

Learning Objectives:

Explore an organization facing significant change and the roles of its leaders.

Provide ideas and suggestions to leaders who are or will be facing organizational transformation.

Provide practical application of leadership of transformation and change for leadership educators and academics.

<u>Introduction</u>

Extension efforts based at land grant institutions have long discussed the efficacy of moving toward a university wide systems versus a system based on a handful of traditional agriculturally related colleges. Many land grant institutions have also recently started to tout outreach and engagement missions. We argue that Extension services are no longer simply a delivery system for a specific land grant institution, but rather engage with local clientele, conduct applied research, and find resources and information from a wide geographic scope of sources.

The challenges faced by leaders of extension organizations today are greater than at any point in the organizations history. Today's extension leaders must not only focus on administering the organization but shifting to a scholarly focus to compete and build standing within the university, while balancing the need to support traditional and new audiences for programs.

<u>Theoretical Base</u>

Key societal trends are driving changes in the U.S. Cooperative Extension System. Long seen as an information providing service that "brought the University to the people", Extension now finds itself coping with life in the information age. In an age where data becomes a cheap commodity, people have an increased number of choices on where to go to get data and information. Data in general refers to the "raw" facts that are available. Information infers some value added to the data – a level of interpretation or advice is added to the data. For example, yield information from a test plot is data until someone adds value to it by interpreting the numbers or providing implications and recommendations.

A move to a New Economy

This refers to a restructuring of the economy around technology, reorganization of the workplace, and globalization. All help to exert structural changes in the economy and limit inflationary pressure. Technology, more so than globalization, also forces a restructuring of the workforce.

While many futurists have noted this phenomenon and its effect on manufacturing industries (a downsizing of the amount of labor needed, an increase in the capital and amount of information that goes into the product, and an increase in production), this has been occurring in agriculture for some time. Agriculture can make a solid argument for being the original information intensive industry. Total numbers of actual production farmers continue to drop in the U.S. while production volume has increased. This has led to an interesting dilemma. While there are fewer production farm clientele for Extension to work with, the demands for research and information have continued to rise.

Technological Changes

Changes in technology – specifically the use of computers and the transformation to the Internet and the World Wide Web – have greatly altered how information and data are shared and distributed. This has led to a choice society where people are given more choices and opportunities about where they may obtain information.

A gap has existed in where and how the Internet and other communication sources may be used. This has shrunk recently, and newer wireless technologies will continue to shrink the divide. However, access to data and information is critical and provides those that can access it power and opportunity over those that do not.

Organizational Changes

Because of changes in technology and economics, organizations have changed their structures and how they organize themselves. New technologies and economic realities have led organizations to become flatter, continuing to cut away at levels of management. It has also facilitated the use of outsourcing and finding suppliers who specialize in needed products.

Technology also facilitates the decentralization of organizations. Data and information flow more freely and can be shared and accessed with little regard to geography. Bar coding, instant messaging, web searches and other advances are now taken for granted, but have revolutionized the retrieval of information.

Organizational changes and a reduction in the friction of distance have also changed how organizations can locate facilities and employees. Especially in informational organizations, facilities can be located independent of products or end users. Hence the recent moves of telephone call centers to various parts of the English speaking world, or the contracting of science related projects to former East Block countries. Economically, data has become commoditized and has become cheaper.

These trends drive much of what happens in information organizations. Extension Services have often viewed themselves as information sharing organizations. A common phrase is that local agents obtain or link people to information. This still occurs, but the roles of the agent are changing.

Leadership Challenges and Recommendations

Disintermediation

Disintermediation refers to the continued reduction of “middle-men” in society.

Devolution

Devolution refers to the pushing down of government responsibilities to local levels without consummate funding.

Value Added

For the Extension system to continue to exist, it must provide a value to society beyond supplying information.

Local engagement

Working with and for local audiences and communities – local engagement – is a strong asset of most Extension Services.

Broaden the scholarship of Extension

This will continue to validate Extension and contribute to the vitality of the profession.

