Leadership development curriculum for family and consumer sciences undergraduates

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Leadership development curriculum for family and consumer sciences undergraduates

by

Swarna Mariana Viegas

A dissertation submitted to the graduate faculty in partial fulfillment for the degree of

DOCTOR OF PHILOSOPHY

Major: Family and Consumer Sciences Education

Major Professor: Judy K. Brun

Iowa State University

Ames, Iowa

1997

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This is to certify that the doctoral dissertation of

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has met the dissertation requirements of Iowa State University

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For the Major Program

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For the Graduate College
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ABSTRACT

The objectives of this study were to design a leadership curriculum for family and consumer sciences female undergraduate students to be implemented as a course or infused into existing courses, and to conduct a formative evaluation of the curriculum. Curriculum content was based on recommendations of theorists of "transformational leadership" Bennis and Nanus (1985), Kouzes & Posner (1987), and Tichy and Devanna, (1986); leadership experts, and students. A draft curriculum was developed and pilot tested with seven undergraduate and two graduate students. The curriculum was revised and again pilot tested using a pretest-posttest, experimental-standard treatment design. Fifty-nine female students enrolled in a required one-credit, 15 contact-hour senior seminar constituted the experimental group for curriculum implementation; 48 female students enrolled in another section of the seminar served as the standard group and received the traditional curriculum for the seminar. The Leadership Practices Inventory (LPI), a self-report measure of perceived leadership practices developed by Kouzes and Posner (1993), and a questionnaire developed by the researcher containing structured and open-ended questions were used to assess curriculum impact.

No significant posttest differences were found for any of the five LPI scale scores or total LPI scores between the experimental and standard groups beyond those explained by the covariates; i.e., pretest scores for each of the five scales and the total instrument respectively. However, a total of 12 (25.53%) students in the experimental group compared to only 3 (7.14%) in the standard group declared that
they had changed their career plans and would now consider leadership positions, suggesting that the leadership curriculum may have successfully motivated female students in the experimental group to more actively seek to be leaders. Narrative data from students in the experimental group also suggested that the leadership curriculum helped students learn leadership concepts and increase their confidence and motivation to seek leadership positions. The leadership curriculum can now be further tested and adapted in courses for both female and male family and consumer sciences students.
CHAPTER I. INTRODUCTION

Constraints upon Women's Leadership Development

Women face constraints in their search for leadership opportunities that are often different than those faced by men. These constraints may be traced to parental influences, socialization, and sex-role stereotypes held by both men and women. The stereotypes are especially prevalent in the workplace where they are most critical to women's leadership development.

Parents' own perceptions of gender role stereotypes indirectly affect the perceived needs, attitudes, behaviors, and performance of their children (Eccles, Jacobs, & Harold, 1990; Harris, 1993). Parental influence is manifested in numerous ways, such as emotional reactions to their children's performance in various activities; advice, opportunities and toys provided for involvement in diverse pastimes; and perception of their children's future needs (Denmark, 1993). Parental expectations and individual factors are powerful determinants of professional attainment (Poole, Fox, Ciavarella, & Omodei, 1991).

Socialization and sex-role stereotyping as practiced by other than one's parents also account for the development of personality characteristics which persist through adulthood. Dominance and independence, for example, are often associated with masculine roles, while submissiveness, passivity, and nurturance are viewed as consistent with feminine roles (Eisler, 1991; Korabik, 1990). Riger and Galligan (1980), Wheeler-Roy (1985) and Walker and Mehr (1992) pointed out that
socialization and stereotyping may also account for the development in females of traits and behaviors that are counter to the demands of the management role, such as unwillingness to take risks. Men learn to see risk-taking as an opportunity for success and failure; women focus on the failure aspect (Henning & Jardim, 1977).

White (1981), and Morrison, White and Van Velsor (1987) observed persistently lower self-confidence for females as compared to males in studies of adolescents as well as experienced managers. Low self-confidence was positively correlated with reduced willingness to take risks because of a fear of failure. Having reviewed leader evaluation literature, Rowney and Cahoon (1990) found that women perceived themselves as less competent, intelligent, logical, practical, decisive, and ambitious, and as more dependent compared to their male counterparts. The findings revealed that while males perceived women as having enhanced promotional opportunities, women did not view themselves in the same way. These characteristics led women to have less orientation toward career development and a lower desire to compete for advancement (Henning & Jardim, 1977) as well as a greater tendency to conform to the status quo (Eagly & Carli, 1981). Women were therefore less likely to assume leadership roles through appointment or by personal choice (Walker & Mehr, 1992; Denmark, 1993).

In the workplace, images of women held by others negatively affect women's leadership advancement. Research findings of Brass (1985) revealed that in male-dominated organizations women were rated as less influential than men. Fraker (1984) noted that women may be viewed by men as unable to fit into the small, in-
formal, all-male group that constitutes upper management and may consequently be delegated a lesser title than their male counterparts for the same or similar responsibilities (Sherman, Ezell & Odewahn, 1987). Findings of research conducted by Shapiro (1985) and Morrison, White, and Van Velsor (1987) revealed that women needed more help from mentors than did their male counterparts.

Greenglass (1988) reported that among 114 Canadian first-level supervisors in governmental social services, women were more likely to describe themselves as stress-prone than were men; these findings have been corroborated by Cooper and Davidson (1982), Ottaway and Bhatnagar (1988), Korabik, McDonald, and Rosin (1993); and Smith (1993). In addition, Rowney and Cahoon (1990) observed that women leaders were likely to retain the effects of tension longer than their male counterparts. In a study conducted by Ptacek, Smith, and Zanas (1992) of gender differences related to choice of coping strategies for 186 male and female students over a period of 21 consecutive days, results indicated that men used more problem-focused coping styles, while women used more support-seeking and emotion-focused coping styles. The problem-focused coping style was generally perceived to be more effective by the male and female respondents. The women in the study reported lower levels of confidence in being able to effectively deal with stress than did the men.

Based on the findings of a series of studies focusing on the characteristics of working women, Schultz (1994) and Morrison and Van Glinow (1990) suggested that a combination of individual deficiencies, discrimination by stakeholders based
on stereotypes, and systemic factors were the likely reasons that, in the workplace, women and minorities encountered the "glass ceiling", an invisible barrier which obstructs upward mobility in the management hierarchy. Systemic factors were defined as the attitudinal and behavioral dynamics taking place between organization groups that were based on work tasks, work experiences, and positions in the management hierarchy and identity groups that were based on race, ethnicity, family, gender, and age.

Research findings of Alexander and Andersen (1993) and Schultz (1994) showed that a major obstacle for women who sought leadership positions was the gender stereotypes which resulted in negative consequences in the workplace. Heller (1982) and Walker and Mehr (1992), found that female leaders often felt negatively stereotyped at two ends of a continuum by men in the workplace. At one extreme, as mother, pet, or sex object, women were considered too submissive or emotional to be effective leaders. At the other extreme, women were believed to violate what was expected of them as women and were seen as "iron maidens", aggressive workaholics, and domineering and manipulative. Such stereotypes may have caused women to be reluctant to assert themselves for fear of being viewed as perpetuating the stereotypes they know are held. Symons (1986), in interviews of 67 women professionals and managers in France and Canada, found that gaining entry and establishing credibility in the corporation was a process of continuous retesting for women, while men needed to pass their test of admission and acceptance only once.
Based on a meta-analysis of research studies on gender and leaders’ evaluations by their superiors, Eagly, Makhijani, and Klonsky (1992) concluded that female managers often had to deal with initial negative evaluations, particularly when they worked in traditionally masculine domains. In addition, Denmark (1993) noted that there was a tendency for negative evaluations when women adopted a typically masculine leadership style. To compensate for such negative evaluations, female leaders said they felt compelled to work harder to gain acceptance and to gain advantages such as pay raises and promotions.

Despite its illegality, sexual harassment is also experienced by a sizable portion of women in the workplace (Graham, 1986; Collier, 1995). Sexual favors may be demanded for women's advancement, sexual threats may force women into resigning their positions, or a hostile gender-related environment unrelated to the quality of a woman's job performance may be created to eliminate her as a competitor for advancement.

Women perceive personal and contextual factors related to leadership differently than do men. Radin (1980) found that women overrated education and hard work as prerequisites for advancement and underestimated political awareness. A woman's success, then, requires competing with men in a system that men understand better, and with which men are more familiar and comfortable (Henning & Jardim, 1977; Trahey, 1977). These gender-related differences in perceptions pose additional constraints to leadership and professional advancement.
Murrel, Frieze, and Frost (1991) reported that women who planned careers in male-dominated professions showed higher levels of aspiration than did women who desired careers in female-dominated occupations. When race was considered, Black women who planned careers in male-dominated professions compensated for anticipated problems by planning to complete more education than was necessary for the desired occupations. The overpreparation was interpreted as resulting from higher levels of motivation to succeed in the nontraditional careers, and from a desire to combat the negative effects of racial stereotyping.

In spite of these several constraints, Naisbitt and Aburdene (1990) predicted that the Nineties would be the decade of women in leadership. They asserted that women were quickly gaining equality in the corporate world. However, they also predicted that the work world of the future would be more competitive. In order to succeed in this competitive environment, they recommended that women learn to coach others, to inspire others, and to gain the commitment of others toward achieving the mission and goals of the organization. Hollander and Offermann (1990) and Eisler (1991) suggested that, in view of the current interest in restructuring work-place organizations to create a more people-centered leadership style and to increase levels of follower involvement, the role of leaders in coaching and inspiring commitment would take on greater importance. On a similar note, Cetron (1994) predicted that "old girl" networks would become increasingly effective as women filled more positions in middle and upper management. Leadership devel-
opment through networking, however, may not occur because of scarce resources to participate in professional workshops and conferences.

**Leadership Development for Family and Consumer Sciences Professionals**

The constraints that restrict opportunities for leadership development of women are intensified in female-dominated occupations because they are often low in prestige, economic rewards, and power (Bartol & Bartol, 1975; Bass 1990; East, 1980; Feldman, 1974; Touhey, 1974). In female-dominated professions, East further suggests that women act in nurturing and supportive ways to others, especially men. In these professions, there also appears to be a tendency to make allowances for women, accepting reduced productivity and assigning fewer work responsibilities because of family responsibilities. This further weakens the prestige, power, rewards, and perhaps also quality, of female-dominated fields. Family and consumer sciences as a field of study and as a profession may be a case in point, East suggests. In the female-dominated family and consumer sciences career context, a tendency to make allowances for women is sometimes said to be the outcome of the philosophy of caring that is intrinsic to the discipline. However, this philosophical rationale may be hard to support when one studies male-dominated caring professions such as medicine.

East, in 1980, believed that a major reason for the low status of family and consumer sciences, then called home economics, was the public image portrayed by female professionals in family and consumer sciences. The typical family and
consumer scientist, according to East, was female, family centered, practical, expressive, friendly and social; she liked her work but seldom aspired to positions of positive power, leadership, and influence over others. Referring to family and consumer sciences professionals, East stated "We do have jobs and, while we may like our work, most of us evidently are not ambitious or highly motivated, particularly not toward power or positions of influence over others. . . . While we are concerned with social problems, we don't see ourselves as part of the solution" (p. 131). To remedy this situation, East maintained that the profession needs more members who are extraordinarily competent individuals to guide the field, do research, teach the neophytes and cooperate with leaders in other disciplines and professions. She suggested two ways to get them: 1) recruit young people with innate leadership skills, and 2) develop leadership skills in current students and professionals through leadership development programs.

The concern for the need for leadership development in bachelors degree programs in family and consumer sciences was reflected in a monograph by Farris and McCall (1979). They created a conceptual framework that would help others to incorporate leadership development content into the undergraduate family and consumer sciences curriculum. The conceptual framework incorporated the approach of "facilitory leadership". The features of the approach, as described by the authors, were characteristic of the behavioral theory of leadership which focused on the roles and styles of effective leaders. The authors suggested that situations could be administratively manipulated to help members of a group acquire and practice
leadership skills. They, in turn, could model the learned behavior in other work groups. Thus, leadership development was viewed as a continuous process that could be facilitated by the snowball effect. The authors suggested that facilitory leadership skills could be learned through special seminars, many regular courses across the curriculum, and practica. Applying Tyler's (1950) curriculum development model, the authors suggested that logical and psychological sequencing of content and learning experiences should be given due attention as decisions were made about learning designs across the curriculum.

Other educators in the field of family and consumer sciences have also been concerned about the lack of leadership development opportunities for students. Baugher and Kellet (1983) elaborated upon the role of sponsors, mentors, and peers in leadership development of family and consumer sciences undergraduate and graduate students. Belick and Meszaros (1984) demonstrated the positive impact of a leadership workshop to prepare family and consumer sciences professionals in higher education for leadership roles in central administration. In Gentzler's (1987) opinion, the professional preparation of family and consumer scientists was insufficient to fulfill the professional responsibilities they must face as practitioners. Her justification was that in the four years of college the components included were study in root disciplines, specialized study in one area of family and consumer sciences, and professional development. However, she suggested that attention to this latter aspect was usually neglected or only superficially included.
Meszaros (1995) called on all family and consumer sciences professionals to use power, defined as the energy that emerges from one’s expertise and influence, to make proactive choices and decisions to benefit others.

Byrd (1990) predicted that success of the family and consumer sciences profession and its members would be assessed by their ability to react positively to change. For those about to make their debut in the work world, Sproles and Sproles (1992) suggested that young professionals focus on self-development to meet the needs of the changing characteristics of the career market. Recommendations included developing their knowledge base in an area of expertise; thinking and problem-solving skills; creativity, innovativeness and imagination; oral and written communication; human relations skills; and positive character traits. For the profession to survive beyond 2000, Bailey, Firebaugh, Haley and Nichols (1993) stressed the need for institutions and organizations to anticipate, adapt to, and respond to social, cultural, economic, demographic, regulatory, lifestyle, technological, and global trends. To meet the challenge of change, they recommended that leaders must have the ability to create a vision, must have an entrepreneurial spirit, and need to be willing to take creative and calculated risks.

In another response to the need for better professional development and training, the 1990-1995 Strategic Program of Work (1992, pp. 17-18) of the American Home Economics Association (called the American Association of Family and Consumer Sciences since June 1994) has also recognized the need to better prepare members for leadership roles. This has been documented in Goal 1,
"Professional Development", and its Objective 3, "Prepare members for leadership roles". A key strategy identified to do so is "to develop and implement a plan of action for leadership training, ensuring the participation of minority home economists."

Recently, there have been several concrete responses to the need for more attention to leadership development for family and consumer sciences preprofessionals and practitioners. Print materials and curricula have begun to emerge. Materials were published in 1992 by Mitstifer, Wenberg, and Schatz on self-mentoring for diverse student groups and professionals at all stages of career development. The goal expressed by the developers was to adopt self-mentoring as a strategy for leadership development. In 1993, Andrews, Paschall, and Mitstifer followed with a complementary set of materials designed to increase sensitivity to, and appreciation for, cultural diversity. The implication was that this sensitivity is an important characteristic for leadership enhancement. Finally, in 1995, Andrews, Mitstifer, Meeks, Rehm, and Vaughn published a third set of materials designed to communicate a rationale for their philosophical viewpoint that leadership is a process of reflective human action. The rationale they presented was based on the framework of "practical inquiry". Educators using this rationale for curriculum development perceive that learning objectives emerge from a diagnosis of the causes of a perennial practical problem from a holistic perspective. The solution to the problem is believed to result in appropriate action that has emerged from the processes of critical thinking, dialogue, and reflection (Schubert, 1986).
These trends and activities suggest that now is the best time for family and consumer sciences professionals who are mostly women to continue a strong emphasis on leadership development. The need to do so, if the goal is to improve the quality of the profession's contributions to empowering individuals, strengthening families, and enabling communities, has also never been more critical.

College and university educators in family and consumer sciences have the major responsibility for developing leadership qualities and a sense of professionalism among the professionals-to-be that they are preparing. For this to take place, the curriculum must include content and learning experiences that focus on the development of these qualities and characteristics. Undergraduates need to be motivated at an early stage in their career preparation to develop high professional aspirations, to systematically plan strategies to attain their career goals, and to achieve self-actualization. A planned intervention designed to overcome some of the handicaps caused by socialization and sex-role stereotyping that negatively impacts women's career development, especially in the female-dominated family and consumer sciences, would respond to this need. This intervention should ideally be a formal educational program that helps undergraduate students develop desirable leadership qualities, skills, styles, practices, and philosophies.

**Purpose and Objectives**

To respond to this need, a project was undertaken in the Department of Family and Consumer Sciences Education and Studies at Iowa State University to im-
prove the quality of leadership education for family and consumer sciences college undergraduates, most of whom are women. Specific objectives of the project were to:

1. design a leadership development curriculum that could be implemented in a traditional credit-course format or infused into existing courses, and

2. conduct a formative evaluation of the curriculum by studying its impact on female family and consumer sciences undergraduate students from all five departments of the College of Family and Consumer Sciences at this midwest land grant university who were enrolled in a required senior capstone seminar.

A research and development approach was used to pursue the first objective. Curriculum impact, the second objective, was assessed using a pretest/posttest design with both experimental and standard groups as data sources. While the experimental group received the leadership curriculum, the standard group received the curriculum that was traditionally taught. The goal was to provide a leadership curriculum model that could be used by family and consumer sciences colleges throughout the United States and abroad. Long-range outcomes will hopefully include an enhanced public image for family and consumer sciences and higher-quality career performance for its professionals.
CHAPTER II. LEADERSHIP THEORY

The objectives of the study for which this literature review was conducted are to: 1) design a leadership development curriculum that could be implemented in a traditional course format or infused into existing courses, and 2) conduct a formative evaluation of the curriculum by studying its impact on female family and consumer sciences undergraduate students from all five departments of the college of Family and Consumer Sciences, at Iowa State University, who were enrolled in a senior capstone seminar. The literature reviewed is organized in the following categories: 1) theories and definitions of leadership, 2) competencies for transformational leadership, 3) strategies for leadership enhancement, and 4) impacts of leadership development programs.

Theories of Leadership

A descriptive or behavioral theory, according to Kerlinger (1973), is a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena. The theory specifies relations among variables with the purpose of explaining and predicting the phenomena.

A review of leadership theories provides an opportunity to examine different perspectives held about the leadership process. It also provides useful insights into the variables that explain and predict leadership behavior. Vandenberg et al. (1986) suggested that the leadership literature base has not been linear or sequen-
tial, with one conception or perspective replacing another, but rather has consisted of a broadening of the scope of the leadership construct. Thus, leadership theories have built upon each other over time through an evolutionary process.

Several classifications of leadership theories have been proposed by those such as Yukl (1981), Bensimon et al. (1989), Vandenberg et al. (1986), and Bass (1990). From these classifications, four theoretical categories appear to be most prominent. These are: trait, behavioral, contingency, and power and influence theories. As proponents of each major theoretical approach to leadership began experiencing difficulties in using it to explain and predict leadership effectiveness, they developed other theoretical approaches to better account for leadership effectiveness. Thus, one theoretical era has gradually led into the next.

Trait theorists were interested in examining the characteristics of effective leaders. Behavioral theorists focused on the behavioral styles of effective leaders. Contingency theorists focused on the effect of leadership styles on group performance in relation to situational contexts. Finally, power and influence theorists emphasized the source and extent of leaders' power and influence over others. It is this classification of four theoretical categories that will be used to organize a more detailed discussion of the major focuses of each of the prominent theories and the persons who were the major proponents of each.
Trait theory

Trait theorists propose that leaders possess specific traits which distinguish them from followers. Traits are defined as "any distinctive physical or psychological characteristic(s) of the individual to which the individual's behavior can be attributed" (House & Baetz, 1979, p. 348). Trait theorists attempt to distinguish leaders from non-leaders in terms of these personal and psychological characteristics. A review of research literature on trait theory done by Bass in 1990 revealed that traits most researched have been physical characteristics (age, height, weight, appearance, physique, energy, health), personality characteristics (self-esteem, dominance, emotional stability), social characteristics (adaptability, and introversion vs. extroversion), communicative characteristics (fluency of speech, tone of voice, talkativeness, dominance), and cognitive characteristics (intelligence, knowledge, judgment, decision-making, scholarship). Bass concluded from his review that although assertiveness, decisiveness, dependability, persistence, self confidence and some skills such as verbal fluency, creativity, persuasiveness, and tact appeared to be characteristics of successful leaders, possession of these traits did not necessarily guarantee a leader's effectiveness.

Early proponents of trait theory were Bernard (1928), Hunter and Jordan (1939), and Parten (1933). Later, several studies were done to discover a core set of traits of effective leaders (Stogdill, 1974; Mann, 1965; McClelland and Burnham, 1976; and Miner, 1978). Based on this work, Bass (1990) concluded that core competencies necessary for leadership related to task performance, interpersonal skills,
and personal values. Task-related competencies such as judgment decisiveness, and diagnostic skills, interpersonal skills such as ability to enlist cooperation, empathy, and nurturance, and personal values of integrity, ethical conduct, desire to excel, initiative and persistence appeared most related to leadership effectiveness.

Trait theories were popular up to the late 1940s, and thereafter began to lose credibility. They were found not to explain and predict successful leadership behaviors accurately, so came to be viewed as unreliable and inconclusive. Bass (1990) concluded that the downfall in reliance on trait approaches was likely due to a tendency to treat personality variables in an atomistic fashion, suggesting that each trait acted singly and independently to determine effective leadership. This approach no longer receives a major focus in the leadership literature, but has continued to be of interest to a few researchers such as Moss and Johansen (1991).

Behavioral theory

Behavioral theory was a category of leadership theories that was popular from the late 1940s to the late 1960s. Leadership, according to behavioral theorists, can be conceptualized in terms of observable actions. These theories attempted to respond to the problems of independence of traits by viewing behaviors as interdependent and interactive. This led to the popular phrase, "leadership style". From a behavioral perspective, leadership is a core set of behaviors which are stable in nature and are manifest in all situations. There are different sets de-
pending upon the prevailing style of the individual. These behaviors alter and drive the behavior of others.

Several behavioral theorists have developed detailed conceptualizations of these categories or sets of managerial styles. Blake and Mouton (1964), for example, developed a managerial grid consisting of concern for production outcomes (task-oriented) on one axis, and concern for human resources or inputs (people-oriented) on the other. Managerial style, they then posited, could be plotted using a nine-point scale on each of these axes, with a “9,9” style of both high concern for productivity and high concern for people being most effective. Mintzberg (1973) studied activities of executives and previous research on managerial behavior to develop a list of five characteristics of managerial work and ten characteristics of managerial roles. Yukl (1981), who observed that behavioral scientists had been unable to agree on most meaningful categories, proceeded to develop 19 leader-behavior categories based on several years of research that he hoped would resolve the issue. The categories related to task performance, consideration, team building, coaching, and quality control.

Behavioral approaches to describing leadership appear to have had limited application because of their lack of generalizability in describing leadership effectiveness. The theories did not recognize that the behavior of subordinates can also influence the leader's behavior, that cause-and-effect relationships in the social sciences are often uncertain, and that group effectiveness is often heavily influenced by situational contexts.
Contingency theory

The third major category of leadership theories was the contingency theories which were popular from the late 1960s to the early 1980s. According to Yukl (1981), contingency theories were concerned with the moderating influence of situational variables on the relationship between leader and end results that had not been thoroughly considered by the behaviorists. These contingency theories assumed that different situations required different patterns of traits and behaviors for a leader to be effective.

Fiedler's (1971) contingency model of leadership effectiveness suggested that leaders were motivated by the situation to be either task oriented or relations oriented. He further proposed that the effectiveness of the orientation chosen depended on the nature of relations between leaders and those being led, the structure of the task that was to be accomplished, and something be termed positional power, the influence that a person exercised by virtue of the legitimate status associated with a formal position and title in an organizational structure. The related path-goal theory conceived by House (1971) suggested that effective leaders were those who increased the satisfaction and motivation of subordinates in a given situation by appropriately adjusting their behavior to fit the nature of that situation, i.e., task and the work environment. Hersey and Blanchard's (1977) situational leadership theory related leadership behavior to the maturity of the followers. Maturity was defined not as age but as motivation to achieve, willingness to undertake responsibilities, higher level of education, and more experience. The theory sug-
gested that different leadership styles were needed to deal with different maturity levels of followers. The possibility of altering subordinate maturity to make the situation more favorable was also explored but found not to be very successful. Yukl (1981) proposed the multiple-linkage model which assumed that leaders could, through behavior, influence or change intervening variables so as to in turn, affect group performance. Some of the intervening variables identified as possible to change were subordinate effort, role clarity, task skills, resources and support services, task-role organization, group cohesiveness and teamwork, and leader-subordinate relations. The model suggested that the effectiveness of the leader in bringing about effective group performance depended on the ability of the leader to correct deficiencies in the intervening variables through strategic planning.

The contingency approach assumed that effective leaders were able to analyze situations objectively and to adapt styles to respond. In practice, when time lines are short and when there is need to act quickly such as in a crisis situation, the approach may not be feasible or practical. In his summary of situational models, Yukl (1981) asserted that many of the contingency theories such as those of Fiedler (1971), House (1971), Vroom and Yetton (1973), and Kerr and Jermier (1978) were empirically tested and found to be inconclusive. In addition, Yukl's (1981) multiple-linkage model, and Hersey and Blanchard's (1977) theory were not directly tested. Thus, the veracity of the many contingency theories has not as yet been ascertained.
Power and influence theory

The fourth major category of leadership theories, power and influence theories, assumed popularity in the early 1980s. The power-and-influence approach attempted to explain leader effectiveness in terms of the source of the power available to them and the manner in which it was exercised over followers.