Develop a portfolio of partnerships and resources

A central land grant university simply cannot be the only source of information or resources for an Extension Service.

Educator first

Extension professionals must first be educators, the original goal of the system.

A specialist with generalist understandings

Given the current drive towards more and more specialized knowledge and information, Extension Educators will need to specialize in some academic area. Concurrently, they will need to have a base level of generalist process skills.

Conclusion

Leadership challenges include helping the organization adapt to changes in technology, organizational dynamics, and other issues. Extension services can no longer simply serve as information providers. Extension educators have always added value to clientele by interpreting information and customizing it to local needs. Leaders will have to encourage educators to do even more local engagement, as clientele can turn to numerous sources for information. The value added locally comes from a greater involvement and participation with clientele. Appropriate information can then be obtained from numerous resources.

Leadership Secrets of "Survivor"

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Leadership educators are constantly challenged by students to bring relevance to the curriculum. Undergraduates, with little work experience, often find it difficult to relate simple and complex leadership concepts to their every day life. In this brief, participants will learn how a popular television program was used to supplement the leadership curriculum.

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Educational Background

1989	Ph.D.	Texas A&M University; College Station, TX
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1987	M.Ed.	University of Illinois; Champaign Urbana, IL
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1983	B.S.	Illinois State University; Normal, IL
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Personal

Weeks teaches courses in teacher education, leadership, and philosophy of Agricultural Education. He serves as Graduate Coordinator for the Department and is a past recipient of the Regents Outstanding Teaching Award. In his spare time Weeks likes to talk about fishing, likes to actually go fishing, and he can be seen with his children fishing at Theta Pond. He likes to cook, is an avid gardener, enjoys movies that other people hate, and plays most PlayStation2 games. An Aries, he is often moody, but forgets easily.

Abstract

Leadership educators are constantly challenged by students to bring relevance to the curriculum. Undergraduates, with little work experience, often find it difficult to relate simple and complex leadership concepts to their every day life. In this brief, participants will learn how a popular television program was used to supplement the leadership curriculum.

Introduction

In the summer of 2000, CBS pioneered reality based television in the United States with the weekly series “Survivor.” Survivor went on to become the most watched summer television series in history and has spawned an entire generation of “non-scripted” television programs reaching a typical audience of over 25 million viewers per episode (Bauder, 2003). Now in its 8^{th} installment, Survivor pits sixteen castaways against each other in a competition for a final $1 million prize. Although there is a modest attempt for contestants to be part of a team and support each other, “any semblance of productive teamwork ends when players are kicked off the team by their own teammates through a forced voting system (Carroll, 2001).”

Can television be used to teach leadership? Pablo Malavenda, associate dean of students at Purdue University has used this popular television programs as a way to bridge the generation gap between faculty and students. Malvenda says “The decision to include media in the (leadership) course was a personal one. Not many of my colleagues watch MTV or can get into shows aimed at young people. I think ‘The Osbornes’ is a brilliant show.” (Purdue News Service, 2002) In this presentation brief the author hopes to achieve the following learning objectives:

- Identify leadership concepts exemplified in this popular television show.
- Explore additional ways that pop-culture can be used to teach leadership concepts.
- Entertain the participants.

How it works

Anticipating the value of using the television series as a leadership tool, the author recorded on VHS tape all ten episodes of the first Survivor series and also purchased (less than $5) a DVD highlighting the first season. The author used clips from the original series six different times beginning in the summer of 2000. Using Northouse’s Leadership: Theory to Practice (2004) as the course text, media clips were used to reinforce leadership traits, styles and skills. Specific footage included B.B., the real estate developer who serves as an example of autocratic leadership gone badly, Rudy, the retired Navy Seal, who oozes self-confidence, and Richard, the corporate trainer, who shows that human relation skills are more important than one might first think.

Results to date

When the author shared the idea for this teaching technique with leadership educators at the 2000 ALE conference in Toronto, many were skeptical. Some leadership educators, believing the television show to be entirely staged, posited that contestants were not exhibiting leadership behaviors through free-will but simply acting out an assigned character role. (Townsend, 2000). While the author acknowledges that the contestants were most interested in furthering their Hollywood career, the tapes do provide a unique combination of entertainment and leadership fodder. As the series has worn on, it appears that all the leadership lessons from this first season of Survivor may have been squeezed out. The author does however look forward to the next pop culture leadership event to be successfully used in class.

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Building Leadership Competencies for the Workplace:
Teaching Authentic Leadership

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Educational Background

2000	Ph.D., Georgia State University, Atlanta, GA
	Major: Educational Policy Studies, Higher Education
1977	M.S., Georgia Institute of Technology, Atlanta, GA
	Major: Textile Science
1976	B.S., Spelman College, Atlanta, GA
	Major: Clothing and Textiles

Courses Taught

LS 101: Foundations of Leadership
Bus 321: Leadership and Professional Development
Bus 360: Principles of Marketing
Bus 463: Marketing Management

Personal

Belinda teaches courses in leadership and professional development in the Morehouse College business program and teaches leadership theory in the Leadership Studies Minor. Belinda serves as program coordinator for the Leadership Studies Minor, a curriculum she developed during her two-year tenure as the Associate Director of the Leadership Center at Morehouse College. Other leadership development activities include being the founding director of the Morehouse College Executive Mentorship Program and a faculty mentor for the Morehouse College Spring Tour. Outside of work, Belinda enjoys engaging in sports activities by attending her son Robert's college baseball games and her daughter Bethany's high school cheerleading appearances. She is also involved in numerous church and community activities.

Building Leadership Competencies for the Workplace: Teaching Authentic Leadership

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Abstract

As part of the business program accreditation process in 1994, Morehouse College added a three-credit hour course entitled Leadership and Professional Development (LPD) to its business core curriculum. This undergraduate course is designed to prepare the emerging leader for the 21st century workplace—a workplace that requires positive leadership and exceptional professionalism. The purpose of this class is to assist students in developing the knowledge, skills, traits, behaviors, and attitudes needed to develop the positive leadership perspectives that will enable them to be valuable assets to a global, civil society comprised of their organizations, communities and families.

Specifically, the course focuses on three (3) areas of leadership development:

- personal leadership – self understanding and values identification
- personal management – professional behaviors
- interpersonal leadership – teamwork and civic responsibility

This paper will explore the need, delivery methods, results to date and future implications surrounding the personal leadership component of the course.

Introduction

A recent survey conducted by The Center for Creative Leadership and *Training* magazine explored the leadership competencies most important to corporate America. 85% of the 275 senior-level managers participating in the study identified ethics, integrity and values as the most important leadership competencies. In sharp contrast, though, only 31% of those surveyed thought the leaders of their organization reflected a high level of competence in these key areas (*Training*, September 2001).

These findings present a challenge to academia. Should higher education play a role in closing this gap? Does higher education have a responsibility to address this issue? What, if anything, can higher education do in its classroom to assist the next generation of business leaders to develop the leadership competencies in the area of values and ethical behavior? How can the authentic leadership development process be validated?

The purpose of this presentation is to address these questions. The specific learning objectives of this presentation are

- To engage leadership scholars in a discussion on the feasibility of teaching “authentic leadership”;
- To provide an example of an undergraduate core business course that addresses authentic leadership; and
- To identify ways to empirically validate authentic leadership development.

Background

Morehouse College is the nation's only private, historically black, four-year liberal arts college for men. Founded in 1867, Morehouse has a long tradition of producing outstanding leaders. Noted alumni include Maynard H. Jackson, first African-American mayor of Atlanta; Martin Luther King Jr., Nobel Peace Prize laureate and civil rights leader; Shelton "Spike" Lee, filmmaker and president of 40 Acres & A Mule; Edwin C. Moses**,** Olympic gold medallist; Louis W. Sullivan, former secretary of health and human services; David Satcher, former U.S. surgeon general; and Nima A. Warfield, first African-American Rhodes Scholar from a historically black college and university.