Yukl (1981) related degree of legitimate power and authority to the degree of compliance of subordinates in accomplishing the tasks at hand. He created a classification of eleven forms of influence that he viewed not as a continuum, but rather as ranging from coercion to inspiration. The essence of leadership, according to Yukl, was a reciprocal influence between leaders and followers. The author referred to this approach to leadership as the 'social exchange approach' although others have called it "transactional". Through it, leaders themselves are influenced as they try to influence others through wide and varied means that can include material and psychological benefits. Transactional leadership is based on a process of social exchange whereby the leader and the followers attempt to satisfy mutual needs and expectations. For example, economic, political, and psychological rewards are exchanged in return for loyalty and commitment to the visions of the leader. Other proponents of Yukl's social exchange theory were Hollander (1978) and Jacobs (1970).

A variation of social exchange theory, called the vertical-dyad linkage theory, examined the reciprocal relationship between a leader and one individual subordi-
nate who was a member of a small group of trusted subordinates (Dansereau, Graen, and Haga, 1975; Graen and Cashman, 1975.)

Another theory in the power-and-influence category, called transformational, (Burns, 1978; Hollander, 1978; Bennis and Nanus, 1985; and Tichy and Devanna, 1986). One of these has described it as follows:

Transformational leadership goes beyond meeting basic needs of subordinates. It engages followers in such a way as to raise them to new levels of morality and motivation. Leaders' and followers' purposes become fused under transformational leadership rather than separate but related, as under transactional leadership. (Burns, 1978, p. 10)

Bass (1985) stated that while the social exchange or transactional leader accepted the organizational culture as it existed, transformational leaders invented, introduced, and advanced new cultural forms. To accomplish a cultural change in the organization, a transformational leader needed to be insightful, visionary, and a team builder, to have strong interpersonal skills; and to be able to get tasks accomplished. Rost (1991) further defined this kind of leadership as an influence relationship among leaders and followers, all of whom wanted real changes that reflected their mutual purposes. Influence was described as multidirectional, noncoercive, involving active followers, and inherently unequal. Typically, leaders had more influence by virtue of their willingness and ability to commit more of the power resources they possessed to achieve intended transformational changes. This led to some inequalities among all the players.

Social exchange and transactional theories were narrow in focus because they concentrated mainly on mutual give and take between the leader and the fol-
The transformational theory of leadership, however, implicitly appeared to integrate the best components of trait, behavioral, and contingency theories that had come before. The traits necessary for successful transformational leadership, as suggested earlier, were to be visionary, to be able to communicate the vision to others, to inspire others and sustain their commitment toward achieving shared goals, to model the way through example, and to provide encouragement to sustain high motivation levels. The characteristics go far beyond those of being task oriented or relationships oriented. Through example, dedication, commitment, and hard work, transformational leaders get followers to accomplish the impossible. The role of the transformational leader also goes beyond simply maintaining relationships by also motivating, inspiring, encouraging, and modeling desirable values. The transformational leader is said to be able to view not only the immediate situation in a holistic manner, but to also envision a future desirable state for the organization, and to motivate the group to work as a team toward goals that will achieve that desirable state. This transformational leader typically involves the team in the strategic planning process. The transformational collective process instills the feeling of ownership and empowerment essential for translating the vision into reality. The group is motivated toward high-quality task performance, largely through intrinsic rewards.

The transformational theory has been studied using research designs that emphasized interviews (Bennis & Nanus, 1985) and self-ratings and ratings by others of successful and prominent leaders (Kouzes and Posner, 1987). However, no
studies that compared leader effectiveness between transformational leaders and other leaders were found in the literature.

Currently, the transformational theory appears to be the major focus for the leadership literature. This seems logical in view of the belief that a transformational leader welcomes change and rightly perceives it to result from changing societal trends that are thoroughly discussed and illustrated in the popular literature of the late 1990s. The transformational leader is said to view change as an opportunity to introduce innovative ideas. However, given that leadership theory is evolutionary and changes every 20 years or so, perhaps transactional leadership may not be as popular in the future as it is now.

In summary, this section has presented a brief overview of four major categories of leadership theories. The trait theories were the first to emerge and attempted to explain and predict leadership by virtue of possession of personal attributes. The scope of the trait theories gradually evolved into a set of theories categorized as behavioral. Behavioral theories focused on describing effective leaders in terms of successful performance of diverse roles, and on identifying the perfect leadership style which was perceived to be a blend of task-oriented and relationship-maintenance styles. Contingency theories next perceived that successful leadership meant success in manipulating situational variables to achieve desirable end results. Power and influence theories followed with a focus on the nature and effect of a leader's power and influence over others. These latter theories were especially influential in developing the idea of transformational leadership, where the
leader envisions change and prepares and encourages the group to respond innovatively to them.

Definitions of Leadership

The term "leadership" has been found in the literature, especially in the social sciences, for 200 years. However, the definitions found since 1980 were selected for this review. The purpose of the review was to develop a suitable definition of the concept of transformational leadership as the basis for the development of a leadership curriculum for family and consumer sciences professionals-in-training.

In the Handbook of Leadership, Stogdill (1974) concluded that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept" (p. 7). In the revised edition, Bass (1990) similarly concluded that researchers have not been able to arrive at one acceptable definition of leadership.

A definition is a statement that ascribes meaning to a concept within a theoretical perspective. Categories of leadership definitions were developed by Stogdill (1974) and expanded by Bass (1990). Many of the definitions corresponded with the leadership theory of the time in which they were created.

Definitions found in the literature from 1980 onward emerged primarily from the power and influence theories of leadership, the fourth and final category discussed in the previous section. Several researchers and authors conceptualized
leadership as influence over others. Ferris and Rowland (1981) proposed that "leader behaviors, as a component of job context, exercise influence on subordinate behavior and attitudes through their impact on subordinate's perceptions of job characteristics" (p. 1072). Thus, the authors believed that leadership is contextually determined, and that the relationship between a leader's influence and subordinates' attitudes and performance is affected by intervening variables.

Gardner (1990) perceived leadership as "the process of persuasion or example by which an individual or a leadership team induces a group to pursue objectives held by the leader or shared by the leader and his or her followers" (p. 1). Likewise, Locke (1991) conceived of leadership as "a process of inducing others to take action toward a common goal" (p. 2), and added that it could be facilitated using legitimate authority, modeling or setting an example, goal setting, rewarding and punishing, organizational restructuring, team building, and communicating a vision. Locke believed that leadership is a relational concept and therefore can only be assumed in a group context, and that leaders should know how to inspire and relate to the group rather than to merely occupy a formal position of authority.

Several authors focused on the role of positively influencing and transforming the organizational culture. Bennis and Nanus (1985) described leadership as "the pivotal force behind successful organizations" (p. 2-3). According to them, leaders are necessary to develop new visions for the organization, and to facilitate their attainment. Bass (1985), Tichy and Devanna (1986), and Quigley (1993) likewise believed that leadership, when successful, transformed followers, created visions of
the goals that may be attained, and articulated ways to attain these goals. Kouzes and Posner (1987), Robert (1991), and Nanus (1992) also equated leadership with roles and role performance. They emphasized the need to be results oriented, adopt challenging new visions of what is both possible and desirable, communicate new visions, and persuade others to become committed and work to make the visions a reality.

Several definitions of leadership focus on the role of leader as change agent. These definitions combine power with personality to bring about change. Tichy and Devanna (1986) defined the transformational leader as a skilled and knowledgeable change agent with power, legitimacy, and energy. Kotter (1990) and Cohen (1990) defined leadership as a process that helped direct and mobilize people to cope with change. Further, Kotter described the leadership process in terms of three subprocesses: establishing direction; aligning people through communicating the vision and coalition building; and motivating and inspiring people to overcome political, bureaucratic, and resource barriers to change. Powell (1995) conceptualized leadership as the ability to induce change or extract the maximum amount of change that an organization can sustain. Thus, leadership was conceived as a process of inducing change, of overcoming barriers to change, and of assisting people to cope with change.

Even within the writings in the field of family and consumer sciences, one finds definitions of leadership; they usually reflect unique dimensions and needs of the field. In view of the challenges imposed by a changing environment for families,
Bailey, Firebaugh, Haley, and Nickols (1993) and O'Neal and Burdette (1995) described leadership for the 21st century in family and consumer sciences in terms of the skills needed to accomplish the roles required of successful educational leaders. They conceptualized these to be: communicate a vision; plan and implement programs to strengthen and empower individuals, families and communities in a global society; strengthen values through education; and be political activists for the profession and the family.

To summarize, leadership is conceptualized as a process involving influence by a leader in all the definitions. The impact of a leader's influence is seen to extend beyond individuals and groups to organizational visions, goals, action plans, change, and culture (including values, traditions, and policies). Although no mutually agreed-upon definition of leadership was found in this review, each contributes to a conceptual image of the diverse roles of a transformational leader. The definition of leadership to be used for the work being reported in this dissertation is:

*leadership is a process by which an individual inspires, motivates, and facilitates a group to articulate a vision for mutual benefit, share the vision, and develop an action plan to make the vision a reality.*

**Competencies for Transformational Leadership**

Competence has been defined as a specific aptitude, ability or knowledge that is relevant to meeting the requirements of successful performance in a particular setting (Boyatzis, 1982). The focus of this section will be to describe core com-
petencies considered to be characteristic of transformational leadership. These competencies, when well-understood, can provide an important foundation for creating educational programs for developing potential leaders in the profession of family and consumer sciences.

Kouzes and Posner (1987) asserted that effective leadership is not restricted to a few select stars. They added that there are five fundamental principles or "practices" of transformational leadership which can be learned by everyone. The first fundamental practice is Challenge the Process. According to the authors, leaders need the ability to initiate positive change, recognize and support new ideas, and be willing to take risks, to experiment, and to innovate. Transformational leaders should be willing to challenge the system in order to get new products, processes and services adopted. This practice requires leaders at all levels to possess expertise, initiative, and confidence in the outcome of change that is being proposed.

The second practice is Inspire a Shared Vision of a future desirable state of the organization. According to the authors, being visionary involves the ability to foresee an unique image of the organization, based on the analysis of the past, the present, and predictions of the future. The ability to envision is believed to emerge from knowledge gained from experience, situational analysis, keeping current about present and future trends, and intuition. This practice requires leaders to be able to contribute their ideas, hopes and dreams for the organization, and encourage others to do the same (Gardner, 1990).
The third practice of transformational leaders, according to Kouzes and Posner, is *Enable Others to Act*. This is conceived as a process of encouraging collaboration, building teams, and empowering others. Bennis and Nanus (1985) who earlier had written on transformational leadership, suggested that the members of a work group may be encouraged to act by involving them in the process of strategic planning so as to obtain valuable input, and gain commitment to the shared goals and plans of action. To perform this practice effectively, leaders were perceived to need skills that could sustain high levels of motivation in an encouraging and supportive environment (Bennis & Nanus, 1985; Kouzes & Posner, 1987; Locke, 1991).

The fourth practice is called *Model the Way*. This skill requires leaders to act in ways which are consistent with their beliefs and values, such as being ethical, and open to new ideas and diverse points of view, being fair when dealing with others. Leaders are believed to be effective at modeling the way if they are able to share values important for a successful organizational culture, such as high performance standards, a caring attitude, a sense of uniqueness, pride in jobs well done, and initiating the process of "small-wins".

The fifth leadership practice is *Encourage the Heart*. Transformational leaders encourage followers through good and bad times, frustration and disenchantment (Conger & Kanungo, 1988; Sashkin, 1988; and Tichy & Devanna, 1986). This practice involves building self-confidence through high expectations, blending intrinsic and extrinsic rewards for jobs well done, being positive and hopeful, building
confidence and courage, and celebrating accomplishments. Kouzes and Posner believed that the five leadership practices can be learned by individuals at all levels of organizational structures.

According to Gardner, transformational leaders need to be able to reach and influence constituents beyond their jurisdictions and bureaucratic boundaries in order to bring the appropriate groups together to solve a problem. Some examples of constituencies are individuals; families; consumers; communities; corporations; and voluntary, government, and international organizations across local, national and international boundaries. A leader also needs the political skill to cope with the conflicting requirements of multiple constituencies, and to cope with change in innovative ways (Bryson & Kelly, 1978; Kaplan, 1986; Kotter, 1990; Locke, 1991).

Cleveland (1985) suggested that leaders and managers need a broader range of competencies functioning at high levels; aptitudes and attitudes of a generalist, and the ability to perceive organizational development with a holistic view. Based on a review of management literature as well as their own intuition, Silfvast and Quaglieri (1994) concluded that a transformational leader needs to possess excellent oral and written communication skills; good interpersonal skills; the ability to change roles to address different groups and situations; the ability to persuade, compromise and defend; the ability to determine strategy, interpret problems and arrive at conclusions; the ability to understand complex, abstract ideas and convert these into concrete terms; the ability to work within a system as well as with external, competing and diverse groups; the ability to be decisive, take the lead and follow through with
a decision once it has been made; and the ability to orchestrate a system, select personnel, set priorities and implement action plans.

According to Gardner (1990), Locke (1991), Kouzes and Posner (1987), and Moss and Johansen (1991), selected traits or attributes contribute to success of a transformational leader, but possessing these traits in no way guarantees leadership effectiveness. These attributes were identified as physical vitality and stamina; intelligence and judgment-in-action; willingness or eagerness to accept responsibilities; task competence, knowledge of the organizational culture, and environment; understanding of followers and constituents and their needs; skill in dealing with people; need to achieve; capacity to motivate; courage, resolution and steadiness; capacity to win and hold trust; capacity to manage, decide and set priorities; confidence and assertiveness; and adaptability. Based on research findings of the leadership attributes demonstrated by successful secondary and postsecondary vocational education administrators in seven states in the U.S., Finch et. al. (1991) concluded that successful vocational education administrators draw from a range of attributes, selecting and applying from this repertoire to suit the situation, the context, and the people involved.

In summary, the literature reviewed in this section suggests that transformational leaders are characterized by being long-range thinkers, thinking in terms of time and context, inspiring and communicating their vision to others in such a way that others feel that the vision is worthwhile, and striving to make the vision a reality. Transformational leaders are also described as often having a strong achievement
motivation; being open to change; and having a wide range of competencies including outstanding job skills and conceptual skills, effective communication, good human relations skills, and political skills. They are eager to accept challenge, are willing to take risks, and often support good ideas of others. They work for the growth and development of their organization, and are confident in their ability to be change agents. They are encouraging, honest and ethical.

Leadership Education

This section presents an overview of the literature that suggests how to achieve leadership enhancement through the educational process. Diverse experiences have been used for leadership development based on theoretical and practical curriculum considerations.

Green (1988) defined leadership enhancement as broadening one's perspectives, expanding one's vision beyond a particular position or institution, and integrating information and experience to shape the course of institutions. Maccoby (1981) highlighted the need for experiences that built ability of leaders to keep their sights fixed on goals, and skill in creating a consensus on both goals and values. Andrews, Mitstifer, Meeks, Rehm, and Vaughn (1995) attempted to create a leadership development model based on the philosophies of "authentic leadership" developed by Terry (1993), and the nature of reality developed by Wheatley (1994). The creators of this model posited that human problems can be traced to the effect of human actions, and that the most effective strategies for resolving them can there-
fore be developed by reflective human action. The model embraced diverse points of view of leadership theorists in suggesting ways to develop more reflective leaders.

Maccoby argued for humanistic study as preparation for leadership. He perceived the Bible, comparative study of religion, ethical philosophy, and literature as vehicles to explore one's inner life. This, he believed, could help leaders define their own values and personal visions and contribute to improved leadership abilities.

Cleveland (1985) suggested that the educational system must foster integrative thinking at all levels. He added that an education emphasizing civic responsibility, self knowledge, and a global perspective is the most important preparation for leadership. He further believed, however, that this kind of education could not substitute for a well-formed mind and a strong personal value system.

McCauley's (1986) studied a project on management development and concluded that most managers learn on the job — the more challenging the position, the more they learn. The author added that challenge seemed to give individuals the stimulation to perform well, and that the stress involved in the challenges seemed to teach them valuable coping skills. Job assignments that provide breadth of experience were viewed as important to career development. For example, exposure to different aspects of the organization seemed helpful in developing an understanding of the total operation. McCauley concluded that such exposure could be achieved by rotating positions in different functional areas, and by assignments that gave
broad responsibility. These were described as projects that cut across different parts of the organization and staff assignments that enabled managers to see the organization from the perspective of top leadership. While the managers in McCauley's study attributed learning to job assignments, the research was not clear as to specifically what was learned from the various assignments, nor how long a person should spend at a particular job to reap the benefits of that experience.

Green (1988), and Moore (1984) pointed out that a source of learning is other people, including colleagues, subordinates, superiors and mentors. Mentoring relationships were described in many different forms, from an intense personal relationship between a senior person and junior one in which the mentor has an important influence on the career of the protégé, to a less intimate mentoring model in which the mentor serves as a coach, sponsor, or role model. Green stated that mentor-protégé relationships are frequently spontaneous and informal rather than deliberate parts of a development program. He further asserted that bosses are an important source of learning, serving as role models (positive or negative) and as important sources of feedback. Bosses can provide challenging assignments and can influence a manager's career advancement by representing that person upward in the organization. Peers were also viewed as important because they provide not only information and resources to enable managers to do their jobs, but informal feedback as well. They may also be a source of information about job possibilities and may provide advice on career strategies. People can also learn leadership from their own failures because recognizing one's limitations can have a potentially
positive outcome by causing individuals to reexamine their behaviors or assumptions.

Striffolino and Saunders (1989) suggested that undergraduate students should be encouraged to join organizations at community, state and national levels, and assume leadership roles in them. The authors explained that local organizational memberships resulted in better networking and communication with diverse faculty members, students, and members of the community. Levels of activity, energy, and enthusiasm displayed by individuals were reported to be indicators of motivation for leadership. They further asserted that these experiences have carry-over effects that impact individuals later in their personal and professional lives.

Cummings, Chamberlain and Felstehausen (1992) also strongly recommended active involvement of undergraduate students in professional organizations. The authors pointed out that the immediate gains in professional development are from gained knowledge, networking, and experience obtained from serving on committees and commissions and from internship opportunities.

Green (1988) pointed out that need-based training programs can be valuable in increasing motivation, knowledge, and skills related to leadership. These could cover a wide range of leadership topics, however, they need to be flexible in view of the needs of the group, and practical considerations. Training programs can be planned to incorporate updates of knowledge and skills over a period of time.

Kouzes and Posner (1987) suggested that effective low-cost or no-cost leadership
programs could be creatively planned using expertise from within the organization, or from non-profit groups.

In the field of family and consumer sciences, Baugher and Kellet (1983), stressed the contribution of mentors, sponsors, guides, and peers to leadership development. Belck and Meszaros (1984); Mitstifer, Wenberg, and Schatz (1992); and Andrews, Paschall, and Mitstifer (1993) suggested that training workshops are valuable in leadership and professional development. Leadership development programs already in place provide valuable ideas for content, teaching strategies, and evaluation for a program designed specifically for family and consumer sciences undergraduates. However, the programs reviewed differed in terms of the amount of detail presented about them and whether or not their impact had been studied.

Belck and Meszaros (1984) reported on the impact of a week-long workshop aimed at helping family and consumer sciences faculty develop the skills and perspectives needed to move into administrative careers in higher education. A follow-up of the workshop participants one year later revealed that the majority had indeed moved into administrative positions or assumed new leadership roles. Throughout the year, many reported practicing information covered during the workshop. These included increased networking with family and consumer sciences subject matter specialists and other colleagues, increased research efforts, more attention to career mapping, better time management, improved ability to deal with conflict, increased interpersonal communication skills, and improved goal setting. The work-
shop was perceived to have made a definite and significant impact on the career plans of the participants.

Schutter (1984) described a human services course of 15 two-hour sessions that built skill in small-group dynamics for social work undergraduates. Spontaneity in the group was reported to have developed through discussion of problems relating to relationships, assertiveness, loneliness, human diversity, debilitating illness and other forms of family crisis. Each student functioned as a leader for at least two sessions during the course. Topics covered included leadership theory and skills, group development, and group dynamics. The group proceeded through four stages of team building: from anxious, conflict, trust and cooperation, and termination. Students were encouraged to focus on issues of communication, relationships and personal growth. During the course, the instructor functioned as a group leader, modeling leadership roles and fostering group development. A follow-up questionnaire after the course revealed that as a consequence of the group experience they felt better prepared to initiate and lead a group, as would be expected.

Wheeler-Roy (1985) presented a program which was designed to counteract the effects of socialization for undergraduate women. The components of the program included four phases: the self-esteem phase, which was accomplished through exercises to stimulate students' thinking about leadership; the leadership style phase that was taught through self-assessment of leadership skills; the problem-solving phase, where students were encouraged to articulate a goal and the means to attain it; the group management phase, in which students were required to
analyze a model of an effectively functioning group; the conflict management phase, which was taught through a discussion of positive conflict resolution strategies; and the public presentation of self segment, wherein an attempt was made to teach participants to write and deliver a speech. Teaching methods used were videos and group assignments. No information was available in the article as to program duration or how the learning outcomes were evaluated.

Twale (1986) reported about the impact of a leadership development workshop for 12 student committee chairs and their student coordinator at the University of Pittsburgh. A variety of learning experiences was used such as questionnaires, case studies, lectures, group discussions and simulations. Content covered included communication, time and conflict management, problem-solving and decision making, planning and organizing, budgeting, and evaluation. Simulations for applications included how to conduct their own meetings, resolve budget disputes, preside over committees, and monitor progress of preparations for scheduled events. The author reported that involvement of the students in the leadership sessions, among other benefits, promoted self-expression, commitment, and accountability.

Young (1986) reported on a three-credit leadership course conducted for students from various disciplines. The three topics covered were personal leadership development, which included self-assessment and personal growth; affilial group leadership development, which included team building, self esteem, and building support; and diverse group leadership development, which covered appre-
ciation for diversity, and conflict resolution. No information was available regarding methods of teaching, instructional materials, or evaluation procedures used.

Roberts and Ullom (1989) advised that the first consideration in developing a sound leadership program is to define the broad purpose of the program through careful analysis of the mission of the organizational environment. The next step is to make explicit the underlying principles related to program design, delivery, and evaluation. The authors outlined numerous broad topics to be covered: the concept of leadership, personal skill development, leadership in organizations, and contemporary leadership issues. The concept of leadership included history and evolution of leadership thought, theoretical and philosophical foundations of leadership, and ethical and diversity issues relating to leadership. Personal skill development included focus on assessment of leadership styles, self assessment and personal goal-setting, creativity, problem solving and decision making, and personal management of time and stress. Leadership in organizations included group dynamics, team building, motivation, organizational structures, functions and resource, conflict and crisis management. Contemporary leadership issues included leadership in the private and public sectors and leadership strategies to address national and international social problems. Suggestions given for developing a comprehensive leadership program included the importance of forming a diverse planning team.

Muntz (1990) outlined the formats of various kinds of leadership development approaches used in colleges and universities throughout the U.S. The leadership
programs were for diverse audiences such as at-risk, minorities, handicapped, and those working in voluntary and non-voluntary organizations. The duration of courses ranged from one-day seminars to two-term courses. Methods used ranged from one-to-one faculty mentoring, journaling, group projects, interviews, personality and learning style assessment instruments, essay writing, role plays, assigned readings, and case studies. Topics covered were similar to those suggested in the study by Roberts and Ullom. There was no information about whether program impact assessment was done in the studies reviewed.

In an attempt to improve the leadership skills of family and consumer sciences students to meet the challenges of the twenty-first century, Bands (1992) presented a case for the use of a leadership development framework developed by Ames and Heide (1982). The curriculum was designed to cover four topics: attitude toward work; psychological and social preparedness, technical and administrative skills; and understanding of organizational dynamics. No details were included regarding the duration of the course, instructional strategies, or evaluation of learning outcomes.

Barnett, Caffarella, Daresh, King, Nicholson and Whitaker (1992) reported on a leadership preparation course. Judging from the author's stated beliefs about leaders, it appears that the theory of transformational leadership guided the development of the leadership program. Their beliefs were:

Educational leaders possess knowledge of self and others, organizations and society necessary to perform creatively and effectively in diverse environments. They engage people in identifying and working toward the accomplishment of a shared vision for the organiza-

tion. Leaders incorporate the ideas, values and the experiences reflective of a pluralistic society and promote continual learning. (p. 72)

The five core content areas were: understanding self and developing a personal vision for educational leadership and curriculum development issues; using inquiry to frame and make decisions; understanding structural and cultural components of educational organizations; adult learning and development, and staff appraisal; understanding social, political, economic, and environmental influences. Students were given an opportunity to select advanced seminars on such topics as leadership, supervision, law, finance, policy, curriculum and instruction, and learning and evaluation. Finally, through a formal internship, students were given the opportunity to study the functions and duties of practicing supervisors and administrators while applying concepts gained from university-based course work. The teaching methods drew upon the principles of adult psychology and learning. These were reported to include team teaching, experience sharing, simulation, problem-solving exercises, group discussions, interviews of educational leaders about their own career development, educational platforms (wherein students articulated their educational beliefs, values, and philosophies), and portfolios.

Moss, Jensrud, and Johansen (1992) reported on their evaluation of ten leadership development programs for graduate students in vocational education. Data were collected from participants and project directors. The Leader Attributes Inventory (LAI) developed by Moss, Johansen, and Preskill in 1991 was used to assess leadership development. Quantitative data provided information about the pre-program leader attributes of the participants, their satisfaction with the program,
their post-program attributes, and their leadership behavior and performance six months after the program was concluded. Qualitative data included directors' and participants' perceptions about the effectiveness of various program activities. The findings were based on ten leadership development programs, 37 leadership attributes, and 180 students. The programs were reported to have ranged in length and intensity from a total of six hours in one day to 90 hours of class instruction plus 180 hours of out-of-class assignments spread over a nine-month period. The number of students varied from four to twenty-five per class section with a mean of sixteen. Key features included seminars with a semester-long internship; seminars coupled with field trips (one to five days each); seminars plus teams of participants instructing teachers in the field; one-day workshops on health-related attributes; seminars with a focus on self assessment and planning for self improvement; three two-and-a-half-five day retreats with a couple of months between sessions; team-taught seminars with applications to contemporary problems in vocational education. The number of attributes chosen as instructional objectives by each program ranged from four to twenty-two. The attributes selected as instructional objectives by five or more programs included communicating, envisioning, confidence-building, accepting of self, networking, and team building. Participants reported their satisfaction with the programs and believed they were of great value to their professional development. The average rating of the ten programs on the question of "value of experience" was 4.6 on a five-point scale. Participants not only felt that similar programs should be made available to other graduate students, but they also wanted the pro-
grams to be lengthened or additional programs provided. The ten programs were reported to have had a significant impact on the participants' perceptions of their leader attributes. On attribute scores on the LAI (from pretest to posttest) for the ten different programs, thirty-six percent of scores had statistically significant \((p < .05)\) gains. Improvements in leader attributes were not statistically related to age, experiences as a school administrator, experiences as a non-school administrator, gender, academic status, or part-time or full-time participation in a degree program. All 37 leader attributes were reportedly used by participants during the six-month period following instruction. Six months after the programs, participants felt that the experience had, on the whole, contributed a "fair amount" to their successful performance as leaders. The mean rating on a four-point scale was 2.8. An average of 57 percent of the participants in each program engaged in a greater number of leadership activities during the six-month period following instruction than before the instruction. Forty-five percent of the additional leadership activities were job related, 24 percent were in new professional roles, 21 percent were community activities. The responses obtained on follow-up impact assessment indicated a lower impact compared to the responses of the impact assessment gathered immediately after the course.

Lyman (1993) reported on the effectiveness of a three-credit 14-session graduate seminar on "Women and Leadership", attended by 18 participants. The course was based on theoretical assumptions from literature about leadership and about women's development. The course was aimed to encourage the development
of each woman's 'voice', to enhance leadership effectiveness, and raise professional aspirations. Topics included issues of gender and leadership effectiveness, difference between the leadership styles of men and women, mentoring, career paths, and networking. Emphasis was given to the view that being connected to a group was a valuable leadership quality. The reported advantages of doing so were that it provided a climate for growth and nurturing through dialogue, reflection, and sharing. Teaching methods used included: assigned readings, guest lectures and discussions, and written assignments. Evaluation of learning outcomes was done using essay questions. Feedback about the program was obtained from responses to the university's required faculty evaluation form, and responses to follow-up questions six months after the course ended. The feedback indicated that the course was highly successful in accomplishing its objectives, and that the success was related to course structure and design. Self-confidence of each participant was reported to have been enhanced due to learning that women may lead differently from men and still be effective, and learning that in strengthening others one strengthens self.

In summary, the literature reviewed in this section suggests several strategies for leadership development such as: learning on the job in a challenging environment; learning from mentors, bosses, colleagues, sponsors, guides and peers; joining professional and community organizations, and learning from one's failures and setbacks. Some authors have not explicitly identified a leadership model for their work. Others have drifted away from a transformational model to one that is
perhaps more transactional. An education emphasizing civic responsibility, self knowledge, a global perspective, and humanistic study was also perceived to contribute to leadership preparation. Those writing in the field of family and consumer sciences saw the role of mentors, sponsors, guides, and peers as especially important for leadership development. The literature indicated that wide and varied content and instructional methods for leadership enhancement may be used and depends on leadership needs; the infrastructure of the organization; resources available; and innovative ways that strategies may be linked to the overall philosophy, mission, and goals of the organization. The duration of leadership programs delivered at colleges and universities differed, as did the content covered and the teaching methods employed.

The impact of most programs was reported to be in the positive direction. Learning outcomes ranged from developing leadership competencies to taking initiative in joining various organizations and assuming leadership positions in them or in their place of employment. Methods used to evaluate impacts ranged from highly structured tools to the use of subjective methods such as focus groups. The methods of analysis of the data in the evaluation studies likewise differed. They ranged from a greater reliance on quantitative statistical techniques to qualitative methods such as content analysis of responses related to perceived benefits of the leadership training program. None of the programs evaluated used experimental designs to assess program impact.
CHAPTER III. CURRICULUM THEORY

The two objectives of this study were to 1) design a leadership development curriculum that could be implemented in a traditional credit-course format or infused into existing courses, and 2) conduct a formative evaluation of the curriculum by studying its impact on female family and consumer sciences undergraduate students from all five departments of the College of Family and Consumer Sciences at Iowa State University who were enrolled in a required senior capstone seminar. The program was designed to develop leadership skills so that one might more effectively overcome barriers to leadership opportunities caused by socialization and stereotyping that these undergraduates are likely to face as they emerge from a female-dominated field of study into the workforce. In this chapter, the researcher: 1) develops meaning and definition for the concept of curriculum “framework” or “paradigm”, 2) describes three curriculum frameworks or paradigms commonly used in the fields of education in general and family and consumer sciences education in particular to structure thinking and guide the curriculum development process, and 3) provides rationale and justification for the selection of the framework used to design the leadership development curriculum in this study.

Curriculum Development Frameworks

Curriculum development is a deliberate process of establishing and prioritizing educational goals; designing educational content, methods, and materials necessary to address the educational goals; implementing a broad range of activities
and experiences that comprise the total educational program; and adjusting the plan based on evaluation data (Shafritz, Keoppe, and Soper; 1988). However, decisions drawn from a theoretical framework or paradigm determine "what" and "how" to teach. Schubert (1986) defined "framework" or "paradigm" as "conceptual lenses through which curriculum problems are perceived" (p. 2), and used the terms interchangeably. The author suggested that one's conceptual framework is an outgrowth of a specific philosophical orientation. This orientation then guides and directs decision making at every step in the curriculum development process.

In the field of education, some of the major philosophical orientations that have emerged have been called idealism, realism, neo-thomism, naturalism, pragmatism, positivism, existentialism, and phenomenology. Until the mid 1970s, the theory and practice of education was primarily influenced by one dominate framework among these orientations, the positivistic approach. This approach was also dominant in guiding scientific inquiry or research. In 1971, however, Habermas proposed three modes of rationality which emerged from the philosophical orientation of phenomenology. These were theorized to be useful in the development of knowledge and to serve as guidelines to direct curriculum development and teaching practice. Habermas called the three: the positivistic or empirical-analytical approach, the interpretive approach, and the critically-reflective approach. Schubert (1986) referred to the modes of rationality as paradigms, and renamed the three respectively as: perennial-analytic paradigm, practical-inquiry paradigm, and critical-praxis paradigm.
Educators in the field of family and consumer sciences (Brown and Paolucci, 1979) began to recognize that all three rationales could be used effectively in the educational setting to develop students' cognitive, linguistic, and interactive competence and emotional maturity in relation to family and consumer content. Each "mode of rationality" proposed by Habermas differed from the others with respect to assumptions held about the goals of education, how learning takes place, the role of teachers in the learning process, the nature of knowledge, and the milieu or environment in which teaching occurs. The instructional approach would therefore differ significantly in relation to the paradigm selected. This selection would also, in turn, influence the goals of instruction, and the teaching and evaluation process.

The three modes of rationality or frameworks developed by Habermas closely corresponded with three types of actions, each characterized by the interests to be served and the outcomes to be achieved. He called these types of actions: technical, interpretive and emancipative. Technical actions which accompany the empirical-analytical mode of rationality focus on the application of appropriate means or procedures to achieve predetermined outcomes. Interpretive actions accompany the interpretive mode of rationality, and are concerned with the process of bringing about understanding through communication to uncover underlying values and to make clear the intent of communications and actions. The third mode, emancipatory action, accompanies the critically reflective mode of rationality. This mode encourages independence in thought and freedom to act without being forced or manipulated consciously or unconsciously (Hultgren & Wilkosz, 1986).
Habermas proposed that to achieve human freedom and social justice, individuals and societies should engage in three central human activities. These three which he termed interests were: work, communication, and emancipation. Each interest was theorized to be guided by different modes of rationality. Work was seen as guided by the empirical approach. In our present society, a work environment is characterized by an organization's ability to manipulate conditions in order to efficiently, effectively, and economically produce goods and attain goals. Curriculum development serving this interest would similarly be guided by positivistic characteristics such as efficiency, parsimony, reliability, validity, and objectivity. The interpretive or hermeneutic (shared meanings within a historical, social, and political context) mode or process of rational development was seen to be concerned with communicating shared understanding. Knowledge was believed to be socially, economically, historically, and politically constructed, and to then be interpreted and communicated through dialogue. The goal of achieving emancipation from oppression and social injustice through proactive action was considered to be one of the primary interests of human beings, and Habermas believed this activity or interest to be achievable through the processes of inquiry, valuing, and decision-making.

Brown and Paolucci (1979) and Brown (1980) have translated the modes of rationality proposed by Habermas into three systems of family actions that could be applied to the family and consumer sciences field: technical actions, communicative actions and emancipative actions. In both documents, the authors proposed that
families need to learn all three systems in order to create a home environment that would be conducive to transforming the belief system of its members to achieve self actualization and to transform society to achieve social justice. In proposing this framework, Brown and Paolucci set the stage for curriculum development theory and practice and for the delivery of education in family and consumer sciences that is much used today.

**Perennial analytic**

Theory-building for the educational process using the positivistic approach is characterized by the demand for evidence in the form of empirical data to test hypothesized relationships between variables and to document success of the teaching-learning process. The goal is to develop theory which can explain, predict, and control social and natural phenomena. A theory is considered sound if it successfully meets five rigorous standards: reliability, validity, objectivity, adequacy, and practicality.

Tyler (1950) was called the "father" of this framework as it can be applied to the process of curriculum development. The framework took shape as direction for curriculum development through his classic book, "Basic Principles of Curriculum and Instruction". The book emerged at a time when almost all educational research was already being carried out in the positivistic mode. The principles as next applied to curriculum development originated from this same positivistic theoretical orientation. According to Tyler, the process involved the following sequential steps
of curriculum development and implementation: assess needs, identify objectives, select and organize content, select and organize learning experiences, check for balance and sequence, implement curriculum, and assess learning outcomes. It was seen as continuous, with the information resulting from the outcomes assessment feeding back into the first steps to make curriculum revisions for the next implementation. Success of the curriculum development endeavor was measured in terms of the achievement of intended outcomes. However, measures of that achievement had to meet criteria of effectiveness that included reliability, validity, objectivity, adequacy, and practicality. Positivistic principles, therefore were clearly manifested in the way the curriculum development process was conceived or developed, implemented, and evaluated. Tyler's approach was also believed to fulfill needs for accountability, quality control, efficiency, and replicability.

The framework was named “perennial analytic categories” by Schubert (1986) because of an interest in managing and controlling the learning environment and outcomes through continued and persistent action based upon four curricular categories: purposes, learning experiences, organization, and evaluation. Schubert (1986) suggested that the framework of perennial analytic categories was “technical enterprise that develops and delivers service to a broad range of recipients [and] is usually structured socially or institutionally according to the hierarchy of the workplace” (p. 317). Referring to the paradigm of perennial analytic categories, he stated that:

Empirical-analytic science serves technical interests. Although it does not admit to a value or ideological orientation of its own, yet its values
are implied by the positivist or theoretic assumptions it represents. Its social organization is that of work. Work implies a hierarchical structure in which certain individuals are granted control over others by virtue of their position in bureaucracies. (p. 181)

The perennial analytic model is expert centered, meaning that the curriculum developer uses his or her expertise to draw input from multiple sources to assess needs, identify relevant objectives, select learning experiences to attain these objectives, organize learning experiences, and evaluate outcomes. The model is often equated with the idea that technical or prescriptive learning steps need to be designed by educators to achieve desired learning outcomes.

This empirical-analytical mode, as some also called the perennial analytic model, which is characterized by positivistic principles was the dominant mode used for curriculum development and research in the field of family and consumer sciences education for a long period of time beginning soon after Tyler's book was first published. Curriculum development using this mode or paradigm was manifested in two forms that were not necessarily mutually exclusive: "concepts and generalizations" and "competency based."

**Concepts and generalizations.** The framework of concepts and generalizations was very popular in family and consumer sciences beginning in the 1960s. Concepts were defined as words or phrases used for the purpose of communicating meaning. A concept was "an abstraction representing the world of objects and events and as a means of organizing them" (AHEA, 1967, p. 23). A generalization was seen as a sentence that made a statement of relationship, and also expressed
an element of universal applicability to many situations that could be derived from inductive or deductive inference. In other words, generalizations were said to "express an underlying truth, have an element of universality, and usually indicate relationships" (AHEA, 1967, p. 23). Curriculum development using the concepts-and-generalizations approach is to this day not merely a prescribed way of selecting a group of concepts and related generalizations to be taught. Rather, concepts are selected as a result of the systematic needs assessment prescribed by Tyler that may be generated from multiple sources.

Cooke (1986), an educator in the field of family and consumer sciences, presented an illustration of curriculum development completed in 1976 titled "Maximizing Human Potential Project (MHP): A Curriculum Design for Human Development and Interpersonal Relationships Kindergarten Through Adult Education", using a framework of family and consumer sciences concepts and generalizations developed by the California State Department of Education. The philosophical and theoretical bases for the curriculum emerged from the problems facing public education as identified in the 1975 Report of the California Commission of Intermediate and Secondary Education (RISE): divorce, alcoholism, suicide, drugs, venereal disease, child abuse, low voting rates, low performance in writing and language skills. A two-volume curriculum was developed to help teachers and students respond to these problems. The content was organized in outline form, checked by curriculum specialists, and pilot tested in eight family and consumer sciences departments in high schools. Concepts and generalizations were developed to cover
the five content areas of family and consumer sciences: child development and family relations; clothing and textiles; food and nutrition; housing, equipment and furnishing; and management of resources. The content areas were, however, then organized in an integrated way around four themes: Self and Others, Tradition and Change, Independence and Interdependence, and Present and Future.

Smith and Morgan (1986 & 1989) pointed out that in the field of family and consumer sciences education curriculum development has focused on the learning needs of individuals and families in such areas as physical needs, health and development, interpersonal communications, aesthetics, and management. As an illustration, the authors showed how an empirical-analytic conceptual framework for a curriculum to improve communication between family members could be used to design a learning environment for secondary school students. The conceptual framework was based on the mission of family and consumer sciences (then known as home economics) developed by Brown and Paolucci (1979) which was

... to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead 1) to maturing in individual self-formation and 2) to enlightened cooperative participation in the critique and formulation of social goals and means for accomplishing them. (p. 23)

Smith and Morgan suggested that the mission of the family and consumer sciences profession could be achieved using the philosophical framework of curriculum development proposed by Tyler in 1950, and extended by Taba in 1962.

The assumptions made by Smith and Morgan (1986, 1989) were that individuals were constantly growing and changing, were critical thinkers with linguistic
skills and emotional maturity, were autonomous and were committed to influencing political-moral decisions. They further assumed that learners were motivated by a desire to promote a high quality of family life as the means of providing an environment for self-forming of mature individuals. They saw learners as concept experiencers, concept creators through communication and interaction with others, concept users, concept testers, and concept evaluators. The authors suggested that concepts selected for the learning environment in family and consumer sciences should be justifiable in the context of promoting the well being of individuals, families, and communities. In addition, curriculum problems should reflect problems of the family which should be dealt with from a holistic perspective. Other ideas given by the authors for using the concepts-and-generalizations form of the positivistic mode of curriculum development were that in an ideal situation the curriculum should give opportunity for learners to practice using the concepts and transferring learning to new situations. The authors believed that concepts could be developed through communicating and interacting with others. Thus, the need for shared meanings among learners, as well as the need for reflection of experiences to expand the conceptualization process, to increase retention, and to facilitate the transfer of learning, were all emphasized. Concepts were viewed by Smith and Morgan (1986) as "vertical and horizontal integrating threads". The authors gave the following examples of three levels of vertical integration of the "communication concept".

Level 1 Concepts: Parts of communication, e.g., symbols, speaking, hearing, writing, body language. Learners: Use parts of communica-
tion appropriately with family members. Discuss how use of parts of communication affects them as persons. Level 2 Concepts: Communication as a whole. Learners: Use communication skills with significant adults, young children and the elderly. Level 3 Concepts: Communication and conflict resolution. Learners practice conflict resolution in families or with significant others. Develop personal strategies for growth of communication skills for self and others. (Smith & Morgan, p. 104)

They identified six steps in concept instruction: 1) determine concepts and students' prior understanding, 2) indicate importance and usefulness of concepts, 3) define and label concepts, 5) give examples and nonexamples, 6) practice use of the concepts through the use of a variety of methods and learning material, and 6) test and assess learning outcomes.

Another example of a curriculum using the approach of concepts and generalizations is the "Parenting Curriculum: A Family and Consumer Sciences and Language Arts Partnership", developed by a project team at Iowa State University (Williams, Brun, Trost, Wasike, Taylor, Petersen, & Dobbs, 1995). The goals of the curriculum were to build strong families by improving the quality of parenting and prevent dysfunctional relationships leading to family breakdown, and to simultaneously integrate language arts skill development into the curriculum so as to improve writing, reading, speaking, listening, viewing, and critical or reflective thinking. The curriculum was designed for secondary school students. Needs were assessed through a review of literature, feedback from members of an advisory committee, and a formal survey of family and consumer sciences teachers in secondary schools (Wasike, 1995). The draft curriculum was pretested with nine family and consumer
sciences teachers in Iowa. The draft curriculum was then revised, reviewed again by 40 teachers attending a workshop, and then prepared for publishing. The curriculum consisted of eight units to be covered over a block of eight weeks. The objectives were identified as an outcome of needs assessment. The content was related to the objectives. The individual lesson plans contained the following categories: focus questions, lesson synopsis, basic concepts, objectives, background information, material and equipment needs, advance preparation, lesson development, closing, and homework. Content within each lesson progressed from simple to complex. A variety of methods and materials which ensured active student involvement were used to teach parenting concepts, and to facilitate learning of language arts. The learning experiences included individual work and group work.

Evaluation of student achievement was done through the use of authentic assessment, which required the students to demonstrate their competence and knowledge by creating original answers and products. Rubrics were used to score students’ performance on authentic tasks. Evaluation of the curriculum as used in Iowa schools was conducted by Trost in 1996.

**Competency based.** The second form used in family and consumer sciences education to develop curriculum in the positivistic model, competency-based, focuses on technical actions that involve the application of prescriptive procedures to achieve an outcome that can be predicted and controlled. Baldwin (1989) described the framework as the “technical curriculum model” and stated that those as-
cribing to this framework anticipate that students will develop capacities to respond
to rapid social and technological change. An example of such a curriculum devel­
opment endeavor in the field of family and consumer sciences is the Colorado cur­
riculum project reported by Brink, Abt, and Horrell (1986), where educational objec­
tives were identified through an analysis of homemakers' tasks using groups of
Colorado homemakers. Curriculum topics were then based on this analysis of
tasks, with the analysis used to focus on skills to be learned and competencies to
be developed. Cognitive and affective aspects of behavior were identified, and cri­
teria for successful performance of the behaviors were specified in advance and
tested. Planned educational interventions of this prescriptive nature to help assure
skill development have come to be known as "competency-based". Competency-
based education calls for agreement among experts on the performance indicators
for accomplishing a task successfully. Mastery-learning, a related concept, empha­
sizes skills to be learned rather than how long it takes to learn them. This empirical
or positivistic model assumes that the students will be able to understand facts,
theories, and principles, and be able to apply rules for the successful completion of
tasks to be accomplished.

In summary, the perennial analytic, empirical-rational, or technical framework
emerged as a result of the direction on how to develop curriculum given by Tyler
(1950). The framework was based on the positivistic modes of inquiry in which suc­
cess of the curriculum development endeavor is measured by the achievement of
intended outcomes through the process which was believed to fulfill the need for
accountability, quality control, efficiency, reliability, validity, and replicability. Curriculum development based on the framework took two forms — concepts and generalizations approach, and the competency based approach. Curriculum development in both approaches proceeds through a logical progression of steps, such as needs assessment, identification of objectives, selection and organization of content, selection and organization of learning experiences, check for balance and sequence, curriculum implementation, and evaluation of learning outcomes. The results of evaluation have important implications for curriculum revisions and refinements. While the goal of the concepts-and-generalizations approach and the competency-based approach is to move the learners along the continuum from lower level to higher level of development of cognitive abilities, there may also be changes in affective and psychomotor outcomes. The competency-based approach differs from the concepts-and-generalizations approach in that it calls for agreement among experts on the indicators or criteria for judging that a task has been successfully accomplished.

Practical inquiry

The paradigm of practical inquiry emerges from the philosophy of Schwab (1969) who stressed the importance of the application of disciplinary knowledge to situational needs. He conceived of curriculum as emerging from the continuous interaction between subject matter, learners, milieus, and teachers; these he termed “commonplaces” (Schwab, 1973). Proponents of the framework of practical inquiry
believe that curriculum development proceeds from the persistent or perennial problems experienced by learners in their daily lives that need resolution. From these problems, major concerns are identified and addressed.

Like the philosophical orientation of the positivistic framework just discussed, the philosophy espoused by proponents of the practical-inquiry framework is that students are creators of meaning about persistent problems they have and that they can be guided to actively engage in the process of intellectual growth that can lead to problem resolution through dialogue with the teacher, other learners, and people in their immediate environment. The educational process based on this framework is believed to develop increased consciousness of valued goals that learners hold for themselves, their families, and their communities; and to also develop the means to achieve those goals. Learners are believed to be able to develop a realization of what are right and just ways to achieve the goals through an educational process of reflection and dialogue.

Schubert believed that curriculum emerged from perennial problems as experienced by the learner, not just from those problems selected as important by the curriculum developer or teacher. Needs for learning in the practical inquiry curriculum model are assessed primarily by asking learners what they perceive their needs are, and only secondarily from other sources.

Schubert suggested that curriculum developers and teachers ideally need to have a thorough knowledge of, and experience with, a problem so as to best understand the root causes and dynamics. Because this is unlikely, he stated that
"learners are granted a preeminent role in practical inquiry, balanced with that of the teachers in the development of curriculum for their own lives" (p. 293) to guide target audiences toward decision-making and action.

The framework of practical inquiry as a basis for developing and implementing educational programs is perceived to serve hermeneutic interests. The term "hermeneutic" may be interpreted as the process of gaining new insights into the social, cultural, economic, and historical determinants of behavior through interaction, dialogue, and communication with others, and by immersing one's self in a learning setting (Schubert, 1986, Grundy, 1987). Equating the paradigm of practical inquiry with hermeneutic science, Schubert explained that:

Hermeneutic science involves practical interests. . . . Its social organization is interaction among persons and the cultural and historical circumstances in which they are embedded. . . . Education or pedagogy is not pursued by service delivery systems; rather, human beings communicate thoughtful attempts to reveal that which lies deep within them, connecting their being to that of existence itself...through a process known as intersubjectively constituted meaning. This process both depends on and contributes to historical, social and political contexts. (p.182)

Every problem is believed to be an outcome of the interrelationship between personal, cultural and historical circumstances represented by "What to do about ..." questions (Grundy, 1987). The actions accompanying this framework to solve the perennial problem of the learner are interpretive and communicative. These actions are concerned with the process of bringing about understanding through communication to uncover underlying values.
Learners are encouraged to reflect upon their experiences within the setting of the family and society. This is seen as a means to increase consciousness about problems they face and to develop strategies to overcome them. In an adults' curriculum on child abuse, focus questions may be asked such as: What kinds of behavior would you regard as child abuse? How does the legal definition adopted by the state compare with your definition? Why does child abuse take place? Why is child abuse generally underreported? Why is it more frequent in some cultures than in others? What can you do about child abuse in your family, neighborhood, and community?

The model seeks to involve learners in participatory decision-making. The identification and solution of a practical problem requires that teachers and students engage in continuous deliberation to resolve value issues. In the practical inquiry mode, students are encouraged to reflect, discuss, and obtain a consensus about what is right, and about the conditions under which they believe a certain behavior to be right, and what should be done in the interests of those affected by the issue. Success of the framework depends on how skillful a teacher is in initiating, guiding, and bringing to consensus such deliberations. The teacher plays an important role in selecting and sequencing readings and other learning materials, bringing about an atmosphere of mutual trust, encouraging learners to express ideas and opinions, directing discussions by asking thought-provoking questions at critical junctures, and enabling students to achieve consensus.
Schubert implied that, for the teacher, the aim of using practical inquiry as a basis for the teaching-learning environment is increased capacity to act morally, not increased capacity in one's repository of generalizations or knowledge. Moral action was described by the author as a process of moving learners from discord to harmony, from monotony to variety, and from constraint to expansion.