As stated in the College mission, Morehouse College seeks to cultivate the personal attributes of self-confidence, tolerance, morality, ethical behavior, humility, a global perspective, and a commitment to social justice. The College mission is supported by the business degree program, which states as its mission “excellence in the preparation of students for business leadership” and places emphasis on students developing ethical principles that are keeping with the high standards expected of organizational executives (Morehouse College 2003-2004 catalog).

As part of its process of earning national accreditation from the American Association of Collegiate Schools of Business (AACSB) in 1994, the business program added to its core curriculum a three-credit hour course entitled Leadership and Professional Development (LPD) and requires every business major to take the course. The purpose of the course is to provide training and instruction in the non-technical, human relations, or “soft-skills” side of business.

How It Works

LPD uses a variety of interactive pedagogical methods, which include the following:

- **Classroom Activities** - Discussions, role-play, workshops, team exercises and presentations, and guest speakers
- **Executive Lectures –** Interactions outside of classroom with significant contemporary and corporate leaders
- **Community Service –** Hands on involvement with Atlanta Public School students

The course is taught each Monday of a 13-week semester for a 2.5-hour time slot. One hundred students are in the class.

Authentic leadership is presented within the leadership framework of:

- Personal leadership – self-understanding and values identification
- Personal Management – professional behaviors
- Interpersonal Leadership – teamwork and civic responsibility

Authentic leadership, according to Robert J. Lee and Sara N. King, authors of *Discovering the Leader in You: A Guide to Realizing Your Personal Leadership Potential*, is based on your vision and values as well as on your individual style and strengths. Other approaches that support organizational leaders with a strong personal value system include principle-centered leadership (Covey, 1990); ethical leadership (Yukl, 2002, pg. 402); and values-based leadership (Daft, 2001, pg. 530). Classroom discussions are guided by these four (4) approaches to personal leadership development.

Results to Date

Anecdotal data secured through discussions and brief surveys of Morehouse College business program graduates, corporate recruiters, and guest speakers, suggest that LPD is highly effective in teaching students the professional skills, traits, and behaviors necessary to successfully negotiate corporate America. Course effectiveness in the development of authentic leadership is yet to be empirically measured.

Conclusions and Future Implications

Research shows that successful leaders are equally competent in the three-category taxonomy of leadership skills: technical, interpersonal and conceptual (Yukl, 2002, p. 176). While higher education is effective in developing these skills, can it also develop the traits and attitudes associated with authentic leadership? The purpose of this paper is to demonstrate how undergraduate students effectively learn the skills, traits and behaviors of personal leadership, personal management and interpersonal leadership through a three credit hour course in leadership and professional development (LPD) in the nationally accredited Morehouse business program. Using a team-teaching approach, LPD services 100 business majors each semester.

Although strong anecdotal data supports the effectiveness of this course in developing personal leadership, personal management and interpersonal leadership, the course has not been validated through a rigorous empirical process. A validation methodology would allow this course, and others like it, to add to the body of knowledge on leadership development for undergraduate students.

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Needed: Leadership at All Levels

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Abstract:
Research clearly shows the link between the caliber of school leadership and improved student outcomes. Saint Paul Public Schools, under Superintendent Pat Harvey, has adopted a comprehensive school reform model with a commitment to professional development in order to boost the academic achievement for all students. This work was funded in part through a grant from the Robins, Kaplan, Miller, & Ciresi Foundation.

Introduction:
In 2000, SAINT PAUL PUBLIC SCHOOLS created a Leadership Model to form the basis of its leadership development efforts. The model includes seven clusters of competencies:

- Character / Role Model,
- Working Constructively with Others,
- Managing Staff,
- Resourcefulness / Getting Things Done with Less,
- Getting Results,
- Creating and Leading the Vision, and
- Managing Constituencies Effectively.