Jax (1986), a family and consumer sciences educator who wrote about the practical inquiry framework, noted that curriculum development was a moral enterprise for the family and consumer sciences teacher because it involved making choices among alternatives according to some criterion of goodness. Also referring to the paradigm of practical inquiry, Baldwin, another family and consumer science educator, stated:

The curriculum is essentially political-moral in its influence as the beliefs and practices it generates intervene in the lives of people to bring about change; thus it has implications for the student, the culture, and the society. (Baldwin, 1989, p. 236-237)

Baldwin therefore viewed the paradigm of practical inquiry as an instrument of social change when used to guide the educational process.

Hultgren and Wilkosz (1986 & 1989) presented an illustration of the practical problem framework from the Minnesota Secondary Vocational Home Economics Curriculum Model. The goal of the curriculum was to help learners develop practical reasoning skills through the process of deliberation about the best choice of action to take in regard to practical family problems. Instruction had three phases. In the first phase, a given situation was analyzed through reading, observing, discus-
sion, and other experiences. Related practical problems were then identified and clarified. Factors such as knowledge, values, prevailing ideologies and beliefs that affect meaning and understanding were examined. Finally, reasoned deliberation about what should be done (valued ends) occurred and plans for achieving the valued ends were developed.

The framework of practical inquiry emerges from a persistent problem felt by learners. The goal of the curriculum as implemented is to address the problem through the identification of major concerns related to it. The teaching-learning environment is used to communicate and attain a consensus of shared meanings about the causes of a perennial problem from a holistic perspective and to identify alternatives to solve the problem based on the values orientations and interests of those affected. Advocates of this framework believe that any one or a combination of three types of family actions may be used to solve the problem: technical or instrumental action, interpretive or communicative action, and emancipatory or proactive action. The curriculum model is learner centered, as it is assumed that learners are creators of change and are responsible for their own growth. Students attain direction regarding ways to resolve value issues through continuous deliberation with the teacher and with peers.

Critical praxis

The paradigm of critical praxis emerged from the philosophers and social activists such as Freire (1970), who worked to revolutionize the existing social order in
the interests of the poor and oppressed. In connection with the relationship between human interests and action perceived by Habermas (1971), Grundy (1987) asserted that knowledge generated from emancipatory interests generate "critical theories", which are theories such as Freudian psychology, and Marxism, which explain how coercion and distortion operate to inhibit freedom of individuals and societies. The goal of the critical-praxis framework, also called the critical science approach to curriculum development, is to promote emancipatory action. According to Grundy, this action emerges from "authentic insight" gained through self-reflection, and encourages freedom to act with responsibility without being consciously or unconsciously forced or manipulated. Curriculum objectives seek to uncover conditions that are repressive to change so that individuals can act in ways which enhance their development. According to Schubert (1986), education in the critical science mode is an examination of ways in which negative impacts of factors inhibiting self-development such as race, socioeconomic class, and gender stifle human growth and development. The goal of the critical approach as applied to curriculum is to help individuals who are the victims of these kinds of oppression gain control of their lives by making proactive choices from among several alternative solutions.

The author further explains that:

Critical praxis combines inquiry and action in an attempt to realize and expose that which is oppressive and dominating. Forces of oppression and domination prevent insight into one's own circumstances by contributing to a false consciousness or a perspective that maintains the control of dominant groups. Critical praxis combines sensitivity to false consciousness with conscious attempts to perceive and expose unjust values. (p. 182)
The goal of a curriculum based on the critical praxis framework is to recognize the existence of a problem emerging from inequities caused by stereotyping, unequal access to education, and poor quality of life; analyze its causes and its possible solutions; analyze the pros and cons of several possible solutions; and be able to make a proactive choice from among the solutions to improve quality of life. Needs assessment is conducted through a holistic view of life through naturalistic research processes, where investigating teams include representatives of participants. The curriculum is perceived to be learner centered, meaning that the learners are motivated and empowered through better understanding of how to make changes in social organizations so as to enhance their growth and development. This motivation and empowerment is achieved through reflection and dialogue in the educational environment. Fauske (1986) stated that in this mode individuals are seen as capable of transformational change; that is, they can change the nature of logic underlying their thought and action patterns. Thus, the standards and norms of persons and of society can become increasingly rational. As a result, personal and social conditions can more likely be improved through individual and group efforts. In this mode, students are seen to develop the motivation to become self-directing in their learning, thinking, and acting. Participants are encouraged to analyze differences between facts and interpretations through learning experiences such as reading, discussion of magazine articles, newspapers, and books.

The "Consumer Education Curriculum Modules: A Spiral Approach" for learners in grades 9-14, and youth and adult groups, developed in North Dakota in
1974 and reported by Murphy (1986), is an example of application of the critical science approach. The goal of the curriculum was to move learners through four levels on a spiral continuum from the point of being "egocentric" to "other-centered". At the first level on the spiral, learners as consumers were perceived by the curriculum developers to be impulsive. Immediate needs and wants were believed to influence most of their consumer habits. At the second level, they were perceived to be champions of human rights. They were thought to be accepting of many half truths, and their actions were perceived to likely conflict with their values. At the third level, their actions were perceived to be based upon facts and values, and to be strongly influenced by present and predicted environment. Learners were therefore encouraged to use emancipatory actions in order to be proactive in their goals for freedom from socio-economic and political oppression.

Emancipatory/proactive actions are concerned with the ability and willingness to gain control over one's life. Examples of emancipatory actions could be: using local resources to be better informed consumers, obtaining information from local social welfare organizations about how to form a consumer cooperative, and preparing and implementing a poster campaign against the marketing of foods with harmful additives. Finally, at the fourth level, learners as consumers were perceived to be motivated by their concern for their fellow citizens and to therefore be active decision makers. They were believed to be dedicated to truth and to be motivated to use their personal resources to accomplish their goals. This represented a cyclical process which they termed as the "spiral approach".
For the construction of the modules, input was sought from a national-level advisory committee that included representatives from federal agencies and professional associations as well as state education supervisors, college educators, and consumer specialists from business. The project staff also drew heavily from input and advice from local teachers who tried out ideas, resources, and learning activities with their students. Four consumer competencies were identified: inquiring, valuing, deciding, and acting. The expected learning outcomes was that all four consumer competencies would be manifest in consumer behavior.

The goal of the critical praxis paradigm when applied to the educational process is to help learners become critical thinkers and take action to overcome repressive forces which inhibit self development. Some of the repressive forces emerge as a result of the effects of negative self-image and stereotyping by others based on race, gender, socioeconomic status, age, education, and physical attributes. The curriculum framework is based upon the assumption that learners are responsible and independent thinkers, and have the initiative and the power to achieve self-fulfillment once they have conquered the oppressive forces that inhibit self-growth. Like the paradigm of practical inquiry, the framework of critical praxis is learner centered. However, the goal is to help the learner to be able to assess needs objectively, identify goals for self actualization, and take proactive action toward achieving them.
Summary

Although each of the three curriculum development paradigms discussed appears to look at educational design challenges through different lenses, similarities exist among the educational goals to be achieved. Each, when used in the teaching-learning process, hopes to enable learners to meet their needs. Each also hopes to help learners cope with the realities of change and challenges of the future, to help learners to be critical thinkers, to increase in the ability to apply what is learned to new situations, and to engage actively in the learning process. The paradigms are also similar with regard to their development process. For example, all three curriculum development frameworks require a statement of objectives that then guides the selection and organization of content, all imply a teaching-learning process dictated by these objectives and content organization, all include a plan for evaluating the learning outcomes, and all must be responsive to the principles of learning and of motivation. Thus the paradigms are not mutually exclusive. The goals, many of the assumptions made about the teaching-learning environment, and most teaching processes are similar and are seen to overlap.
CHAPTER IV. CURRICULUM DEVELOPMENT

The objectives of this study were to 1) design a leadership curriculum that could be implemented in a traditional credit-course format or infused into existing courses, and 2) conduct a formative evaluation of the curriculum by studying its impact on female family and consumer sciences undergraduate students from all five departments of the College of Family and Consumer Sciences at Iowa State University who were enrolled in a required senior capstone seminar. This chapter describes the procedures for achieving the first objective of the study, including the rationale for the selection of theory from the fields of leadership and curriculum development, initial development of the curriculum, selection and development of the leadership assessment instrument, an initial pilot test, and resulting curriculum revisions in preparation for the formative evaluation.

Rationale for Selection of Leadership Theory

The transformational leadership theory was perceived to be the most appropriate theory upon which to base a leadership curriculum for family and consumer sciences professionals-in-training. This theory was selected because it was observed to be broad in scope as compared to trait, behavioral, and contingency theories. The traits necessary for successful transformational leadership, as suggested earlier, were to be visionary, to be able to communicate the vision to others, to inspire others and sustain their commitment toward achieving shared goals, to model
the way through example, and to provide encouragement to sustain high motivation levels. Through example, dedication, commitment, and hard work, transformational leaders get followers to accomplish the impossible. The role of the transformational leader also goes beyond simply maintaining relationships by also motivating, inspiring, encouraging, and modeling desirable values. The transformational leader is said to be able to view not only the immediate situation in a holistic manner, but to also envision a future desirable state for the organization, and to motivate the group to work as a team toward goals that will achieve that desirable state. This transformational leader typically involves the team in the strategic planning process. The transformational collective process instills the feeling of ownership and empowerment essential for translating the vision into reality. The group is motivated toward high-quality task performance, largely through intrinsic rewards. The transformational leader is said to view change as an opportunity to introduce innovative ideas. Training in the theory and practice of transformational leadership was perceived to best prepare students with the leadership competencies to meet challenges of transitions into the work world of the 21st Century.

Rationale for Selection of Curriculum Framework

The framework of perennial analytic categories or the empirical-rational approach was used as a guide in developing the leadership curriculum for family and consumer sciences undergraduates that is the focus of the research and development project reported here. This framework suggested by Tyler (1950) and ex-
tended by Taba (1962) was adopted for the curriculum development process because of the assumption underlying this framework (Bobbitt, 1986, 1989) that learning proceeds best when information is organized in a meaningful predetermined format. In this framework, the predetermined format manifests itself as an explicit, systematic progression of guidelines which direct the curriculum development process. These were: 1) diagnosis of needs, 2) formulation of objectives, 3) selection of content, 4) organization of content, 5) selection of learning experiences, 6) organization of learning experiences, 7) check for balance and sequence, and 8) determination of what to evaluate and the means of doing it.

The curriculum developer believed that in order to be meaningful and relevant, the curriculum needs to reflect the demands of the work world, and the demands emerging from trends which would impact the future lives and careers of the learners. Using the framework of perennial analytic categories, needs identification is done in a shorter period of time through multiple sources, such as a study of society and culture, determining needs of the learner and the learning process, analyzing the nature of knowledge, and establishing a philosophy of education. Needs assessed through multiple sources were seen to help identify the demands of the work world. Further, input derived from a variety of sources was believed to lead to a more balanced view of needs than that which results within the frameworks of practical inquiry and critical praxis where needs assessment is done primarily by asking the learners what their needs are. In both the other two frameworks, learners are encouraged to view the causes of perennial problems or oppression from a
holistic perspective. However, needs assessment within both these frameworks takes place only after initial contact with the students. This allows little time for teacher preparation and also means that objectives could vary greatly from one course to the next. The procedure may also lead to a wish list which may not be in keeping with real career needs, or the mission and goals of the university. Therefore, the paradigm of practical inquiry was not seen as feasible in a university setting where the perceived goal of curriculum development efforts is to promote accountability, quality control, efficiency, reliability, validity, and replicability.

The impact of a curriculum can also be most reliably and objectively studied in summative evaluations when the curriculum is developed using the perennial analytic framework because of the controls that can be imposed. The frameworks of practical inquiry and critical praxis are more likely to use more naturalistic evaluation methods where the researcher is more likely to be the primary instrument in the evaluation process. Such a process cannot be reliably and accurately used to examine the comparative effectiveness of one intervention over another, to predict future success of a replicable product, and to respond to a common assumption made in higher education that a course delivered one semester will be quite similar to the way it will be delivered in other semesters.

Based on the results of evaluation of learning outcomes of perennial analytic curricula, decisions to continue, revise, or terminate a curriculum can be easily made. The framework is also seen to be more useful and practical in view of the fact that curriculum in higher education is time bound, has funding limitation, and is
practical in terms of time constraints and scheduling of faculty and students. For
the purpose of developing a leadership curriculum for family and consumer sci-
ences undergraduates in an institution of higher education, within the demands, ex-
pectations and parameters of funding and time limits set by the institution, the para-
digm of perennial analytic categories was chosen by the researcher/curriculum de-
veloper to be the most appropriate.

Draft Curriculum

This section is devoted to the discussion of the steps followed in preparing
the draft curriculum. In the next section, a discussion of the initial pilot test and re-
vision work is presented. Tyler's (1950) framework of curriculum development ex-
tended by Taba (1962) formed the basis for the questions which guided the cur-
riculum development process: What are the instructional goals and objectives?
How is the content selected and organized? How are the learning experiences se-
lected and organized? How are the learning outcomes assessed? What checks for
balance and sequence have been completed?

Instructional objectives

Curriculum development, according to Tyler, should be need-based. Learn-
ing objectives should be identified by considering needs from four sources: analy-
sis of social context, content area, experts in the field, and students. All four
sources of needs were examined for the development of the objectives for the lead-
ership development curriculum for family and consumer sciences undergraduates.
The analysis of social contexts was done through a literature review that provided the rationale for this dissertation work and is described in Chapter I. Researchers and authors consistently pointed out the negative effects of socialization and stereotyping on leadership and professional development of women in particular. Some negative effects were the development in females of traits and behaviors counter to the demands of the leadership role, such as unwillingness to take risks. They perceived themselves as less competent, intelligent, logical, practical, decisive, and ambitious than males. Women were found to have less orientation to career development and less desire to compete for advancement. They were found to be more stress-prone compared to men. Authors pointed out that in female-dominated professions, the constraints that restrict opportunities for leadership were likely to be intensified as they are often low in prestige, economic rewards, and power. Futurists such as Naisbitt and Aburdene (1990) predicted that the work world of the future would be more competitive, and suggested that in view of the trend to revamp hierarchical structures, women must learn to coach others, inspire others, and gain the commitment of others toward achieving the mission and goals of the organization.

Suggestions of leadership experts and family and consumer sciences professionals as documented in the leadership literature, and as reviewed in Chapter II, formed the basis for the analysis of the leadership content to be covered, the second and third sources for learning. Leadership objectives selected to be achieved, especially for women in family and consumer sciences, were seen to need to relate
to the following content: career mapping, time management, ability to deal with conflict, interpersonal communication skills, goal setting, enhancement of self-esteem, public presentation of self, team building, and motivation (Belck and Meszaros, 1984). The appropriateness of these foci in improving leadership effectiveness for broad contexts has, however, received little research and attention.

Students' perceptions of their needs were assessed using a qualitative design approach. Seven undergraduate and two graduate students in family and consumer sciences enrolled for a one-credit experimental leadership development course that became the initial pilot test setting for the curriculum. Throughout 10 class sessions, each 75 minutes long, verbal discussions were initiated in which the students spoke of their views, perceptions, concerns, needs and strengths related to the leadership process in their professional and private lives. This began when students were asked to write and hand in their goals for the course. These initial goals were to: understand leadership qualities and responsibilities, deal with diversity, get people excited about a shared vision, improve leadership practices, adapt various leadership styles to the appropriate situations, learn about new opportunities for using leadership skills in their student and future professional roles, express thoughts comfortably in front of a group, and learn all the concepts through teaching techniques which were fun and involved interaction. These goals were used to begin the design of the 10 sessions. The curriculum was adapted throughout the course based on their continuing conversations that were prompted by questions from the researcher.
The four sources of learner objectives—analysis of social context, content area, experts in the field, and students—led to the identification of learning objectives for a curriculum that would hopefully meet the demands of a rapidly changing social and economic context that demands skills in strategic planning and in participatory management (Byrd, 1990; Naisbitt & Aburdene, 1990; Sproles & Sproles, 1992). The learner objectives selected for the draft leadership development curriculum were:

1. analyze qualities and styles of effective leadership,
2. analyze self in relation to needs, goals, values, leadership skills and styles,
3. strengthen selected leadership skills,
4. evaluate strategies for professional development in relation to an aspired career.

Concepts to be developed for the small pilot test of the curriculum were related to the four broad objectives. The curriculum was conceptualized as having two basic units titled "Understand Leadership" and "Strengthen Leadership". The first unit of the initial draft curriculum was based on the first and second objectives; the second unit dealt with objectives 3 and 4.

Content

The content for daily learning activities were selected and organized using the process of identifying concepts and generalizations. Concepts are words or
phrases used for the purpose of communicating meaning. A concept can be defined as “an abstraction representing the world of objects and events and as a means of organizing them” (AHEA, 1967, p. 23). A generalization is a statement of relationship among concepts, and usually expresses universal applicability derived from inductive or deductive inference. Generalizations can be said to “express an underlying truth, have an element of universality, and usually indicate relationships” (AHEA, 1967, p. 23). The use of the idea of concepts and generalizations as a guide for organizing and implementing curricula to improve learning has been used extensively in the field of family and consumer sciences education.

Concepts were selected in terms of the two criteria of validity and significance. In this context, validity is the extent to which the sample of concepts included in the curriculum represents the domain of content in leadership development for achieving skill in transformational leadership. Significance refers not only to the value of the content, but also the manner of its treatment. These two criteria were met as the concepts were related to the theory of transformational leadership espoused by Bennis and Nanus (1985), Tichy and Devanna (1986), and other leadership educators. Transformational leadership was selected for the foundation of leadership content because of its perceived applications with diverse groups in family, community, and college or university contexts. Transformational leaders motivate, inspire, encourage and model desirable values through example, dedication, commitment, and hard work. They view the immediate situation in a holistic manner and envision a future desirable state of the organization. They motivate their group
to achieve goals toward fulfillment of a shared vision. Through a collective process, a transformational leader instills the feeling of ownership and empowerment leading to high-quality performance of tasks. The concepts for the initial draft were selected to include a multidimensional range of information related to understanding leadership and improving leadership skills, developing a self directed plan for leadership and professional development. Some of the concepts related to qualities, skills, and styles of transformational leaders, positive use of power, delegation, and team building.

The concepts were logically sequenced according to the order of the four objectives so that students first developed basic knowledge and then had opportunities to practice and apply. The movement was from known to unknown, and from basic to more complex. For example, in designing Lesson 4, in Unit 2, the session activities progressed to those where more complex concepts such as: What is Power? What are the various kinds of power? How can power be used proactively? In the next lesson, that is Lesson 5 in Unit 2, on "Delegation", questions such as What is delegation, Why delegate? Why is it not done? What are some common mistakes in delegation. How does one delegate successfully?

The selection of key concepts organized under the four objectives provided a practical check against the inclusion of irrelevant and insignificant information. The concepts were presented as focus questions pertaining to each of the two units, and the related objectives in each unit. The focus questions with their key concepts and relationships to be learned were also framed as more specific learning outcomes or
objectives for each unit. The collection of questions and objectives were logically sequenced under each unit, with two lessons in Unit 1 and eight lessons in Unit 2. Each lesson also included generalizations to be learned.

Learning experiences

The objectives, concepts, and relationships for each lesson were kept in focus while selecting teaching methods or strategies and materials. This process of selection was facilitated by suggestions of leadership educators identified in the literature. These educators reported to have successfully used lectures (Twale, 1986), guest speakers (Lyman, 1993), discussions and experience sharing (Lyman, 1993; Schutter, 1984; Twale, 1986; Barnett et al., 1992), team teaching (Barnett et al., 1992; Moss, Jensrud, and Johansen, 1992), problem-solving exercises (Barnett et al., 1992), personality and learning-style assessment instruments (Moss, Jensrud, and Johansen, 1992; Muntz, 1990; Twale, 1986), role play (Muntz, 1990), case studies (Muntz, 1990), essay-writing (Lyman, 1993; Muntz, 1990), group projects (Wheeler-Roy, 1985; Muntz, 1990), internships and practica (Barnett et al., 1992), learner interviews of leaders about their own career development (Muntz, 1990; Barnett et al., 1992), student presentations where beliefs, values, and philosophies were articulated (Barnett et al., 1992, Schutter, 1984; Wheeler-Roy, 1985), portfolios (Barnett et al., 1992), journaling (Muntz, 1990), field trips where teams of students instructed others in the field (Moss, Jensrud, and Johansen, 1992), and finally, simulations where students conducted meetings, resolved budget disputes,
presided over committees, and monitored progress of preparations for scheduled events (Barnett et al., 1992).

Materials reportedly used by others to develop leadership concepts and skills were videotapes (Wheeler-Roy, 1985), questionnaires, self-assessment instruments, case studies (Wheeler-Roy, 1985; Muntz, 1990), and assigned readings (Lyman, 1993) provided ideas for this curriculum draft. Ideas from existing leadership curricula, such as the Goal-Setting Work Sheet and the Self-Mentoring Plan used as instructional materials in the curriculum developed by Mitstifer, Wenberg and Schatz (1992, p. 2 and p. 29), and handouts used to guide individual and group exercises on delegation developed by Carter and Spotanski (1991) were also useful.

Learning experiences were selected to enable the learners to learn the basic leadership concepts; to fit the maturity levels of the learners; to reinforce the reasonably high levels of oral, written, and social skills of college seniors; and to facilitate development of group skills. There was also a desire to maintain motivation and interest by using variety of learning experiences such as reading, writing, doing research, analyzing, and discussing. Thus, learning experiences were provided for what Taba (1962) termed as “intake and absorption” through teacher-led lectures all the way to what Taba termed “synthesis reformulation, and expression” where students taught each other.

A variety of learning experiences was selected to facilitate student learning. These included group presentations, teacher-led discussions, guest speakers,
written assignments, videotaped presentations, and teacher-led lectures. Opportunities for active participation, interaction, and involvement were encouraged through large- and small-group discussions and role plays. The LEAD instrument was developed by Hersey and Blanchard (1988) for self analysis of leadership style. Copies were purchased from the publisher (Pfeiffer & Company, 8517 Production Avenue, San Diego, California 92121) for the purpose of helping students learn more about the varieties of styles possible. Learning experiences were provided so that students could practice the learning outcomes implied by the objectives of each lesson. Efforts were made to achieve a rhythm in relation to Taba's notions of "intake" and "organization, synthesis and expression" to attain a balanced and effective curriculum.

Instructional materials were selected and developed based on application of the following criteria: appropriateness, ease of development, ease of use, availability, access, constraints of the teaching site and facilities, time available, and number of learners involved. Examples of materials used were assigned readings, self-analysis inventories, and handouts.

Learning experiences for a given class session were generally introduced by what Taba (1962) termed an "introduction, opener, or orientation" which enables the instructor to obtain diagnostic evidence before moving on with the main activities. An opener also helps students make connections with previous experiences, and its use may better arouse their motivation, involvement, and interest in the lesson. In
the leadership curriculum, questions teacher posed for student reaction and discussion were usually used as openers.

Assessment

During the review of the literature, it became evident that a wide variety of evaluation devices to assess attainment of learning outcomes that sought to improve leadership skills were being used by leadership educators. These included assessments of written essays, oral presentations, portfolios, journals, self-mentoring plans, and goal setting worksheets.

For the leadership curriculum being developed for family and consumer sciences undergraduates, these ideas for evaluation of learning outcomes were used to select evaluation strategies appropriate to the objectives of the two units and their ten lessons, therefore, evaluation strategies that measured cognitive learning were most appropriate. Criteria for rating individual oral presentations were developed by the researcher/curriculum developer, as were those for rating individual participation during class.

Students' course grades were determined by their performance against predetermined criteria on the oral presentation, a written assignment and class participation. The oral presentation of a leadership skill, in pairs, which was weighted as 45% of total grade; a written assignment, which also was 45%, and class participation, which was 10%. The grading criteria for the oral presentations were: had a thorough knowledge of content, effectively communicated content using principles
of learning, illustrated concepts with examples, effectively involved class participa-
tion, and used appropriate and understandable visuals. Students were rated on a
five-point scale from "unsatisfactory", which was assigned one point, to "excellent",
which was assigned five points. For the written assignment, the students were ex-
pected to describe their philosophy of leadership, and, using a worksheet, students
were guided through the steps of articulating and prioritizing goals, and through the
process of developing a plan to strengthen leadership skills and professional com-
petence in relation to a career position to which they aspired. This was expected to
be based on self-analysis. The grading criteria for the written assignment were:
completeness and depth of analysis, 50%; organization, 25%; and writing ability,
25%; students who achieved a score of 90% and above on the assignment would
earn an "A" grade.