Dennis St. Sauver and Kate Wilcox-Harris recently took on the roles of Executive Director and Associate Director of the District's Office of Leadership Development. They found the Leadership Model concise, practical, realistic, and based on a high set of standards. Previously, the District had concentrated on the annual *Leadership Institute* – an intensive three-week learning experience during the summer followed by monthly half-day sessions, targeted at aspiring principals. St. Sauver and Wilcox-Harris wanted to (1) bring awareness of the Leadership Model to a larger audience and (2) offer more services to help people learn how to bring the Model into their daily practice as leaders within the District.

Background:
Dennis and Kate asked The Commonwealth Practice, Ltd. to assist and guide them. Working in partnership, they spent May and June establishing a clear direction. They interviewed about a dozen critical internal stakeholders to determine what the Office could offer. Building on that input, the Office established a mission for its work along with four primary supporting goals. That mission and those goals have guided the activities of the Office since then.

Mission

"To achieve superior positional leadership resulting in superior student achievement"

Primary Goals

In its effort to realize its mission the Office of Leadership Development will …

- Offer *High Quality Learning Opportunities* designed to foster the development of positional leadership skills and behaviors for Saint Paul Public Schools' personnel
- Integrate the *Positional Leadership Competency Clusters* broadly into all services
- Support the positional leadership activity of *People in Various Roles*
- Clarify *Organizational Expectations* for positional leadership

They believed strongly in the need to bring into *their* mission an ultimate focus on the students. During July and August, the Office identified a suite of services called simply the *Catalog of Offerings*. It included the Office's original offering, the *Leadership Institute* and its associated mentoring program. It also included three critical new components:

- a *Core Curriculum* based deliberately on the clusters which make up the Leadership Model,
- a *360°-feedback and individual leadership development program*, emphasizing the competencies in the Leadership Model, and
- *Competency Coaching* as a targeted response to specific competencies.

How it works:
During October through December, the focus shifted from planning to delivering. Recognizing that leadership can occur from countless places within the school district, the Office opened its Catalog of Offerings to *all* SAINT PAUL PUBLIC SCHOOLS employees. As a consequence, the participants have included teachers, principals, parents serving on Site Councils, and administrative staff. In October, the Office offered a coaching workshop to those people who had volunteered to serve as Competency Coaches. Also in October, it offered the first course from the *Core Curriculum*, receiving very positive reviews. In fact, the size of the waiting lists prompted the Office to double the original number of sessions scheduled for the year. The Office also launched its 360°-feedback process in late October, selecting a group of seventeen people from the scores who expressed interest in participating.

Results to date:
As the Office moves ahead this year, it will continue to capture feedback from the participants. It will use that feedback to adjust the content and focus of its work. St. Sauver and Wilcox-Harris view the preliminary results as very encouraging. Superintendent Pat Harvey has challenged the District to incorporate the practices of 'knowing with precision' and 'data-driven decision-making' into its DNA. The Office of Leadership Development has accepted that challenge and moved ahead aggressively.

The Office uses a brief but targeted questionnaire at the conclusion of each *Core Curriculum* course. The questions include items at both the Kirkpatrick Level I and Level II issues. Level I items concern immediate reactions to the suitability of the environment and approach. Other items focused at Level II relate to what the participants feel they have learned. The results so far show that the vast majority of the participants feel very strongly about the high quality of the courses. Fully 88% of the responses show six or seven on a seven-point response scale (with seven representing the most positive responses).

The Office believes that in order to discover whether the *Leadership Institute* serves its purpose effectively in improving the performance of the participants, it must evaluate it at Kirkpatrick Level III. Beginning with the 2004 *Institute*, they will undertake just that sort of evaluation.

In addition, the aggregate data contained from the individual 360°-feedback reports has indicated which clusters from the Leadership Model require the most attention across the District.