A written course syllabus was prepared specifying the four goals of the cur-
riculum, the objectives for the individual lessons, content to be covered within spe-
cific timelines, strategies for student evaluation including the grading system, and a
list of readings (Appendix A). Detailed lesson plans for each of the ten class ses-
sions were prepared for instructor use. These included objectives, focus questions,
main concepts, material and equipment needs, advance preparation, lesson devel-
opment which incorporated the step-by-step progression of the lesson, and sum-
mary.
Balance and sequence

According to Taba, the term "balance" refers to the over-all consistency among the parts of the curriculum. Criteria for achieving balance, according to the author, are:

Are the ideas pertinent to the topic? Does the content outline match the logic of the core ideas? Is the sampling of detail as sharp as it could be? Do the learning activities provide a genuine opportunity for the development of the content ideas? Do the activities provide for the achievement of all the objectives as well as they might? Does the sequence of content and learning experiences flow? Is there proper cumulative progression? Is there a proper balance and alternation in the modes of learning: intake and synthesis and reformulation; reading, writing, and oral work; research and analysis? Is there a variety in forms of expression, such as dramatization, creative writing, construction, painting? (Taba, 1962, pp. 378-379)

Efforts were made to achieve a balanced curriculum in relation to the criteria put forth by Taba. Balance was ensured by providing a range of ideas in sufficient depth and breadth to make transfer of learning possible in different situations. An effort was also made to bring about balance by examining the consistency among various elements of the unit—the objectives, the main ideas, and the learning activities. Units were checked to ascertain that they were within reasonable scope for the appropriate maturity level of the students. There was flexibility so that the instructor could quickly adapt to learners' special needs.

Instrument Selection and Development

In the context of this study, leadership development was measured in terms of scores on the five leadership practices selected as the content framework for the
curriculum:  Challenge the Process, Inspire a Shared Vision, Enable Others to Act, Model the Way, and Encourage the Heart (Kouzes and Posner, 1987). The development of the LPI emerged from the need to develop a valid and reliable research instrument to study their leadership theory and model. Both qualitative and quantitative analyses were used in the development and validation of the instrument. First, case studies were prepared and analyzed; these were conducted with more than 1,330 managers. The goal of the case studies was to identify best experiences these persons reported they had had in their leadership positions. In addition to case studies, 42 in-depth interviews were conducted with middle and senior-level organizational positions managers to reveal their best leadership experiences. The case studies and interview notes, were content analyzed and revealed a pattern of critical leadership actions and behaviors. These actions and behaviors were grouped into the five categories of leadership practices.

These five categories then formed the framework for the LPI. Statements were written describing each practice. The response format for each item was cast as a 5-point Likert Scale, with "five" representing greater use of a leadership behavior. Response options were: 1) rarely or never do what is described in the statement; 2) once in a while do what is described; 3) sometimes do what is described; 4) fairly often do what is described; 5) very frequently if not always do what is described. Statements were modified, discarded, or included following lengthy and repeated feedback from 2,100 managers and their subordinates and factor
analysis of various sets of these behaviorally based statements. The modified instrument consisted of 30 items.

Testing and refinement of the LPI was based on its use with 5,298 respondents from a wide array of professional fields and diverse organizations, 29 percent of whom were female. From this pilot test, an internal reliability coefficient (coefficient alpha) on the LPI was obtained for the five scales that ranged from .70 to .85. Test-retest reliability using a convenience sample of 157 students pursuing Masters of Business Administration degree over 50% of whom had supervisory responsibilities and 44% of whom were women, was at the .93 level and above (Kouzes and Posner, 1993).

In this study, the pretest instrument consisted of the LPI alone, whereas the posttest instrument consisted of three parts. The first part was the LPI. The second part consisted of questions designed to elicit quantitative and qualitative feedback to the course. To elicit feedback to the course which could be quantified, students were required to respond to ten statements which assessed the extent to which the leadership curriculum met their needs. The five-point scale included the following choices: strongly disagree, disagree, undecided, agree, and strongly agree. Open-ended questions designed to elicit feedback on the relevance of the leadership curriculum for their needs were also included. The third part of the posttest instrument contained open-ended questions concerning selected attribute variables which were perceived to affect the impact of the leadership curriculum on the students. The attribute variables were grade point average (GPA), number of organizational mem-
berships, and number of leadership positions held in those organizations while at Iowa State University. These variables were considered to be independent variables. Major department of the students could be readily inferred from the list of students registered for the course and was also selected for study as an independent variable. The researcher found it interesting to examine whether there was a relationship between college major and leadership practices. No studies in this regard were found during the literature search.

In compliance with federal law and university policy, the procedures and the instruments for the pretest and posttest were reviewed by the Iowa State University Committee on the Use of Human Subjects in Research. The committee concluded that there were no risks to participants and that their rights and welfare were adequately protected by the procedures to be used to assure confidentiality of the data.

The usability of the pretest and posttest instruments was assessed by administering them to the group of nine students who had participated in the first-phase pilot test of the draft curriculum (described in the next section). This was done to check the time needed to complete the instrument, clarity of instructions and items, and ease of scoring. A cover-letter which was to accompany the pretest and posttest instrument were prepared for the purpose. The average time taken to complete the pretest instrument was 10 minutes. The average time taken to respond to the posttest instrument was approximately 20 minutes. The instructions, and the items of the LPI instrument appeared easy to understand, and required little clarification. Two of the items in the LPI were slightly modified by the researcher to
suit the experience of undergraduate students. Item 11 which read "I challenge the way we do things at work" was modified to read "I challenge the way we do things in my organization." Item 27 which read "I am contagiously excited and enthusiastic about future possibilities" was changed to "I create excitement and enthusiasm about future possibilities. Part II, and Part III of the posttest instrument required no clarification. The content validity of the LPI was ascertained by a professor in the Department of Agricultural Education and Studies, who strongly recommended its use.

First-Phase Pilot Test

The first draft of the leadership curriculum was pilot tested, in large part as a simultaneous process with the development of its lesson plans for each session. A one-credit, small seminar class on leadership with nine family and consumer sciences enrollees in the second half of Fall 1994 was the setting. Seven of the enrollees were undergraduates, and enrolled for one undergraduate credit; two were graduate students and enrolled for one graduate credit. There was just one male, who was a graduate student in the group. This seminar met for ten weeks; there were ten sessions and each was 75 minutes long.

At the course commencement, students were asked to write and hand in their goals for the course. Their goals were to: understand leadership qualities and responsibilities, deal with diversity, get people excited about a shared vision, improve leadership practices, adapt various leadership styles to the appropriate situations, learn about new opportunities for using leadership skills as students and in profes-
sional roles, express thoughts comfortably in front of a group, and learn through experiences that would be fun and involve interaction. These topics had already been planned for the curriculum. The content suggested by the goals of the students was consistent with the concepts of the transformational leadership theory which was used as a basis for the curriculum, and with content for leadership development of women in family and consumer sciences identified by researchers and experts in the field.

The researcher had considerable freedom in regard to how to teach. However, questions such as: Will I have enough time to accomplish what I had planned? Will the learning experiences be interesting to the students? How will the students react to my plans? Have I planned the right kinds of learning experiences, and the right kinds of evaluation techniques? were asked. Decisions in response were made based on the students' leadership experience, ability, interests, time limits, resources and the amount of information available. For example, the self-assessment instruments were selected based on learning outcomes, length, utility, and potential to generate students' interests.

On the first day of class, students were asked to briefly introduce themselves, including name, level of study in college, major department, whether they were members of campus or other community organizations, prior leadership experiences, prior leadership classes taken, and their goals for the course. The presentations revealed that the motivation of the students for future leadership positions was high. Several of the undergraduate seniors were members of on-campus clubs.
The graduate students had participated in graduate-level leadership courses prior to enrolling for this class. It then occurred to the instructor/researcher that these students were looking for opportunities to share their knowledge and skills in leadership with others. The students were actively seeking leadership opportunities in their clubs and future careers. There were variations in the amounts of leadership knowledge, skill, and experience possessed by the students, so it would clearly be a challenge to meet their individual needs. The high motivation for leadership opportunities prompted the instructor to offer students the opportunity to team-teach in pairs selected leadership skills to others in class. At least two weeks prior to these presentations, the instructor met with each pair and guided them in their search for information, gave direction as to what to present, and made suggestions as to how to actively involve the class in the learning. One of the students creatively involved the class in a team-building exercise, another developed a packet of handouts on "delegation", and still another facilitated a lively discussion on "assertiveness", documenting students' responses on a flip chart and providing an opportunity to practice techniques in class. A graduate student who was also a full-time employee of the University and had considerable work experience, preferred to give her presentation on "sexual harassment in the workplace" as she had received in-service training on the topic. As the group consisted of an odd number one student left without a partner agreed to give the presentation alone. He requested and was granted 50 minutes instead of the usual 25 minutes to present "strategies for team building", so he could include a team-building game that involved the whole group.
In the discussion which followed, the student related the actions of participants to the principles of team building. By and large, the class presentations generated much discussion and interaction, which the students enjoyed. By involving students in class presentations, students were able to use several cognitive skills, such as to recognize, analyze, apply, illustrate, interpret, and synthesize. Presentations involved introducing the concepts, explaining them using relevant examples, and promoting various levels of learner involvement through worksheets, activities, questions, and discussions.

Two guest presenters from among the Iowa State University staff were invited to class. One presenter was the Assistant Director of Residence, who spoke on “developing a self-directed plan to attain career goals”. A Resident-Life Coordinator presented “conflict management strategies”. Both presenters had vast leadership development programming experience with college students in residence halls.

Upon completion of the course, assessment of appropriateness of course content, teaching methods, teaching materials, and evaluation strategies was gathered from the students. An assessment instrument designed by the researcher and used for that purpose can be found in Appendix A. The instrument contained both questions requesting forced-choice responses and those requesting open-ended responses to elicit student feedback. The responses were analyzed to identify key suggestions for curriculum revisions and to verify strengths already present in the draft curriculum. As seen in Table 1, most students agreed or strongly agreed that the course helped in many different ways, such as to: clarify the leadership con-
cept, leadership tasks and skills; analyze needs, values, and goals in relation to an aspired position; analyze leadership style; increase knowledge about strategies to develop professional competence; provide insights on ways to strengthen leadership skills; provide the motivation to seek a future leadership position, and provide an opportunity for class participation. In addition, most students agreed that the course included relevant assigned readings, and was relevant to goals. The mean rating for the ten items ranged from 3.8-4.6.

Seven out of eight students who responded said that they would recommend the course to others for the following reasons: The course increased self-esteem, acted as a great motivator for a career involving a leadership position, provided good basic concepts, and stimulated discussion. Students reported that they derived the greatest value from topics such as how to effectively delegate tasks to others; how to manage conflict, time, and stress; and how to develop a personal leadership plan. They also stated that they learned much from oral group presentations, and gained both, good information and greater motivation for pursuing their own leadership goals from the excellent readings provided. One comment in regard to the learning experiences was "guest lectures were good, but group sharing was better". The least enjoyable aspects were "missing class" as reported by one student, and "writing the paper" as reported by four students. One student requested more information on self-analysis and on development of a personal leadership plan. The undergraduate and graduate students were highly motivated and were actively involved in the learning process.
Table 1. Reactions of students in the first-phase pilot test to questions about the effectiveness of the experimental curriculum (n=9)

<table>
<thead>
<tr>
<th>Learning outcomes and educational effectiveness</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>No response</th>
<th>Mean rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarified the leadership concept, leadership qualities, tasks, and skills</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Analyzed needs, values and goals in relation to an aspired position</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.2</td>
</tr>
<tr>
<td>Analyzed leadership practices</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4.3</td>
</tr>
<tr>
<td>Analyzed leadership style</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Increased knowledge about strategies to develop professional competencies</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Provided insights to strengthen my leadership practices</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4.2</td>
</tr>
<tr>
<td>Motivated to seek a future leadership position</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>3.8</td>
</tr>
<tr>
<td>Gave an opportunity for class participation</td>
<td>7</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4.6</td>
</tr>
<tr>
<td>Included relevant assigned readings</td>
<td>5</td>
<td>3</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4.3</td>
</tr>
<tr>
<td>Was relevant to goals</td>
<td>2</td>
<td>6</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
</tbody>
</table>

* based on 1-5 point scale
Some responses to the open-ended question on whether they would recommend the course to others were: "Definitely, everyone needs to learn the skills of leadership development", "The course will help those particularly with a low self-esteem", "It was a great motivator. There was excellent class discussion". "There was good basic concept presentation", "There is always room for self-improvement. The course has improved my leadership skills", "There was good information presented. It has impacted my involvement as a parent and as a volunteer", "I appreciated the active participation, suggestions and comments from other students. I had to clarify my own ideas", "I learned a lot from the content presented, particularly time, conflict, and stress management techniques", "I learned a lot from individual/team assignments and oral presentations", "The readings were excellent", "I developed a personal leadership development plan", "The guest lectures were good, but group sharing was better", "I appreciated the opportunity to make presentations." The students' responses indicated that learning outcomes were both of cognitive and affective nature. Their responses revealed that their experiences were highly positive.

The curriculum outline was reviewed at this point, too, by five faculty members at Iowa State University, one from the Department of Agricultural Education and Studies, one from the Department of Management, and three from the Department of Family and Consumer Sciences Education and Studies. All but one held administrative positions, and all were involved in teaching leadership courses and/or conducting leadership research. One of these experts suggested that the
researcher needed to add content to provide a holistic perspective of transformational leadership such as ability to: adapt to change and cause change, perceive visions of a desired state of the organization at a future point in time, motivate and inspire others to pursue shared goals to make the vision a reality, encourage others to sustain motivation and commitment to shared goals of the organization. Kouzes and Posner's (1987) model of transformational leadership was believed to incorporate the essential elements of transformational leadership in a way that could be easily translated into curriculum units and lessons. The model was therefore used as a basis of curriculum development in the revision process described in the next section.

**Curriculum Revisions**

Based on the input of experts and students, and the instructor's own perceptions of what content, teaching methods, and materials worked best, revisions were made in the statement of objectives, sequence and organization of the content, learning experiences, and evaluation strategies. The objectives were modified slightly to better encompass the philosophy of transformational leadership. The objectives of the curriculum were cognitive in nature, that is, concerned with development of varying levels of mental skills. The revised learning objectives of the curriculum were:

1. identify practices, qualities, and styles of transformational leaders, that build integrative approaches in family and consumer sciences,
2. analyze needs, motivations, goals, values, skills, practices and styles in relation to leadership, and

3. develop personal strategies to improve leadership practices and achieve career leadership goals.

The content related to "leadership skills" contained in Unit II of the draft curriculum was now organized around the five leadership practices advocated by Kouzes and Posner (1987) which were: *Challenge the Process, Inspire a Shared Vision, Enable Others to Act, Model the Way, and Encourage the Heart.* The model of transformational leadership suggested by Kouzes and Posner's (1987) was selected as the basis for the content of the leadership curriculum. It was perceived by several leadership experts as well as the researcher to incorporate the principles and content of transformational leadership which could be easily incorporated into a leadership curriculum for family and consumer sciences undergraduate students. Kouzes and Posner incorporated similar principles of transformational leadership into their model as have authors such as Bennis and Nanus (1985), Burns (1978), and Tichy and Devanna (1986). Their model was selected as one more contemporary than the others, more relevant to family and consumer sciences, and very applicable for diverse groups of college students. The validity of the content of the model had been tested by it's developers with a wide range of groups. The philosophical assumption underlying the model was that leadership principles could be learned and practiced by all individuals in an organization, irrespective of position; this seemed an appropriate assumption for college students as well. Each of the
five principles was conceptually defined by the authors as specific actions. For example, *Challenge the Process* was operationally defined as, seeks challenges, stays up-to-date, challenges the status quo, looks for ways to innovate, seeks opportunities to learn, and experiments and takes risks. These concepts and specific actions, the researcher believed, could be effectively taught through learning experiences such as case studies, and assigned readings. Another reason for the selection of the Kouzes and Posner model of transformational leadership was that a valid and reliable instrument had been developed by the authors to test the model, and was available for use by other researchers.

By adding Objective 3, an attempt was made to more effectively improve students' own leadership practices. Leadership concepts were organized under two major units, still called *Understand Leadership, and Strengthen Leadership Practices*, with four lessons in unit 1, and 11 lessons in unit 2 (Table 2). The lessons were identified by focus questions and objectives.

After outlining and sequencing revised content for the units, learning experiences were revised where necessary, and again checked for balance, sequence, and logical flow. The lesson plans were revised to include the modified content. Lesson plans were prepared using the same elements as those prepared for the draft curriculum: focus questions, objectives, main concepts, material and equipment needs, advance preparation, lesson development, and summary. A text book *The Leadership Challenge* by Kouzes and Posner (1987) was included for use. This motivating text provided information and interesting examples of how each
<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson</th>
<th>Focus questions and objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Focus Question</td>
</tr>
<tr>
<td>Understand</td>
<td></td>
<td>1. How do selected leadership theories contribute to the understanding of concepts and processes of leadership?</td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
<td>2. What is leadership?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Following the lesson, students will:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. explain how leadership theories contribute to the understanding of concepts and processes of leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. describe the concept of &quot;leadership&quot; as used in the course</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Focus Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Why is leadership important in the family and consumer sciences profession?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. What are the skills necessary for successful leadership?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. What are the tasks of a leader?</td>
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<tr>
<td></td>
<td></td>
<td>4. What are some leadership styles?</td>
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<td></td>
<td></td>
<td>5. What are your primary and secondary leadership styles?</td>
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<td></td>
<td></td>
<td>6. How adaptable are your leadership styles?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. How can leadership styles be best used in practical situations?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Following the lesson, students will:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. analyze the importance of leadership in the family and consumer sciences profession</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. analyze the skills necessary for successful leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. analyze the tasks of a leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. analyze the styles of leadership and their practical applications</td>
</tr>
</tbody>
</table>
Table 2. (Continued)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson</th>
<th>Focus questions and objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>Focus Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. What is a goal? Why is it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>important to set leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>goals?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. What are the roles of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>needs, motivations, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>values in setting leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>goals?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. What motivates leaders to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>want to lead?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. How do your needs,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>motivations, and values relate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to your leadership goals?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. What are the steps in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>setting leadership goals?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. What are the criteria of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“good” leadership goals?</td>
</tr>
</tbody>
</table>

Objectives
Following the lesson, students will:
1. discuss the concept of “goal”, and the importance of setting leadership goals
2. analyze the roles of needs, motivations, and values in setting leadership goals
3. analyze steps and criteria for goal setting
4. develop short term, intermediate, and long term leadership goals in a family and consumer sciences field
5. evaluate leadership goals in terms of criteria of effectiveness

2 Leadership Practicel: Challenge the Process

<table>
<thead>
<tr>
<th>Strengthen Leadership</th>
<th>4</th>
</tr>
</thead>
</table>

Focus Question
1. How can a leader be prepared for change?
2. What are the roles of a leader in initiating and managing change?

Objectives
Following the lesson, students will:
1. analyze how a leader can be prepared for change
2. analyze the roles of a leader VS. a manager in initiating and managing change
## Table 2. (Continued)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson</th>
<th>Focus questions and objectives</th>
</tr>
</thead>
</table>
| 5    | Focus Question | 1. What are the conditions that encourage change or risk taking?  
2. How does one look for opportunities to Challenge the Process? |
|      | Objective | Following the lesson, students will:  
1. discuss how a climate for change and risk taking may be created  
2. analyze how leaders may Challenge the Process |
|      | Leadership Practice 2: Inspire a Shared Vision |  |
| 6    | Focus Questions | 1. What is a vision?  
2. What are the sources for creating a shared vision?  
3. What is a mission statement?  
4. How does one write a mission statement? |
|      | Objectives | Following the lesson, students will:  
1. discuss the nature of a "vision"  
2. identify the sources of a shared vision  
3. communicate a vision for your organization or group  
4. write a mission statement for your organization or group  
5. evaluate mission statements in terms of criteria of effectiveness |
| 7    | Focus Questions | 1. What is synergy?  
2. What is Covey's (1989) "Win-Win" approach to team building?  
3. What are the task and maintenance roles of a leader? |
Table 2. (Continued)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson</th>
<th>Focus questions and objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Following the lesson, students will:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. discuss the concept of “synergy”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. discuss Covey’s (1989) “Win-Win” approach to team building</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. analyze the task and maintenance roles of a leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership Practice 3: Enable Others to Act</td>
</tr>
<tr>
<td>8</td>
<td>8 Focus Questions</td>
<td>1. What is power?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. What are the types of power as classified by French and Raven (1959)? Are they still relevant?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. What are some positive uses of power?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Following the lesson, students will:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. define the concept of power</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. differentiate between various kinds of power</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. use power proactively</td>
</tr>
<tr>
<td>9</td>
<td>9 Focus Question</td>
<td>1. What is delegation?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Why delegate?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Why is it not done?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. What are some common mistakes in delegation?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. How does one delegate successfully?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Following the lesson, students will:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. examine the concept of delegation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. examine reasons for delegation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. recognize the advantages of delegation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. identify the barriers to successful delegation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. recognize common mistakes in delegation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. successfully delegate tasks or responsibilities</td>
</tr>
<tr>
<td>Unit</td>
<td>Lesson</td>
<td>Focus questions and objectives</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Leadership Practice 5: Model the Way</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus Questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. How can one adopt a self-directed approach toward leadership and professional development?</td>
<td></td>
</tr>
</tbody>
</table>

**Objective**

Following the lesson, students will:
1. analyze the characteristics of a proactive person
2. analyze the components of a self-directed approach to leadership and professional development
3. analyze the components of a personal action plan to attain leadership goals
4. synthesize a plan for the realization of a leadership goal in the field of family and consumer sciences

| 11   | Focus Question |
|      | 1. How does one renew oneself and help others to do the same? |

**Objectives**

Following the lesson, students will:
1. apply the dimensions of self-renewal proposed by Covey (1989) to one's own life.
2. identify ways to teach leadership practices to others

| 12   | Focus Question |
|      | 1. How can one plan time effectively? |
|      | 2. How should one set priorities? |
|      | 3. How should one make use of prime time effectively? |
|      | 4. How should one deal with time wasters: telephone calls, drop-in visitors, paper work, procrastination? |

**Objectives**

Following the lesson, students will:
1. plan time by setting priorities, and using prime time effectively
2. discuss how one can effectively deal with time wasters
<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson</th>
<th>Focus questions and objectives</th>
</tr>
</thead>
</table>
| 13   | Focus Questions | 1. What are the barriers to effective communication in an organization?  
2. What are some strategies for effective communication in an organization?  

Objectives  
Following the lesson, students will:  
1. analyze barriers to effective communication in an organization  
2. apply strategies for effective communication in an organization  

Leadership Practice 5. Encourage the Heart  
14 | Focus Questions | 1. How can leaders recognize the contribution of members of a group?  
2. What are some strategies to encourage the heart?  
3. What are the steps in praising or reprimanding others?  

Objectives  
Following the lesson, students will:  
1. analyze ways in which leaders can recognize the contribution of group members  
2. practice the techniques of praising, giving constructive critique, and reprimanding  

15 | Focus questions | 1. What are your accomplishments in terms of perceived behavioral changes made as a result of the leadership curriculum?  

Objectives  
Following the lesson, students will:  
1. describe their accomplishments in terms of perceived attitude and behavior changes made as a result of the leadership curriculum  

of the five leadership practice could be learned. The text was used as a basis of lectures and class discussions. In addition, there were six supplementary articles for reading, which were included to give the students an indepth understanding of leadership concepts taught, and to assist them with their class assignments (Appendix B).

In view of the fact that the revised curriculum was next to be tested in a large class of 59 students, revisions were made with regard to teaching methods and materials, course expectations, and grading criteria. Teaching methods designed to stimulate student interaction and involvement in large groups were used; these included teacher-led lectures with activities for individual and small-group participation. The use of prepared transparencies was perceived to be particularly appropriate for the large group of learners in the formal setting of the college auditorium. Transparencies were designed to incorporate graphics with leadership concepts to be taught. Questions and activities to increase small-group participation were included. A conscious effort was made to include more examples of leaders and their actions with which students could identify. Successful aspects of the small-group course experiences such as group discussions, group presentations, and use of guest speakers, a videotape on communicating a shared vision, and inventories for self-analysis were retained. Revisions were also made in course evaluation procedures. Essay-type application exercises were added, and the career goal planning assignment was restructured to include guidelines for its accomplishment. The criteria for grading both these assignments were developed (Appendix B). After each
of the five leadership practices was taught, an essay-type application exercise had to be turned in, where the students were required to describe how they would apply strategies learned within an aspired leadership position in family and consumer sciences. For the leadership goal planning assignment, the students were required to prepare an action plan in relation to their career goals. The five essays together carried a weight of 50% of course grade. The leadership goal planning assignment carried weight of another 50% of course grade. The grading criteria or rubrics for each of the application exercises/essays were as follows: a) Does the essay demonstrate knowledge of content? b) Does the essay display depth of analysis? c) Are ideas illustrated with examples? d) Are innovative resources used? The grading criteria for the leadership goal planning assignment were: a) Is the goal specific? b) Are the steps towards goal achievement measurable? c) Is the goal and the steps to achieve it realistic and practical? d) Are the steps relevant to your goal and to leadership skills and practices to be developed? e) Are the steps realistic in terms of resource allocation?

In summary, a developmental approach was used to design the leadership curriculum. This approach consists of a cycle in which a draft version of an educational product is developed, field-tested, and revised on the basis of field-test data (Borg and Gall, 1989). The goal of repeated field testing and revising is to continue to refine the educational product to the point where its use would result in desired learning outcomes. The field test and revision phases are also commonly referred to as formative evaluation (Rossi & Freeman, 1993). The next chapter describes
the second-phase pilot test, curriculum evaluation findings, and subsequent revisions based on research findings and the instructor's perception of the strengths and weaknesses of the curriculum.
CHAPTER V. CURRICULUM EVALUATION

The objectives of this study were to: 1) design a leadership development curriculum that could be implemented in a traditional credit-course format or infused into existing courses, and 2) conduct a formative evaluation of the curriculum by studying its impact on female family and consumer sciences undergraduate students from all five departments of the College of Family and Consumer Sciences at Iowa State University who were enrolled in a required capstone senior seminar.

The formative evaluation of the leadership curriculum was conducted in two phases: 1) an initial small-scale pilot test of the early draft conducted with nine students; the design, implementation, findings and resulting revisions are presented in Chapter 4; and 2) a second large-scale pilot test using a quasi-experimental design that involved pretests and posttests of both a treatment and a standard group presented in this chapter. The results for the large-scale, second-phase of the pilot test curriculum are presented first. This is followed by a description of the revisions made in the curriculum based on the pilot test.

The second-phase curriculum implementation was called a pilot test, as the researcher believed that the process of product development, in this case, the leadership curriculum, requires repeated testing, and subsequent revision and refinement, after which it can be replicated for large-scale use with similar audiences. In the second-phase pilot test, the experimental group selected for testing the leadership curriculum consisted of 59 female students registered for a required senior seminar in the first half of the Spring 1995 semester. Seniors were selected as
most of them were in the terminal stage of their education and were assumed to be in need of leadership skill training to function effectively in their future professional positions. They were also assumed to be at the most teachable moment for the content of the experimental leadership curriculum because of their proximity to graduation and first career-related employment. Students enrolled in each of the four sections met together as a large group once a week for a 50-minute lecture. The setting for this was a college auditorium equipped with state-of-the-art instructional technology. In addition, each section (18 to 22 students) met in a small group once a week for discussion. This was held in a small classroom where the seating arrangement of five chairs around four or five small round tables facilitated student participation and involvement; thus, the small group was divided into even smaller groups of four to five students. The curriculum was taught by the researcher-developer.

The standard group selected as a comparison and receiving the regular course curriculum consisted of 48 female students who registered for the required senior seminar. This group met in the second half of the Spring 1995 semester. The regular curriculum is different from the experimental curriculum in several ways. It is based on an issues management model. The goal of the curriculum is to develop skills in analyzing trends that may lead to family and consumer issues, and to learn the steps of strategic planning and implementation to respond to the issues. The course is also based on the concept of the family and consumer sciences profession as an integrated field, using this underlying philosophy as a base for action.
Understanding the role of public policy and its development as an important component of plans to impact family and consumer issues is also included. Learning experiences include lectures, guest speakers, discussions, short readings, quizzes, a strategic planning project that addresses a family and consumer sciences issue, and student presentations. This group also meets in both a large-group and small-group format. This curriculum was taught by the usual professor for the course.

This quasi-experimental evaluation design was used to examine the impact of the experimental leadership curriculum. The design is designated as quasi-experimental because subjects were not randomly selected or assigned to the experimental group and the standard group as would have been in a true experimental situation.

For both the experimental and the standard groups, there were several similarities. Class participation was restricted to some extent in the lecture sessions because of large class size, nature of the seating arrangements, and formality of the teaching strategies used. Extensive use was made of the overhead projector and transparencies for both groups. The discussion sessions for both were less formal, and were based on topics presented in the lectures. Students had more opportunities to interact with each other, often working within the same small group through the entire eight weeks of the course to facilitate greater interaction. In both experimental and standard groups there were many opportunities provided to share the outcomes of the discussions with the others in small groups, and to obtain reactions and feedback from other class members and the instructor.
Data Collection

The Leadership Practices Inventory (LPI) developed by Kouzes and Posner (1993) was used to assess students' self-reported change in leadership skills as a result of having participated in the course. The LPI was used as a pretest and posttest measure, and was administered to both groups. At the time of the posttest, a rating scale and open-ended questions, such as those which attempted to determine aspects of the course having greatest and least value, were used with the experimental group only to assess the impact of the leadership curriculum. The posttest instrument for both the experimental and the standard group also contained open-ended questions to elicit information on four attribute variables that were: grade point average (GPA), major department, number of organizational memberships, and number of leadership positions held in organizations. Thus, for the experimental group, the posttest instrument consisted of the LPI instrument (Part I), questions to elicit feedback about the course (Part II), and items to gather information about student attributes (Part III). For the standard group, the posttest instrument consisted of Part I, one question from Part II, and Part III.

The Leadership Practices Inventory (Kouzes & Posner, 1993) was administered to both groups during the first class and again at the last contact. The former was the pretest, the latter was the posttest. Males, 21.3% and 12.7% respectively, were also enrolled in the two classes; however, in line with research objectives, only data collected from women are analyzed and presented in this document.
Research Questions

The researcher posed the following questions to which answers would be sought based upon data gathered by administering the pretest and posttest instruments to the female students in this study.

1. Do the students in the experimental and standard groups differ significantly on the attribute variables of GPA, major department, number of organizational memberships, and number of leadership positions held in organizations?

2. How do the reliability coefficients, means, and standard deviations of the LPI's five scale scores and total test scores for the experimental and standard groups compare with those presented by the LPI developers?

3. What is the strength of the relationship between three of the four student attribute variables -- GPA, number of organizational memberships, number of leadership positions held in organizations -- and total LPI pretest scores for all female students in the experimental and standard groups combined?

4. Did the students in the experimental leadership course score significantly higher than students in the standard course on posttest LPI scale and total scores when controlling for pretest scores?

5. Did a greater number of students in the experimental group report a change in career plans as a result of the leadership course compared to the students in the standard group?
6. What were the reactions of the students in the experimental group to the experimental leadership curriculum?

**Data Analysis**

Responses of students were coded and entered into a computer data base. Quantitative data were analyzed using SPSS Release 4 (SPSS Inc., 1990). The strategies for data analysis and their justification in response to the research questions will be described at the beginning of each section. For all statistical analyses, a p-value of .05 or less was deemed to be sufficient to accept as statistically-significant.

**Student attributes**

Students' attributes are discussed first. Questions on student attributes are included in Part III of the posttest instrument. The experimental and standard groups were purposively selected because they had registered for the same course. The research question was “Do the students in the experimental and standard groups differ significantly on the attribute variables of GPA, major department, number of organizational memberships, and number of leadership positions held in organizations?” To determine if there were differences between the two groups in these attributes that were hypothesized as related to leadership, and to statistically standardize any identified differences, t-tests and chi-squares were used; t-tests for GPA, organizational memberships, and leadership positions held in organizations (these variables were continuous and on an interval or ratio level of measurement),...
and the chi-square test for major department (a categorical variable on a nominal level of measurement).

Data in Table 3 present a comparison of GPA between the experimental and standard groups. As indicated by the p-value of .057, the mean GPA scores of the women in the experimental and the standard groups were not significantly different. This finding suggested that there was no need to control for GPA when examining the impact of the experimental leadership curriculum on the LPI as compared to the standard group.

Table 3. Data and test of significance for mean GPA of female students in the experimental and standard groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of cases</th>
<th>Mean GPA</th>
<th>Standard deviation</th>
<th>Standard error</th>
<th>t</th>
<th>p (2-tail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>54</td>
<td>2.65</td>
<td>.86</td>
<td>.12</td>
<td>-1.81</td>
<td>.057</td>
</tr>
<tr>
<td>Standard</td>
<td>42</td>
<td>2.92</td>
<td>.47</td>
<td>.07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The majority of students had declared majors in the Department of Human Development and Family Studies (HDFS), a large number were from the Department of Textiles and Clothing (TC), and fewer were in the Departments of Food Science and Human Nutrition (FSHN), Family and Consumer Sciences Education and Studies (FCEDS), and Hotel, Restaurant and Institutional Management (HRIM), as shown in Table 4. Using a chi-square test, a p-value of .200 indicated no significant differences between the two groups in relation to the number of students from each
Table 4. Data and test of significance for number of female students by major department in the experimental and standard groups

<table>
<thead>
<tr>
<th>Major department</th>
<th>Experimental</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCEDS</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>13.56%</td>
<td>4.17%</td>
</tr>
<tr>
<td>FSHN</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8.47%</td>
<td>4.17%</td>
</tr>
<tr>
<td>HRIM</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>10.17%</td>
<td>16.67%</td>
</tr>
<tr>
<td>HDFS</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>37.29%</td>
<td>52.08%</td>
</tr>
<tr>
<td>TC</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>30.51%</td>
<td>22.92%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
<td><strong>48</strong></td>
</tr>
<tr>
<td></td>
<td><strong>55.14%</strong></td>
<td><strong>44.86%</strong></td>
</tr>
</tbody>
</table>

$\chi^2 = 5.98, p = .200$

department. Thus, there was no need to statistically control for the effects of these differences when examining the impact of the experimental leadership curriculum.

The mean number of affiliations with organizations for the 59 students in the experimental group and for the 48 students in the standard group are shown in Table 5. These affiliations included a combination of special interest, social, and professional groups such as department clubs, committees for special projects such as the fashion shows held in the Department of Textiles and Clothing and the annual VEISHA celebrations, community organizations such as church groups and
philanthropic organizations, honor societies, and national and state professional associations. As shown by the p-value of .193, differences between the two means were not significant, so there was no need to statistically control for the effects of these differences in the further analysis of data.

Data presented in Table 6 for mean number of leadership positions in organizations indicate that there was no statistically significant difference between the

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of cases</th>
<th>Mean leadership positions held</th>
<th>Standard deviation</th>
<th>Standard error</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>54</td>
<td>1.96</td>
<td>4.28</td>
<td>.58</td>
<td>1.14</td>
<td>.258</td>
</tr>
<tr>
<td>Standard</td>
<td>42</td>
<td>1.24</td>
<td>1.65</td>
<td>.26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6. Data and test of significance for mean number of leadership positions held by female students in the experimental and standard groups
experimental group and the standard group. Therefore, there was no need to statistically control for these differences when examining the impact of the experimental leadership curriculum.

In summary, it was concluded that the two groups were not significantly different in the four attribute variables hypothesized to be related to leadership skills. Therefore, further data analyses could proceed without controlling for any of these variables.

**LPI reliability and scores**

The second research question was: "How do the reliability coefficients, means, and standard deviations of the LPI five scale scores and total test scores for the experimental and standard groups compare with those presented by the LPI developers?" The Cronbach alpha reliability coefficient was used to estimate the internal consistency of the LPI. Cronbach alpha coefficient of internal consistency is a method of estimating instrument reliability when the response format is arranged as a midpoint continuum; e.g., strongly agree, agree, undecided, disagree, and strongly disagree (Touliatos & Compton, 1988). According to these and other authors, reliability is an indicator of the extent of the confidence that can be placed in research data resulting from using the instrument in question. For deciding the limit of acceptable reliability, Gronlund (1981) suggests that when decisions based on the interpretations of an instrument are irreversible, and when the consequence has serious repercussion on the lives of the subjects of study, the highest possible
reliability is deemed necessary. However, we may settle for less reliable measures where less important decisions are involved, especially for those that can be later confirmed or reversed without serious consequences, as was the case in this study. Gronlund suggests that in this situation a reliability coefficient above .60 is likely to be sufficient.

The LPI reliability coefficients for the five LPI scales as reported by the developers, Kouzes and Posner, in 1995 are presented in Table 7. The Cronbach alpha coefficients of reliability were based on administration of the LPI to 6,651 respondents from a wide array of professional fields and diverse organizations. No reliability for the total instrument was reported. It is not clear in the literature whether Kouzes and Posner reported reliability based on a single administration of the LPI or on consecutive administrations that were treated as one group. The LPI

<table>
<thead>
<tr>
<th>LPI scales</th>
<th>Cronbach alpha coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge the Process</td>
<td>.71</td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td>.81</td>
</tr>
<tr>
<td>Enable Others to Act</td>
<td>.75</td>
</tr>
<tr>
<td>Model the Way</td>
<td>.72</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>.85</td>
</tr>
</tbody>
</table>
scale reliability coefficients that range from .71 to .85, using Gronlund's criteria, indicate that the items contained in the LPI are stable measures of leadership practices. The reliability of the LPI served as one reason for its selection for use in this study.

Reliability coefficients are presented in Table 8 for each of the five LPI scales and for total test, based on student responses in this study to Part I of the pretest.

Table 8. Cronbach alpha reliability coefficients of pretest and posttest LPI

<table>
<thead>
<tr>
<th>LPI scales</th>
<th>Cronbach's alpha coefficient</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N=107</td>
<td>N=99</td>
</tr>
<tr>
<td>Challenge the Process</td>
<td></td>
<td>.78</td>
<td>.86</td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td></td>
<td>.75</td>
<td>.84</td>
</tr>
<tr>
<td>Enable Others to Act</td>
<td></td>
<td>.68</td>
<td>.82</td>
</tr>
<tr>
<td>Model the Way</td>
<td></td>
<td>.70</td>
<td>.83</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td></td>
<td>.76</td>
<td>.85</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>.91</td>
<td>.95</td>
</tr>
</tbody>
</table>

and the posttests. The reliability of the instrument was seen as acceptable to the purposes of this study.

It was deemed worthwhile to examine the LPI scale scores reported by the test developers, Kouzes and Posner (1995), and compare these with the data in this
study. Data in Table 9 show the means and standard deviations for each of the LPI scale scores as reported by the developers, and based on 6,651 respondents representing diverse professional fields and organizations. The gender-ratio of this sample was not reported. The developers also did not report the mean and standard deviation for the total instrument. Remembering that the LPI measures respondents' assessment of the self-perceived frequency with which they use certain leadership behaviors, the scale titled Enable Others to Act appeared to be the leadership practice most frequently used, as expressed by its highest mean among the five. This scale also had the lowest standard deviation, indicating the least variation in individuals' responses to the items for this scale compared to the responses to the items in the other four scales. The scale, Encourage the Heart, was found to have the highest standard de-
viation compared to other scales, indicating that the variability of individuals' responses to the items for this scale was the greatest among the five scales. Findings should be interpreted with caution, as the use of self-report is restrictive in range, and is not always a true indicator of leadership practices.

Data in Table 10 present the pretest and posttest mean scores, and standard deviations for the total number of female students in the experimental group. At the time of the pretest, the students in this group reported that they used the leadership practice, Encourage the Heart, most frequently, followed in order by Enable Others to Act, Model the Way, Inspire a Shared Vision, and Challenge the Process. The pretest and posttest mean LPI scale scores were higher than those reported by Kouzes and Posner (Table 9) for Inspire a
**Shared Vision, Model the Way, and Encourage the Heart.** The standard deviations of the pretest and posttest mean scores slightly exceeded those found by the authors (Table 9) for all scales except that of the pretest scale, *Encourage the Heart.*

Data in Table 11 present the pretest and posttest mean scores and standard deviations for the females in the standard group. The leadership practice reported by the pretest as most frequently used was *Encourage the Heart.* This was followed by *Enable Others to Act, Model the Way, Inspire a Shared Vision,* and *Challenge the Process.* The posttest mean scores on the five scales showed that the order of leadership practices was the same as that reportedly used at the time of the pretest. The order of the pretest and posttest mean scores was also the same as that re-

<table>
<thead>
<tr>
<th>LPI total and Scales</th>
<th>Pretest mean</th>
<th>Standard deviation</th>
<th>Posttest mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge the Process</td>
<td>20.76</td>
<td>3.14</td>
<td>22.09</td>
<td>3.36</td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td>20.87</td>
<td>3.38</td>
<td>22.40</td>
<td>3.75</td>
</tr>
<tr>
<td>Enable Others to Act</td>
<td>24.76</td>
<td>2.31</td>
<td>25.09</td>
<td>2.64</td>
</tr>
<tr>
<td>Model the Way</td>
<td>22.53</td>
<td>2.63</td>
<td>22.87</td>
<td>3.83</td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>25.02</td>
<td>3.09</td>
<td>25.84</td>
<td>2.99</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>113.93</strong></td>
<td><strong>11.10</strong></td>
<td><strong>118.29</strong></td>
<td><strong>14.52</strong></td>
</tr>
</tbody>
</table>
ported for the pretest and posttest data for students in the experimental group (Table 10). The pretest and posttest standard deviations of the mean scores were slightly less than those reported by Kouzes and Posner (Table 9), except for those of the posttest scale scores Challenge the Process and Model the Way. Lower standard deviations indicate less variability in the responses of the subjects in the study. The pretest and posttest mean LPI scale scores of the standard group were higher than those found by the LPI developers for Inspire a Shared Vision, Model the Way, and Encourage the Heart.

Thus, it may be concluded that the reliability of the LPI based on data from the experimental and standard groups was similar to that found by the developers of the instrument, making the instrument one that could be used with confidence in this study. The pretest and posttest mean LPI scale scores for the experimental and standard groups were higher than those reported by the LPI test developers for Inspire a Shared Vision, Model the Way, and Encourage the Heart, suggesting that students in this study were somewhat atypical in their perception of their own leadership practices as compared to the much larger group studied by the test developers.

LPI scores and attribute variables

The third research question was "What is the strength of the relationship between three of the four student attribute variables — GPA, number of organizational memberships, number of leadership positions held in organi-
zations — and the total LPI pretest scores for all female students in the experimental and the standard groups combined?" In view of potential implications of findings to leadership development of family and consumer sciences students, it was deemed worthwhile to study the strength of the relationship of these three student attributes and LPI total pretest scores of the students of the experimental and standard groups. The strength of the relationship between pretest total LPI scores and students’ major department was not analyzed in view of inadequate numbers in cell categories. Data in Table 12 shows the strength of this relationship as indicated by tests of significance for Pearson correlation coefficients. This test was considered appropriate for use because the dependent variable, pretest total LPI scores, as well as the three independent variables studied — GPA, number of organizational memberships, and number of

Table 12. Relationship between three student attribute variables and LPI total pretest scores of the students in the experimental and standard groups combined

<table>
<thead>
<tr>
<th>Student attribute variables</th>
<th>Pearson’s correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>.11</td>
</tr>
<tr>
<td>Number of organizational memberships</td>
<td>-.10</td>
</tr>
<tr>
<td>Number of leadership positions held in organizations</td>
<td>.12</td>
</tr>
</tbody>
</table>

*no coefficients were significant at .05 level
leadership positions held in organizations -- were on interval or ratio scales of measurement. Findings suggest a positive but non-significant relationship between each of two variables, GPA and number of leadership positions held in organizations, and LPI total pretest score; and a negative but non-significant relationship between number of organizational memberships and LPI total pretest score. Thus, none of the three attribute variables studied was significantly related to LPI total pretest scores of the female students in the study, leading to the conclusion that the attribute variables studied were not significant predictors of LPI total pretest score.

Curriculum impact on LPI posttest scores

Findings presented in Table 13 provide the answer to the fourth research question "Did the students in the experimental leadership curriculum score significantly higher than students in the standard group on posttest LPI scale and total scores when controlling for pretest scores?" The answer to this question was determined by the analysis of covariance, using the pretest LPI total and scale scores as covariates. The analysis of covariance statistically controls for variables that are likely to affect variation in the dependent variable. Thus, this approach was used to assess the impact of the experimental and standard leadership curricula on the dependent variable, posttest LPI total score and the five scale scores, controlling for pretest LPI total and scale scores. Findings indicated that the experimental leadership curriculum did not appear to account for differences in LPI posttest scale scores.
Table 13. Differences between the LPI total and scale posttest scores for females in the experimental and standard groups controlling for LPI total pretest scores and scale scores as covariates

<table>
<thead>
<tr>
<th>Covariate and Main effect</th>
<th>Sum of squares</th>
<th>df</th>
<th>Mean square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge the Process</td>
<td>309.49</td>
<td>1</td>
<td>309.49</td>
<td>27.47****</td>
</tr>
<tr>
<td>Group</td>
<td>3.25</td>
<td>1</td>
<td>3.25</td>
<td>.29</td>
</tr>
<tr>
<td>Residual</td>
<td>1081.77</td>
<td>96</td>
<td>11.27</td>
<td></td>
</tr>
<tr>
<td>Inspire a Shared Vision</td>
<td>273.04</td>
<td>1</td>
<td>273.04</td>
<td>21.18****</td>
</tr>
<tr>
<td>Group</td>
<td>.06</td>
<td>1</td>
<td>.06</td>
<td>.01</td>
</tr>
<tr>
<td>Residual</td>
<td>1237.53</td>
<td>96</td>
<td>12.89</td>
<td></td>
</tr>
<tr>
<td>Enable Others to Act</td>
<td>69.73</td>
<td>1</td>
<td>69.73</td>
<td>6.85**</td>
</tr>
<tr>
<td>Group</td>
<td>7.16</td>
<td>1</td>
<td>7.16</td>
<td>.70</td>
</tr>
<tr>
<td>Residual</td>
<td>976.77</td>
<td>96</td>
<td>10.18</td>
<td></td>
</tr>
<tr>
<td>Model the Way</td>
<td>230.63</td>
<td>1</td>
<td>230.63</td>
<td>19.69****</td>
</tr>
<tr>
<td>Group</td>
<td>1.89</td>
<td>1</td>
<td>1.89</td>
<td>.16</td>
</tr>
<tr>
<td>Residual</td>
<td>1124.229</td>
<td>96</td>
<td>11.71</td>
<td></td>
</tr>
<tr>
<td>Encourage the Heart</td>
<td>109.18</td>
<td>1</td>
<td>109.18</td>
<td>9.21***</td>
</tr>
<tr>
<td>Group</td>
<td>3.00</td>
<td>1</td>
<td>3.00</td>
<td>.62</td>
</tr>
<tr>
<td>Residual</td>
<td>1137.81</td>
<td>96</td>
<td>11.85</td>
<td></td>
</tr>
<tr>
<td>Total LPI</td>
<td>3784.96</td>
<td>1</td>
<td>3784.96</td>
<td>16.25****</td>
</tr>
<tr>
<td>Group</td>
<td>.21</td>
<td>96</td>
<td>.21</td>
<td>.00</td>
</tr>
<tr>
<td>Residual</td>
<td>22363.59</td>
<td>98</td>
<td>232.95</td>
<td></td>
</tr>
</tbody>
</table>

****p < .001. ***p < .005. **p < .01.

between the experimental and standard groups beyond those accounted for by the LPI total and scale pretest scores. The LPI posttest scores of the experimental and standard groups may have been influenced to an unknown degree by a combination of factors not considered in the present study, such as the experience of taking the
LPI pretest, teaching effectiveness of the instructors, students' present and past curricular experiences, and the nature of the work experiences of the students. It may be noted that at this stage in career development, because of their limited work experience, the students may not have been able to visualize themselves in a leadership position which presents an opportunity to practice many of the actions implied by the items in the scales, such as items 3, 13, and 28 in the scale Enable Others to Act; items 9, 14, and 19 in the scale, Model the Way, and items 5, 25, and 30 in the scale, Encourage the Heart. Kouzes and Posner (1995) suggest that the indicators of leadership reflected by these items are exceedingly relevant to transformational leadership development, and are likely to be internalized through practice. The eight-week duration of the course appeared to be too short to adequately practice the behavior implied by the items, and for the desired attitudinal and behavioral changes to take place. The teaching assistant who led the discussions sessions was common to both the experimental and the standard groups, although the professors were different. It was possible that the posttest LPI scores of the standard group were influenced by verbal and nonverbal messages communicated by the teaching assistant who had also been exposed to the experimental leadership curriculum. In conclusion, the analysis of covariance based on the responses of all 99 female students revealed no significant posttest differences for the total LPI scores or any one of the five scale scores between the experimental and the standard groups beyond those explained by the covariate; i.e., pretest scores for the total instrument and each of the five scales respectively.
Change in career plans

The fifth research question was "Did a greater number of students in the experimental group report a change in career plans as a result of the leadership course compared to the students in the standard group?" A goal of the curriculum was to motivate students to actively seek leadership positions. At the time of the posttest, students in both the experimental and standard groups were asked in Part II of the instrument, "Did the course change your future career plans in any way? If so, describe the change in plans." As seen in Table 14, 12 (25.53%) students who stated that they changed their career plans and were now considering leadership positions belonged to the experimental group, as compared to only three (7.14%) in the standard group. The chi-square test was used to examine the extent to which these responses differed from expected differences for the two groups. The p-value of .021, significant be-

Table 14. Change in career plan as a result of the leadership curriculum as compared to the standard curriculum

<table>
<thead>
<tr>
<th>Change in plan</th>
<th>Experimental group</th>
<th>Standard group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>25.53%</td>
<td>7.14%</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>74.47%</td>
<td>92.86%</td>
</tr>
</tbody>
</table>

$\chi^2 = 5.35, *p = .021$
yond the .05 level, suggests that the leadership curriculum may, after all, have successfully motivated female students in the experimental group to perceive that they were more willing and likely to actively seek leadership positions.