Conclusions and Future Implications:
Building on the foundation established by the Leadership Model, the Office of Leadership Development focused primarily on solidifying the *Leadership Institute* for several years. This year they have made significant progress on two major fronts. Firstly, they have in *increased the focus on the importance of positional leadership* in general across the District. Secondly, they have put in place both *means to improve* the caliber of leadership and a *framework to monitor the results* of those efforts as they move forward. With strong administrative support from Superintendent Pat Harvey and financial support from the Robins, Kaplan, Miller, & Ciresi Foundation, the Office has raised the bar in terms of what the District can expect in the future.

Using Popular Media to Teach Leadership

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Abstract

In studying leadership theory, one must realize that there is a difference between socialization of a leader and leadership theory education. Many successful leaders obtain their leadership skills from practice; in other words, they are socialized into leadership as they have learned from their experiences. One way to aid in the discussion of students' experiences is the use of multimedia. Songs, movies, and television shows are useful tools in leadership lectures.

The easiest way to begin to incorporate popular multimedia into your presentations/lectures is to first look at the leadership competencies that you are teaching. There are websites available that you can search by topic or start looking through your CD collection, as you watch televisions, or your movie collection to find media that would correspond to the competency you are looking for. Once you start looking for leadership in popular media, it is hard to stop. You start to notice that leadership is everywhere.

Introduction

In studying leadership theory, one must realize that there is a difference between socialization of a leader and leadership theory education. Many successful leaders obtain their leadership skills from practice; in other words, they are socialized into leadership as they have learned from their experiences. One way to aid in the discussion of students' experiences is the use of multimedia. Songs, movies, and television shows are useful tools in leadership lectures.

At the conclusion of the workshop, participants will be able to analyze leadership competencies in popular multimedia, learn how to incorporate popular multimedia into their presentations/lectures, and take away some examples of popular multimedia used for different leadership competencies.

Background/How it works

The easiest way to begin to incorporate popular multimedia into your presentations/lectures is to first look at the leadership competencies that you are teaching. There are websites available that you can search by topic or start looking through your CD collection, as you watch televisions, or your movie collection to find media that would correspond to the competency you are looking for. Once you start looking for leadership in popular media, it is hard to stop. You start to notice that leadership is everywhere.

The scariest part of incorporating multimedia into a leadership course is the fear of blank stares. Using popular multimedia is a gamble. Using the country song "You've Got to Stand for Something or You'll Fall for Anything" to hammer home the point of setting and knowing your values or, using the teen comedy

"Bring It On" in your class to show an ethical dilemma usually receives some raised eyebrows from your students. On the surface, they just hear a country song or see a cheerleading movie but upon closer examination, they find that the song has a message and the movie is a good example of an ethical predicament.

Results to date

Students love the classroom dynamics that multimedia allows. It breaks up lecture and allows students to "see or hear" leadership in a different way. Multimedia "enables lessons to be learned in a way that encourages free-flowing discussion" (Higgins, 2003). These hypothetical situations found in songs, television or movies lead to students bridging the gap from hypothetical stories to real life experiences.

The high response rate to the use of multimedia used in a leadership survey course has spawned numerous leadership activities that use songs, new assignments that let students analyze television and movies for their leadership content, and a course that focuses on the leadership concepts that can be found in movies. Table 1 shows some examples of popular media used in leadership courses.

Table 1.
Examples of Popular Media in Leadership Courses

Leadership Competency	Media Type	Example
Team Development	Song	"Lean on Me"
	Television Clip	"Survivor"
	Movie	"Miracle"
Vision	Song	"If I Had a Million Dollars"
	Television Clip	"Trading Spaces"
	Movie	"Drumline"
Ethics	Song	"Does He Love You"
	Television Clip	"The Apprentice"
	Movie	"The Skulls"

Conclusions and Future Implications

Songs, television shows, and movies "are a catalyst". They present dramatic problems, crises, and turnarounds that beg to be interpreted and discussed" (Clemens & Wolff, 1999). This generation of students likes to be entertained as they learn while at the same time being taught according to the principles of androgogy. Using popular multimedia is a teaching strategy that will accomplish both.

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