Students' reactions to the experimental curriculum

The sixth research question was "What were the reactions of the students in the experimental group to the experimental leadership curriculum?" Reactions to the experimental curriculum were sought from the students of the experimental group only, and were assessed using both quantitative and qualitative methods. At the time of the posttest, the students in the experimental group were asked to respond to ten statements designed to assess their reactions to the learning outcomes for the experimental leadership course, and its educational effectiveness. The format for responses was a five-point, Likert-type scale, ranging from strongly agree to strongly disagree. When studying data in the first two columns of Table 15, between 72% and 83% strongly agreed or agreed that the course helped them to: clarify the leadership concept, leadership qualities, tasks, and skills; increase knowledge about strategies to develop professional competencies; analyze needs, values and goals in relation to an aspired position; provide insights about how to strengthen leadership practices; and analyze leadership practices.

Twenty-one percent of the respondents stated that they strongly agreed or agreed that the course helped to analyze their leadership style. This finding appeared to be somewhat contradictory to the findings where 80.85%, strongly agreed
Table 15. Reactions of second-phase pilot test students in the experimental group to the effectiveness of the experimental curriculum in achieving leadership outcomes (n=59)

<table>
<thead>
<tr>
<th>Leadership Outcomes</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean ^a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify the leadership concept, leadership qualities, tasks, and skills</td>
<td>27.66</td>
<td>55.32</td>
<td>8.51</td>
<td>8.51</td>
<td>-</td>
<td>4.02</td>
</tr>
<tr>
<td>Analyze needs, values, and goals in relation to an aspired position</td>
<td>23.40</td>
<td>57.45</td>
<td>14.89</td>
<td>4.26</td>
<td>-</td>
<td>4.00</td>
</tr>
<tr>
<td>Analyze leadership practices</td>
<td>17.02</td>
<td>55.32</td>
<td>17.02</td>
<td>10.64</td>
<td>-</td>
<td>3.78</td>
</tr>
<tr>
<td>Analyze leadership style</td>
<td>2.13</td>
<td>19.15</td>
<td>46.81</td>
<td>19.15</td>
<td>12.77</td>
<td>2.79</td>
</tr>
<tr>
<td>Increase knowledge about strategies to develop professional competencies</td>
<td>19.15</td>
<td>63.83</td>
<td>8.51</td>
<td>8.51</td>
<td>-</td>
<td>3.94</td>
</tr>
<tr>
<td>Provide insights to strengthen my leadership practices</td>
<td>14.89</td>
<td>63.83</td>
<td>14.89</td>
<td>6.38</td>
<td>-</td>
<td>3.87</td>
</tr>
<tr>
<td>Was relevant to my goals</td>
<td>8.51</td>
<td>48.94</td>
<td>23.41</td>
<td>12.77</td>
<td>6.38</td>
<td>3.40</td>
</tr>
</tbody>
</table>

^a based on 5-point scale

or agreed that the experimental leadership course helped them to analyze needs, values, and goals in relation to an aspired position, and 72.32% strongly agreed or agreed that the course helped to analyze leadership practices. However, the findings suggested to the researcher that the content and the learning experiences with regard to the lesson on leadership styles and their relationship to practices needed
to be strengthened. Only fifty-seven percent of the students strongly agreed or agreed that the experimental leadership course was relevant to their goals. This may suggest that a little more than half the total number of the female students in the experimental group aspired to positions of leadership upon graduation, and supports data where 51.06% of the students in the experimental group strongly agreed or agreed that the experimental leadership course motivated them to seek a future leadership position.

Table 16 presents the reactions of students in the experimental group to questions about the educational effectiveness of the delivery of the experimental curriculum. Over two-thirds of the students felt the experimental leadership course provided an opportunity for class participation. The researcher felt that discussion

<table>
<thead>
<tr>
<th>Methods Used</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave an opportunity for class participation</td>
<td>21.28%</td>
<td>46.81%</td>
<td>25.53%</td>
<td>4.26%</td>
<td>2.13%</td>
<td>3.81</td>
</tr>
<tr>
<td>Included relevant assigned readings</td>
<td>14.89%</td>
<td>40.43%</td>
<td>27.66%</td>
<td>12.77%</td>
<td>4.26%</td>
<td>3.49</td>
</tr>
</tbody>
</table>

*a based on a 5-point scale*
sessions provided ample opportunities for class participation; however, the lecture sessions offered limited opportunities because of the large class size, nature of seating arrangements, and formality of the teaching strategies used. Only fifty-five percent of the students strongly agreed or agreed that the leadership course included relevant assigned readings. The researcher felt that the students' responses were a reflection of stress experienced as an outcome of the expectations of the instructor to include references in addition to that of the text in their papers. Apparently, the students believed that the expectations of the instructor were too high for a one-credit course.

Additional reactions of the students in the experimental group to the experimental leadership curriculum also helped in answering the sixth research question. Written in narrative form in response to open-ended questions, the reactions were studied using qualitative-analysis methods. Data were unitized using the constant-comparative method (Glaser & Strauss, 1967), an inductive strategy that involves unitizing units of written words into groups or terms into categories established after the fact by the researcher. The researcher first read all written responses provided by each student, then unitized the responses, i.e. identified themes corresponding to similar categories, then placed each unit of information into these meaningful patterns relevant to the research purposes. Since qualitative analysis of data was a small part of this study, the data were not tested against the criteria of trustworthiness, such as credibility, dependability, transferability, and confirmability, recommended by Lincoln and Guba (1985).
The responses of the students to the question “Describe how this course changed your career plan?” suggested that as a result of the leadership course, they were planning to actively seek leadership positions and apply leadership practices learned. The three themes identified were: “My motivation and confidence to achieve leadership positions is enhanced”, “It helped to clarify goals”, and “I learned to apply leadership practices”.

Examples of responses relevant to the first theme, “My motivation and confidence to achieve leadership positions is enhanced”, included: “The leadership course has given me the confidence to obtain a management position within a company and to succeed in the position”, “I am confident that I can take on a management job now. Before the course I was not sure”. From the responses it appears that the course may have motivated the students to be more likely to seek leadership positions and increased their confidence in career planning and decision making.

Examples of statements corresponding to the second theme, “It helped to clarify goals”, were: “It has given me a clearer picture of my goals in the future”, “It has given me a better insight as to the type of manager or leader I want to be.” From these responses, it appears that individuals have moved further along in analyzing needs, motives, and values, and appear to be in the process of further clarifying career goals and behaviors.

Examples of responses for the third theme, “I learned to apply leadership practices”, were: “Unlike before, I have now started to actively seek leadership po-
sitions”, “I am a better person and want to become a leader so that I can help others become leaders”, “It has taught me how to lead others effectively, use rewards, and show my commitment”. These responses reflected the practices of team building, modeling the way, and enabling others to act.

The students in the experimental group were also asked “What aspects of the course were of greatest value to you?” Responses to this question were grouped into two themes: “useful content” and “perception of teaching methods and materials”. Thirty-five (74%) of 47 respondents from the experimental group felt that the course included “useful content”: “This course goes into depth regarding the meaning of leadership”, “I think this class did an excellent job of explaining the concept of good leadership”, “Leadership is something we all need to know about and apply”. Through their responses, it became apparent that the students realized the importance of leadership, and that there was leadership potential in every person. Students made specific reference to content which they perceived was valuable: “It was helpful to understand leadership practices and how to build teams. I will apply the principles learned relating to leadership practices and team building”. The students' comments indicated that the course also helped them become aware of their leadership skills, and showed them areas which needed improvement: “This course made me realize that my leadership skills were stronger than I thought”, and “It gave me a better insight as to the type of manager or leader I want to be.” Regarding the second theme, “perception of teaching methods and materials”, specific reference was made by six (13%) of the students to the text titled The Leadership Challenge.
by Kouzes and Posner (1987). They stated that they found the text had improved their understanding of leadership practices. However, four (9%) students found the text unmotivating, commenting that the leadership practices as treated in the book overlapped with each other, and the text involved too much reading. There were supplementary readings, which also appeared to have overwhelmed the students. Some students stated “The assignments were helpful because they gave me an understanding of the process”, "Writing papers helped put ideas into perspective". Eight students (17%) suggested that the goal-planning assignment was especially useful. Three students (6%) felt that the discussion sessions were of greatest value to them. Two students perceived the examples given in class to be of great value. The perceived benefits of the teaching methods, assignments, and examples used have been clearly reflected in their comments. There was mixed reaction regarding the appropriateness of the text for the course.

Students in the experimental group were also asked “How will you use the knowledge and skills gained in your personal and professional life?” Fifteen students (32%) declared their intention to change their behavior from passive to proactive. The themes identified were: “I will help others”, and “I will help them in future”, “I have already applied”, and “I am motivated to seek a leadership position.” For the first theme, it was clear that some students planned to motivate and facilitate others to be leaders. In this regard, a response was: “I will help others analyze their leadership skills, and help others in their jobs”. For the second theme “I will apply them in the future”, a comment was: “I will use the skills I have gained to be-
come a better manager”. The third theme, “I have already applied”, is illustrated by responses that they had already applied leadership principles in their personal and work situations: “I have understood how to work as a team”. The fourth theme was “I am motivated to seek a leadership position”. In this connection, two students stated that the course increased their confidence and motivation to attain leadership positions. The responses clearly indicated that they realize the importance of the application of leadership principles in their personal and professional lives.

Responses to the question “What aspects of the course were of least value to you?” were categorized into the following recurring themes: “high work-load for the number of credits offered”, “content learned in previous classes”, “did not feel sufficiently involved”. Twenty-six students (55%) felt the workload was more than the number of credits offered. Five students (11%), mostly from the Department of Hotel, Restaurant, and Institutional Management, stated that they learned leadership principles in previous classes. Sixteen students (34%) felt they did not feel sufficiently involved in the learning experiences provided. This may have been especially true in the large lecture class that enrolled 59 students and was in an auditorium. However, even in the small-group discussion sessions which were conducive to interaction and student involvement, the instructor had a sense that students needed to be more actively involved. Five students (11%) felt that the instructions for the assignments were vague.

In summary, the feedback to the course elicited mixed reactions. There were mostly positive reactions to the content, but mixed reactions to the learning meth-
ods, materials, evaluation strategies, and text used. As a result of experiencing the leadership curriculum, the students indicated that they increased awareness of the leadership potential of self and others, became more confident and motivated to seek leadership positions, declared their intention to change from passive to proactive behavior, started applying the leadership practices and skills learned in their personal life situations, and expressed willingness to help others to do the same.

**Curriculum Revisions**

Based on the instructor's perceptions of the concepts that needed to be strengthened, teaching strategies that needed to be improved, evaluation techniques that might have worked better, and feedback of the students at the end of the second pilot test, several revisions were made and incorporated in the experimental leadership curriculum that may be found in Appendix F. These revisions are described below:

1. The content was rearranged to fit the units better. For example, the content relating to the need to use a self-directed approach to leadership and strategies to do so, which was previously taught under the second unit, "Strengthen Leadership Practices", was moved to the first unit, "Understand Leadership", and taught through two lessons instead of one.

2. Curriculum revisions were made in Unit 1, Lesson 2, titled *Clarify Leadership Concepts* to dispel the myth that leadership skills or practices can only be applied if one holds a formal leadership position. This was done through stimulating
students to think of specific situations in which leadership practices may have direct and immediate relevance in the family and community life of a college senior, and in the entry-level positions they would likely assume.

3. Since many students indicated that they were undecided as to whether the course helped them to analyze their leadership styles, special efforts were made to correct this deficiency in the curriculum. For example, in Unit 1, Lesson 4, titled *Know Your Leadership Styles*, a work-sheet titled *Leadership Style Applications* was included to better help students analyze their own leadership styles and think creatively about ways in which they may change their leadership styles.

4. Many students found the five application essays too time consuming to prepare and too much work for a one-credit class. Some stated that the five application essays were repetitive in terms of requested focus. Therefore, these were replaced by a case analysis of leadership practices, which is to be based on an autobiography, biography, interview, videotape, or film. For example, students may select success stories of individuals or teams drawn from business and education related contexts, and analyze them in terms of the five leadership practices learned.

5. The curriculum was revised to provide more opportunities for students to interact with family and consumer sciences leaders from business, education, extension, and volunteer services. The leaders would be invited as guest speakers to make presentations on selected leadership topics. These presentations will better help students gain insights in regard to leadership styles, skills, and practices; increase the motivation and interest of the students for leadership positions; provide
the opportunity for networking; and give more reality to what leadership is in prac­tice.

6. At the beginning of the course, a new optional assignment will be de­scribed where students will be encouraged to take on a leadership role in commu­nity, university, professional, and/or other organizational settings. If they decide to do so for extra credit, they will need to submit a written plan about how they will practice the leadership skills learned in the class as they participate in that experi­ence.

The resulting leadership curriculum is a formal educational program designed to help undergraduate female family and consumer sciences students overcome barriers to leadership by developing desirable leadership qualities, skills, styles, practices, and philosophies. The curriculum is available for use and further refine­ment by college educators who wish to enhance the quality of the future career performance of female family and consumer sciences professionals. Long-range outcomes will hopefully include the development of leaders who will be life-long learners, who will be able to anticipate change, deal with change in a timely and proactive way, and bring about positive change in their work setting and the family and consumer sciences profession.
CHAPTER VI. SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to: 1) design a leadership development curriculum that could be implemented in a traditional credit-course format or infused into existing courses, and 2) conduct a formative evaluation of the curriculum. Its impact on female family and consumer sciences undergraduate students from all five departments in the College of Family and Consumer Sciences at Iowa State University who were enrolled in a required capstone senior seminar was studied.

The perennial analytic framework guided the development of the leadership curriculum. This framework is grounded in the belief that desired learning outcomes may be achieved using prescribed strategies based on pedagogically-sound learning principles. Suggested by Tyler (1950) and extended by Taba (1962), it was adopted for the curriculum development process because of the assumption underlying this framework (Bobbitt, 1986, 1989) that learning proceeds best when information is organized in a meaningful and predetermined format. A wide variety of teaching methods and materials was used, including videos, reading material, discussion, role play, self-assessment, work sheets, critical thinking practice, written assignments, and talks by resource persons.

Transformational leadership theory was perceived to be the most appropriate theory upon which to base the content of the leadership curriculum for family and consumer sciences professionals-in-training. It is broader in scope as compared to
other common theories known as trait, behavioral, and contingency theories. Training in the theory and practice of transformational leadership was perceived to best prepare students with leadership competencies to meet the challenge of the world of work in the 21st Century. Curriculum content was based on recommendations of theorists of this transformational leadership such as Tichy and Devanna (1986), Bennis and Nanus (1985), and Kouzes and Posner (1987).

The first-phase pilot test of the curriculum was conducted with seven undergraduate and two graduate female family and consumer sciences students. This seminar met for ten weeks; there were ten sessions and each was 75 minutes long.

At the end of the first pilot test, revisions were made in the objectives, course content, learning experiences, and student evaluation procedures based on instructor perceptions and feedback from the students. The curriculum was also revised to better incorporate the five key leadership concepts of transformational leadership espoused by Kouzes and Posner (1987) — *Challenge the Process, Inspire a Shared Vision, Enable Others to Act, Model the Way, and Encourage the Heart*.

The revised curriculum was reviewed by five faculty members at Iowa State University; one from the Department of Agricultural Education and Studies, one from the Department of Management, and three from the Department of Family and Consumer Sciences Education and Studies. All but one held administrative positions, and all were involved in teaching leadership courses and/or conducting leadership research. Further revisions were based on their suggestions. The revised curricu-
lum at that point contained two units: Understand Leadership, and Strengthen Leadership practices. The units consisted of four and eleven lessons respectively.

A second large-scale pilot test was next conducted using pretest-posttest design with both experimental and standard groups as data sources. This assessment of program impact was conducted with family and consumer sciences seniors who enrolled in two sections of FCEDS 460, a required one-credit, 15-contact-hour senior seminar titled Integrative Approaches in Family and Consumer Sciences. Fifty-nine female students enrolled in the section used as the experimental group; 48 female students enrolled in the section that received the traditional curriculum. The Leadership Practices Inventory (LPI) developed by Kouzes and Posner (1993) was used as a pretest and posttest measure for both experimental and standard groups to assess students' changes in leadership skills. At the time of the posttest, a rating scale and open-ended questions that attempted to determine aspects of the course having greatest and least value were administered only to the experimental group. Information was gathered from both groups on four attribute variables -- grade point average (GPA), major department, number of organizational memberships, and number of leadership positions held in organizations. Males, 21.3% and 12.7% respectively in the experimental and standard groups, were also enrolled in the two classes. However, in line with research objectives, only data collected from women were analyzed and presented.

Quantitative data were analyzed using the software program SPSS, Release 4 (SPSS Inc., 1990). To determine if there were differences between the experi-
mental and standard groups in terms of the attribute variables of GPA, major department, number of organizational memberships, and number of leadership positions held in organizations, and to statistically standardize any identified differences, t-tests and chi-square were used. Cronbach's alpha coefficients of reliability were used to estimate internal consistency of each of the five LPI pretest and post-test scales and total test. The strength of the relationships of the variables studied - - GPA, number of organizational memberships and number of leadership positions held in organizations — in relation to LPI pretest scores for total test were determined by Pearson's correlations for the experimental and standard groups combined. The analysis of covariance was used to determine whether the students in the experimental leadership course scored significantly higher than students in the standard course on posttest LPI scale and total scores, when controlling for pretest scores. The chi-square test was used to examine differences between the experimental and standard groups with regard to change in career plans as a result of the leadership curriculum. Data on participants' written reactions and feedback obtained after the program were analyzed by both quantitative methods and qualitative unitizing techniques.

The research design focused on developing answers to six research questions. In regard to the first research question, "Do the students in the experimental and standard groups differ significantly on the attribute variables of GPA, major department, number of organizational memberships, and number of leadership positions held in organizations?" the p-values for the t-tests and the chi-square test indi-
cated that the students in the experimental and standard groups did not differ significantly on the four attribute variables. Therefore, it was concluded that the two groups were not significantly different in the four attribute variables hypothesized to be related to leadership skills, and further data analysis could proceed without controlling for any of these variables.

The second research question was "How do the reliability coefficients, means, and standard deviations of the LPI five scales and total test for the experimental and standard groups compare with those presented by the LPI developers?"

The reliability coefficients of .82 to .86 for the five scales, seen as acceptable for the purposes of the study, were similar to the reliability coefficients of .71 to .85 found by Kouzes and Posner (1995), the developers of the instrument, as based on 6,651 respondents representing diverse professional organizations.

"What is the strength of the relationship between the three student attribute variables — GPA, number of organizational memberships, number of leadership positions held in organizations — and total LPI pretest scores for all female students in the experimental and the standard groups combined?" was the third research question. The strength of the relationship between pretest total LPI scores and students' major department was not analyzed in view of inadequate numbers in cell categories. Findings revealed low and nonsignificant correlations between the student attribute variables and the LPI pretest total scores, leading to the conclusion that the attribute variables were not significant predictors of LPI pretest total score. This finding may
suggest that leadership development may be attained irrespective of these attribute variables if the students are sufficiently motivated and act proactively to pursue their leadership goals.

The fourth research question was "Did the students in the experimental leadership course score significantly higher than students in the standard course on posttest LPI scale and total scores when controlling for pretest scores?" No significant differences were found between the experimental and standard groups in posttest LPI scores for each of the five scales and for LPI total test when controlling for the covariate i.e., pretest scores for the total instrument and each of the five scales respectively. Therefore, it was concluded that the experimental and the standard leadership curriculum did not make a significant difference to the LPI posttest scores of the students of the experimental and the control group.

"Did a greater number of students in the experimental group report a change in career plans as a result of the leadership course compared to the students in the standard group? was the fifth research question. A total of 12 (25.53%) students in the experimental group compared to 3 (7.14%) in the standard group declared that they had changed their career plans and were now considering leadership positions. The p-value of .021, significant beyond the .05 level, suggested that the leadership curriculum may, after all, have successfully motivated female students in the experimental group to
perceive that they were more willing and likely to actively seek leadership positions.

The sixth question was "What were the reactions of the students in the experimental group to the experimental leadership curriculum?" Over 72% of students in the experimental group strongly agreed or agreed that the course helped to clarify the leadership concept, leadership qualities, tasks, and skills; analyze needs, values and goals in relation to an aspired position; analyze leadership practices; increase knowledge about strategies to develop professional competencies; and provide insights about how to strengthen leadership practices. Over 55% strongly agreed or agreed that the course gave them an opportunity for class participation, included relevant assigned readings, and was relevant to their goals. Content analysis of qualitative data revealed that the students increased their confidence and motivation to obtain a leadership or managerial position, clarify goals, and change behavior from passive to proactive. Content analysis of feedback from students indicated that 74% of the respondents in the experimental group felt that the course included useful content, and 32% declared their intent to change from passive to proactive leadership behavior. Fifty-five percent felt that the workload was too high in relation to the course credit, and 34% did not feel sufficiently involved in the learning experiences provided. Eleven percent stated that they had learned the content in courses previously taken at Iowa State University.

Based upon the instructor's perception and feedback from the students, the leadership curriculum received final revisions. The resulting curriculum (Appendix
F) is a formal educational program designed to help female undergraduate family and consumer sciences students develop desirable leadership qualities, skills, styles, practices, and philosophies. The curriculum is available for use and further refinement by college educators who wish to enhance the quality of the future career performance of family and consumer sciences professionals, including males as well as females.

**Recommendations**

The following recommendations are made for the implementation of the curriculum, and provision of complementary learning experiences for leadership development, and directions for future research:

1. Use the leadership education curriculum to minimize barriers to leadership opportunities caused by socialization and stereotyping of females that may face family and consumer sciences students as they emerge from a female dominated field of study and move into the workforce.

2. Use the leadership education curriculum to develop and strengthen the ability of learners to exhibit the five leadership practices of transformational leaders advocated by Kouzes and Posner (1995): *Challenge the Process, Inspire a Shared Vision, Enable Others to Act, Model the Way, and Encourage the Heart.*

3. Use groups of between 20-25 students; and diverse groups in terms of age, gender, major, and race for future implementation of the leadership curriculum; arrange seating in circular or U-shaped configurations that can be broken into
smaller groups of four or five persons for group interaction; plan 75 to 100 minutes for each class session to make more diverse learning experiences possible.

4. Publicize and use the curriculum nationally and internationally to develop the leadership of family and consumer science professionals, and professionals-in-training in a broad range of settings in workplaces and colleges.

5. Adapt the curriculum in terms of language, learning methods and materials, and resources, to make it relevant for use with culturally diverse learners.

6. Integrate leadership development broadly into the family and consumer sciences curriculum in undergraduate degree programs, from freshmen to senior levels and for both females and males, rather than as an add-on; students may be better able to internalize and manifest leadership practices in their attitudes and behaviors.

7. Adapt this leadership curriculum to be a two-credit or three-credit course for students who have not been exposed to leadership concepts for more impact on changing leadership behavior.

8. Provide the opportunity and autonomy for students to apply leadership skills learned through practica, internships, student organizations, and student sections of professional organizations, where they might develop leadership materials and displays for use in the organization, and teach leadership concepts and skills to other students.

9. Publicly recognize students for outstanding leadership service in order to sustain the motivation and the commitment to pursue leadership initiatives.
10. Develop a leadership easy-reference guide to complement the course that guides students to: document career goals, describe plans to attain them, write a personal mission statement, and note relevant leadership information as aids to internalizing leadership principles and practices.

11. Initiate a network of peers for leadership development who would schedule time at regular intervals to listen to dreams, or dream in teams, and support and encourage each other to make visions real. The network could be supported by graduate and undergraduate student clubs, and honor societies.

12. Initiate a monthly or quarterly national newspaper managed by family and consumer sciences students to encourage, promote, and support leadership development initiatives for undergraduate and graduate students.

13. Sponsor national and state leadership development conferences and workshops for students where family and consumer sciences students are part of the planning committee and share responsibility for publicity, and program implementation and evaluation.

14. Create a leadership development home page on the Internet through the World Wide Web through which the announcements of events, workshops, conferences, networking opportunities, leadership resources, internships, and jobs may be made.

15. Conduct research to determine the extent to which family and consumer sciences professionals face barriers to leadership and professional advancement, and the extent to which they are able to meet the challenges of change in an in-
creasingly competitive work environment, so as to provide more effective formal leadership development interventions, perhaps through professional associations.

16. Conduct research to investigate the extent of differences in leadership orientations between students in family and consumer sciences and those studying in other disciplines; findings may help to identify the most appropriate targets of leadership development interventions.

17. Investigate the perceptions of students of other disciplines toward the leadership orientation of family and consumer sciences students; findings may contribute to improved perceptions of family and consumer sciences and to more effective marketing and recruitment strategies for colleges and universities.

18. Examine the individual and combined effect of the following factors which are likely to affect the leadership orientations of the students: a) perception of parents of the leadership potential of their children; b) perceptions of teachers at all levels of high school and college of the leadership potential of family and consumer sciences students; c) presence or absence of leader role models in the lives of the students; d) leadership orientation of peers; e) leadership concepts learned in present and past curricular experiences; and f) nature, duration, and effect of leadership-related work experiences; findings could contribute to improved understanding of the needs for leadership development for family and consumer sciences students.
APPENDIX A. SYLLABUS AND EVALUATION MATERIALS
FOR FIRST-PHASE PILOT TEST
Leadership Development
FCEDS 490 G/590 B
Fall 1994

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Email: marky@iastate.edu

Objectives
The students will:
1. analyze qualities and styles of effective leaders;
2. analyze self in relation to needs, goals, values, leadership skills, and styles;
3. evaluate strategies for professional development in relation to an aspired career;
4. strengthen selected management skills.

Course Outline
Oct. 18 Leadership concept, qualities, and skills
Oct. 20 Leadership styles, "personal-best" case studies #6, #9
Oct. 25 Self-analysis: needs, goals, values, leadership skills and styles #5
Oct. 27 Professional competence: elements of a profession, strategies for achieving professional competence #4
Nov. 1 Team building #8
Nov. 3 Conflict management #2
Nov. 8 Positive uses of power #7, #11
Nov. 10 Assertion, sexual harassment #1, #3
Nov. 15 Time management, delegation #10
Nov 17 stress management and wrap-up

Evaluation
One presentation of any one management skill, in pairs 45%
Assignment 45%
Class participation 10%

Assignment
A. Describe your philosophy of leadership.
B. Develop a plan to strengthen leadership skills and professional competence, in relation to an aspired position, based on a thorough self-analysis. (To be submitted by November 29).

Grading criteria:
Completeness and depth of analysis 50%
Organization 25%
Writing ability 25%
Assigned readings:


Criteria for Presentation
FCEDS 490 G/590 B
Fall 1994

Each criterion will be rated using the following scale
5: excellent
4: 
3: acceptable
2: 
1: unsatisfactory

1. Had a thorough knowledge of content
2. Effectively communicated content using principles of learning
3. Illustrated concepts with examples
4. Effectively involved class participation
5. Used appropriate and understandable visuals

Total

Comments:
Name______________________

Rating Scale
Class Participation

Using a 0-10 scale, rate yourself on the contributions that you have made to the FCEDS 490 G/590 B class during fall semester, 1994. Use the following scale:

10 always read assignments prior to class
   Participated enthusiastically in class activities
   always asked questions that furthered class discussion

9
8
7
6
5 usually read assignments prior to class
   participated in class activities without enthusiasm
   sometimes asked questions that furthered class discussion

4
3
2
1 rarely read assignments prior to class
   rarely participated in class activities
   rarely asked questions in class

0 almost never read assignments prior to class
   never or almost never participated in class activities
   almost never or never asked questions in class; those asked often sidetracked the discussion.

My rating of my class participation___________
FCEDS 490G/590B
Fall 1994

Course Evaluation

Please evaluate the course you have just completed. Your valuable feedback will be a basis for improving the course. Listed below are a series of questions. Your frank responses would be greatly appreciated. Please do not record your name and signature on these sheets.

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

The course:

SA A UD D SD

1. helped to clarify the leadership concept, leadership qualities, tasks, and skills 5 4 3 2 1

2. helped me analyze my needs, values and goals 5 4 3 2 1

3. enabled me to analyze my leadership practices 5 4 3 2 1

4. helped me to analyze my leadership style 5 4 3 2 1

5. increased my knowledge about strategies to develop professional competence 5 4 3 2 1

6. gave me insights about how I might strengthen my management skills 5 4 3 2 1

7. motivated me to seek a future leadership position 5 4 3 2 1

8. gave me an opportunity for class participation 5 4 3 2 1

9. included relevant assigned readings 5 4 3 2 1

10. was relevant to my goals 5 4 3 2 1
Directions: Please respond to these questions in the space provided.

1. Has this course changed your career plan in anyway?
   Yes__ No__
   If yes, describe the change you plan.

2. Would you recommend this course to others?
   Yes______ No______
   If yes, why?

   If no, why not?

3. What aspects of the course were of greatest value to you? How will you use the knowledge and skills gained, in your personal or professional life?
4. What aspects of the course were of least value to you?

5. What topics should have been covered in greater depth?

6. What additional topics should be included?

7. Other suggested changes and additional comments.
APPENDIX B. SYLLABUS FOR SECOND-PHASE PILOT TEST
FCEDS 460
Integrative Approaches in Family and Consumer Sciences
Spring 1995 (1st Half)

Instructors:
Swarma Viegas
Dept. of Family & Consumer Sciences Education & Studies
311 MacKay Hall
PH: 294-1172
Office hours by appointment

Dr. Judy Brun
Dept. of Family & Consumer Sciences Education & Studies
219 MacKay Hall
PH: 294-6444
Office hours by appointment

Merri Bretz
Dept. of Family & Consumer Sciences Education & Studies
310 MacKay Hall
PH: 294-2925
Office hours by appointment

Course Description
Seminar on ways to strengthen leadership skills to work across family and consumer sciences disciplines to address contemporary social and public policy issues that affect individuals and families.

Objectives
The students will:
1. identify practices, qualities, and styles of leaders, that build integrative approaches in Family and Consumer Sciences;
2. analyze needs, motivations, goals, values, skills, practices, and styles in relation to leadership;
3. develop personal strategies to improve leadership practices and achieve career leadership goals.
### Course Outline

**Week of Jan. 16: Discussion**

Course introduction, course expectations. Administration of the Leadership Practices Inventory (LPI).

**Suggested Reading:**

Frank (1993)

**Jan. 23: Lecture 1.**

Text: pp. 1-27

- Why is leadership important in the family and consumer sciences professions?
- What are the skills necessary for successful leadership?
- What are the tasks of a leader?
- What are some leadership styles?
- What are your primary and secondary leadership styles?
- How adaptable are your leadership styles?

**Unit 1: Understanding Leadership**

How do selected leadership theories contribute to understanding the concepts and processes of leadership?

What is leadership?

**Week of Jan. 23: Discussion**

Handouts (2) on leadership styles?

How can leadership styles be best used in practical situations?

- What is a goal? and Why is it important to set leadership goals?
- What are the roles of needs, motivations, and values in setting leadership goals?
- What motivates leaders or managers to want to lead?
- How do your needs, motivations, and values relate to your leadership goals?
- What are the steps in setting goals?
- What are the criteria of "good" leadership goals?

**Jan. 30: Lecture 2.**

Text: pp. 29-78

**Unit 2: Leadership Practices**

**Leadership Practice 1: Challenge the Process**

What are the roles of a leader in initiating and managing change?

What are the conditions that encourage change or risk taking?
163

Week of Jan. 30: Discussion
How does one create a climate for change and risk taking?

Feb. 6: Lecture 3.
Text: pp. 79-129
Leadership Practice 2: Inspire a Shared Vision
What is a vision?
What are the sources for creating a shared vision?
How do you communicate a shared vision?
What is a mission statement?
How does one write a mission statement?
Application Exercise 1 due

Week of Feb. 6: Discussion
Text: pp. 131-160
What is synergy?
What is Covey's Win-Win approach to team building?
What are some examples of synergy?
What are the task and maintenance roles of a leader?

Feb. 13: Lecture 4
Text: pp. 161-185
Leadership Practice 3: Enable Others to Act
What is power?
What are the types of power as classified by Raven and French (1959)?
What are some positive uses of power?
Application Exercise 2 due

Week of Feb. 13: Discussion
Suggested Reading:
Murrel & Vogt (1991)
What is delegation?
Why delegate?
Why is it not done?
What are some common mistakes in delegation?
How does one delegate successfully?

Feb. 20: Lecture 5
Lamble (1983)
Text: pp. 187-216
Leadership Practice 4: Model the Way
How can you adopt a self-directed approach toward leadership and professional development, and help others to do the same?
Application Exercise 3 due

Week of Feb. 20: Discussion
Covey (1987) pp. 287-307
Text: pp. 217-238
How should you renew yourself, and help others to do the same?
Feb. 27: Lecture 6
Suggested Reading: Cormier (1983)

How can you plan time effectively?
How should you set priorities?
How should you make use of prime time effectively?
How does one deal with time wasters: telephone calls, drop-in visitors, paperwork, procrastination?

Assignment due

Week of Feb. 27: Discussion

What are some strategies for effective communication within and outside the organization?

March 6: Lecture 7
Text: pp. 239-276

Leadership Practice 5: Encourage the Heart
How can leaders recognize the contribution of members of a group?
What are some strategies to encourage the heart?
What are the steps in praising and reprimanding others?

Application Exercise 4 Due

Week of March 6: Discussion
Text: pp. 277-302

Concluding remarks on leadership development
Instructor and course evaluation.
Final administration of the Leadership Practices Inventory.

Application Exercise 5 due by Friday, March 10

Application Exercises
Assume that you have a leadership position in a family and consumer sciences field. Describe each of the following, and document your ideas with references, resources, and examples. Please make reference to the assumed leadership position in each Application Exercise (Not more than 2 pages each, typed and double spaced).

<table>
<thead>
<tr>
<th>Exercise No.</th>
<th>Topic</th>
<th>Date due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How will you challenge the process?</td>
<td>February 6</td>
</tr>
<tr>
<td>2.</td>
<td>What is your vision for your dept. or organization?</td>
<td>February 13</td>
</tr>
<tr>
<td></td>
<td>How will you inspire a shared vision?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>How will you enable others to act?</td>
<td>February 20</td>
</tr>
<tr>
<td>4.</td>
<td>How will you model the way?</td>
<td>March 6</td>
</tr>
<tr>
<td>5.</td>
<td>How will you encourage the heart?</td>
<td>March 10</td>
</tr>
</tbody>
</table>
**Assignment (Due: February 27)**

What is your leadership goal in a field of family and consumer sciences? Using the format of the Goal Planning Sheet provided, plan the steps you will take toward fulfillment of the leadership goal in relation to resource allocation. (Not more than two pages, typed double spaced)

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment <em>(Due February 27)</em></td>
<td>50</td>
</tr>
<tr>
<td>Application Exercises (five)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Grading criteria for each Application Exercise**

- Thorough knowledge of content: 2
- Depth of analysis: 3
- Ideas illustrated with examples: 3
- Innovative resources used: 2

**Total:** 10

**Grading criteria for Assignment**

- Is the goal specific?: 10
- Are the steps toward goal achievement measurable?: 10
- Is the goal and the steps to achieve it realistic and practical?: 10
- Are the steps relevant to your goal and to leadership skills & practices to be developed?: 10
- Are the steps realistic in terms of resource allocation?: 10

**Total:** 50
Text

Suggested Readings
(Parks Library: Reserve Section)


APPENDIX C. DATA COLLECTION INSTRUMENTS
LEADERSHIP PRACTICES INVENTORY
PRETEST

Department of Family and Consumer Sciences Education and Studies
Iowa State University
January 17, 1995

Dear Student,

The Department is studying the effectiveness of integrating selected leadership content into the course in which you are enrolled, FCEDS 460, "Integrative Approaches in Family and Consumer Sciences". We request your input to assess the impact of this innovation. The impact of the course will be assessed by determining whether the course has made a difference to your leadership practices. For this purpose we will use the Leadership Practices Inventory (LPI) at the beginning of the course and again at the end. The inventory responses will be used to analyze group changes for five important leadership practices. The LPI will take 10 minutes to complete.

Participation in the course impact-assessment is voluntary. Responses from each administration of the LPI will be used only as group data to study overall course effectiveness. They will in no way affect your grade in FCEDS 460. The instrument will have your name and code number only to ensure that two sets of data have been obtained for the same person. Prior to data analysis, both sets of identifiers will be removed to maintain confidentiality and anonymity. However, please indicate below, if you would like to know which of your leadership practices have changed as an outcome of the course, and we would be glad to give you the information.

Thank you for your cooperation. Your partnership with us is appreciated as we work together to improve the quality of the courses in the Department.

Sincerely,

Judy K. Brun, Ph.D., C.H.E.
Professor and Chair

Swarna M. Viegas, M.Sc., M.Phil.
Course Instructor

I would like to like to know the impact of the course on my leadership practices.
LEADERSHIP PRACTICES INVENTORY (LPI)

To what extent do you engage in the following actions and behaviors? Circle the number that applies to each statement.

1 = Rarely  
2 = Once in a While  
3 = Sometimes  
4 = Fairly Often  
5 = Very Frequently

1. I seek out challenging opportunities that test my skills and abilities.  
2. I describe to others the kind of future I would like for us to create together.  
3. I involve others in planning the actions we will take.  
4. I am clear about my own philosophy of leadership.  
5. I take the time to celebrate accomplishments when project milestones are reached.  
6. I stay up-to-date on the most recent developments affecting our organization.  
7. I appeal to the others to share my dream of the future as their own.  
8. I treat others with dignity and respect.  
9. I make certain that the projects I manage are broken down into manageable chunks.  
10. I make sure that people are recognized for their contributions to the success of our projects.  
11. I challenge the way we do things in my organization.  
12. I clearly communicate a positive and hopeful outlook for the future of our organization.  
13. I give people a lot of discretion to make their own decisions.  
14. I spend time and energy on making certain that people adhere to the values that have been agreed on.
<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>I praise people for a job well done.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16.</td>
<td>I look for innovative ways we can improve what we do in this organization</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17.</td>
<td>I show others how their long-term future interests can be realized by enlisting in a common vision.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18.</td>
<td>I develop cooperative relationships with the people I work with.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19.</td>
<td>I let others know my beliefs or values on how to best run the organization I lead.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20.</td>
<td>I give the members of the team lots of appreciation and support for their contributions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21.</td>
<td>I ask “what can we learn?” when things do not go as expected.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22.</td>
<td>I look ahead and forecast what I expect the future to be like.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23.</td>
<td>I create an atmosphere of mutual trust in the projects I lead.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24.</td>
<td>I am consistent in practicing the values I espouse.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25.</td>
<td>I find ways to celebrate accomplishments.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26.</td>
<td>I experiment and take risks with new approaches to my work even when there is a chance I might fail.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27.</td>
<td>I create excitement and enthusiasm about future possibilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28.</td>
<td>I get others to feel a sense of ownership for the projects they work on.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29.</td>
<td>I make sure we get clear goals, make plans and establish milestones for the projects I lead.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>30.</td>
<td>I make it a point to tell the rest of the organization about the good work done by my group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

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LEADERSHIP PRACTICES INVENTORY
POSTTEST
**PART 1. LEADERSHIP PRACTICES INVENTORY (LPI)**

To what extent do you engage in the following actions and behaviors? Circle the number that applies to each statement.

1 = Rarely
2 = Once in a While
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<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1</td>
<td>I seek out challenging opportunities that test my skills and abilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>I describe to others the kind of future I would like for us to create together.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>I involve others in planning the actions we will take.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>I am clear about my own philosophy of leadership.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>I take the time to celebrate accomplishments when project milestones are reached.</td>
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<td>3</td>
<td>4</td>
<td>5</td>
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<td>6</td>
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<td>3</td>
<td>4</td>
<td>5</td>
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<td>8</td>
<td>I treat others with dignity and respect.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>I make certain that the projects I manage are broken down into manageable chunks.</td>
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<td>5</td>
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<td>I make sure that people are recognized for their contributions to the success of our projects.</td>
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<td>12</td>
<td>I clearly communicate a positive and hopeful outlook for the future of our organization.</td>
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<td>5</td>
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13. I give people a lot of discretion to make their own decisions.

14. I spend time and energy on making certain that people adhere to the values that have been agreed on.

15. I praise people for a job well done.

16. I look for innovative ways we can improve what we do in this organization.

17. I show others how their long-term future interests can be realized by enlisting in a common vision.

18. I develop cooperative relationships with the people I work with.

19. I let others know my beliefs or values on how to best run the organization I lead.

20. I give the members of the team lots of appreciation and support for their contributions.

21. I ask "what can we learn?" when things do not go as expected.

22. I look ahead and forecast what I expect the future to be like.

23. I create an atmosphere of mutual trust in the projects I lead.

24. I am consistent in practicing the values I espouse.

25. I find ways to celebrate accomplishments.

26. I experiment and take risks with new approaches to my work even when there is a chance I might fail.

27. I create excitement and enthusiasm about future possibilities.
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<td>4</td>
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</table>

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PART 2: REACTIONS TO THE COURSE

To assess the impact of this course, we request your valuable feedback. Please circle the number that best describes your reaction to the following statements.

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree

The course:

1. helped to clarify the leadership concept, leadership qualities, tasks, and skills
   SA  A  UD  D  SD
   5  4  3  2  1

2. helped me analyze my needs, values and goals
   SA  A  UD  D  SD
   5  4  3  2  1

3. enabled me to analyze my leadership practices
   SA  A  UD  D  SD
   5  4  3  2  1

4. helped me to analyze my leadership style
   SA  A  UD  D  SD
   5  4  3  2  1

5. increased my knowledge about strategies to develop professional competence
   SA  A  UD  D  SD
   5  4  3  2  1

6. gave me insights about how I might strengthen my management skills
   SA  A  UD  D  SD
   5  4  3  2  1

7. motivated me to seek a future leadership position
   SA  A  UD  D  SD
   5  4  3  2  1

8. gave me an opportunity for class participation
   SA  A  UD  D  SD
   5  4  3  2  1

9. included relevant assigned readings
   SA  A  UD  D  SD
   5  4  3  2  1

10. was relevant to my goals
    SA  A  UD  D  SD
     5  4  3  2  1

Directions: Please respond to these questions in the space provided.

1. Has this course changed your career plans in anyway?
   Yes____ No____
If yes, describe the change you plan.

2. What aspects of the course were of greatest value to you? How will you use the knowledge and skills gained, in your personal life and/or professional life?

3. What aspects of the course were of least value to you?

PART 3: YOUR EXPERIENCES

4. While enrolled at Iowa State University

A. In how many groups and organizations have you participated as an active member? _______

B. In how many groups and organizations have you served as a leader? (Chair, President, other officer, committee member etc.) _______

5. Current GPA _______.
   Providing this information will not affect your grade in FCEDS 460. It will only be used in the aggregate (as a group mean) in studying the overall impact of the leadership course.
APPENDIX D. HUMAN SUBJECTS APPROVAL FORM
Checklist for Attachments and Time Schedule

The following are attached (please check):

12.☒ Letter or written statement to subjects indicating clearly:
   a) purpose of the research
   b) the use of any identifier codes (names, #'s), how they will be used, and when they will be
      removed (see Item 17)
   c) an estimate of time needed for participation in the research and the place
   d) if applicable, location of the research activity
   e) how you will ensure confidentiality
   f) in a longitudinal study, note when and how you will contact subjects later
   g) participation is voluntary; nonparticipation will not affect evaluations of the subject

13.☒ Consent form (if applicable)

14.☒ Letter of approval for research from cooperating organizations or institutions (if applicable)

15.☒ Data-gathering instruments

16. Anticipated dates for contact with subjects:
   First Contact: 1.18.95
   Last Contact: 5.12.95

17. If applicable: anticipated date that identifiers will be removed from completed survey instruments and/or audio or visual
tapes will be erased:
   9.1.95 or earlier

18. Signature of Departmental Executive Officer Date
    Family & Consumer Sciences Edu. & Studies
    Judy Bull 1/4/95

19. Decision of the University Human Subjects Review Committee:
    Project Approved ☒ Project Not Approved   No Action Required

   Patricia M. Keith 1-13-95
   Name of Committee Chairperson Date Signature of Committee Chairperson
APPENDIX E. CORRESPONDENCE
Dr. Barry Z. Posner
Kouzes Posner International, INC.
2330 Forbes Avenue, Suite A
Santa Clara
California 95050.

September 26, 1994

Dear Dr. Posner,

I am a doctoral student in the Department of Family and Consumer Sciences Education and Studies, Iowa State University. My dissertation relates to the "Impact of a leadership development program on Family and Consumer Sciences undergraduates". While reviewing literature on leadership assessment instruments, I came across the Leadership Practices Inventory. I have read about its Psychometric properties in Educational and Psychological Measurement, 53 (1), 191-199, and I am considering the possibility of its use in my research. I plan to pilot test my leadership program in October with a small group of eight students, and after necessary modifications, try out the curriculum again in Spring 1995, using a larger group of undergraduate students.

May I have your permission to use the instrument? I would be very grateful if you could send me a copy of the complete LPI instrument together with the scoring manual, and other pertinent information relating to the use of the scale. Please also let me know the cost if any, for the same. Thanking you in anticipation of an early reply.

Sincerely,

Swarna Viegas
October 12, 1994

Swarna Viegas
311 MacKay Hall
Iowa State University
Ames, Iowa 50011

Dear Swarna:

Thank you for your correspondence (dated September 26; although only received yesterday from our previous address) requesting permission to use the Leadership Practices Inventory (LPI) in your dissertation. We are pleased to allow you to reproduce the LPI in your research project to the extent outlined in your letter and according to the following three stipulations:

1. That the following copyright notice appear on all copies of the LPI-Self and LPI-Observer: Copyright 1993 by Kouzes Posner International, Inc. Used with permission.

2. That we receive copies of all reports, papers, presentations, etc., including a bound copy of your dissertation, which utilize any of the LPI data from this study.

3. That the LPI may not be re-sold or re-packaged in any other programs or workshop settings without express written permission.

If you agree to the terms outlined above, please sign one copy of this letter and return it to the address above.

If we can be of any further assistance, please do not hesitate to let us know. Best wishes in your research efforts.

Cordially,

Barry Z. Posner, Ph.D.
Managing Director

I understand and agree to abide by these terms:

_________________________  Date: 10.20.94

Swarna Viegas
APPENDIX F. LEADERSHIP CURRICULUM
Leadership Development Curriculum for Family and Consumer Sciences

Developed by Swarna Viegas
Department of Family and Consumer Sciences Education and Studies
Iowa State University
May, 1997
The curriculum development and testing process has been partially funded by the American Association of Family and Consumer Sciences through the Massachusetts Avenue Building Assets Funds Grant. Major support came from the Department of Family and Consumer Sciences Education and Studies.

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ACKNOWLEDGEMENTS

The Leadership Development Curriculum for female family and consumer sciences undergraduate students has been made possible with the assistance of many individuals. Primarily, I wish to acknowledge my deep gratitude to Dr. Judy Brun, Professor and Chair of the Department of Family and Consumer Sciences Education and Studies, Iowa State University, for her guidance, creative ideas for the curriculum, and suggestions for improvement of the teaching-learning process.

I extend my sincere appreciation to the seven family and consumer sciences seniors and two graduate students of Iowa State University who made the first-phase pilot test possible, and the 59 seniors in the experimental, and the 48 seniors in the standard group who made the second-phase pilot test possible.

I owe a debt of gratitude to Merri Bretz, teaching assistant, for her insights and suggestions as to what strategies might work best, and for her assistance in facilitating discussions at the second-phase pilot test.

I wish to express my deep appreciation to Dr. Richard Carter, Professor and Chair of the Department of Agricultural Education and Studies, who provided me with many useful ideas for the curriculum, through his course AGEDS 521, titled “Leadership Development in Agricultural Education”.

I also thank Jolene Johnson, Secretary, Department of Family and Consumer Sciences Education and Studies, for her assistance with duplicating handouts for class use.
LEADERSHIP DEVELOPMENT CURRICULUM
FOR FAMILY AND CONSUMER SCIENCES

NEED FOR LEADERSHIP DEVELOPMENT OF WOMEN

Women often encounter the "glass ceiling", an invisible barrier which obstructs upward mobility in the management hierarchy, when striving to get ahead in their careers. The barriers to leadership may be traced to parental influences, socialization, and sex-role stereotypes held by both men and women in the work place.

Parents' own perceptions of gender role stereotypes indirectly affect the perceived needs, attitudes, behaviors, and performance of their children (Eccles, Jacobs, & Harold, 1990; Harris, 1993). Parental influence is manifested in their perception of their children's future needs (Denmark, 1993). Parental expectations are powerful determinants of professional attainment (Poole, Fox, Ciavarella, & Omodei, 1991).

Socialization and sex-role stereotyping as practiced by other than one's parents also account for the development of personality characteristics which persist through adulthood. Dominance and independence, for example, are often associated with masculine roles, while submissiveness, passivity, and nurturance are viewed as consistent with feminine roles (Eisler, 1991; Korabik, 1990). Riger and Galligan (1980), Wheeler-Roy (1985) and Walker and Mehr (1992) pointed out that socialization and stereotyping may also account for the development in females of traits and behaviors that are counter to the demands of the management role, such as unwillingness to take risks. Men learn to see risk-taking as an opportunity for success and failure; women focus on the failure aspect (Henning & Jardim, 1977).

White (1981), and Morrison, White and Van Velsor (1987) observed persistently lower self-confidence for females as compared to males in studies of adolescents as well as experienced managers. Women were found to have a lower desire to compete for advancement (Henning & Jardim, 1977) as well as a greater tendency to conform to the status quo (Eagly & Carli, 1981). Women were therefore less likely to assume leadership roles through appointment or by personal choice (Walker & Mehr, 1992; Denmark, 1993).

In the work place, images of women held by others negatively affect women's leadership advancement. Research findings of Brass (1985) revealed that in male-dominated organizations women were rated as less influential than men. Fraker (1984) noted that women may be viewed by men as unable to fit into the small,
informal, all-male group that constitutes upper management and may consequently be delegated a lesser title than their male counterparts for the same or similar responsibilities (Sherman, Ezell & Odewahn, 1987).

The constraints that restrict opportunities for leadership development of women are intensified in female-dominated occupations because they are often low in prestige, economic rewards, and power (Bartol & Bartol, 1975; Bass 1990; East, 1980; Feldmen, 1974; Touhey, 1974). In female-dominated professions, East suggests that women act in nurturing and supportive ways to others, especially men. In these professions, there also appears to be a tendency to make allowances for women, accepting reduced productivity and assigning fewer work responsibilities because of family responsibilities. This further weakens the prestige, power, rewards, and perhaps also quality, of female-dominated fields. Family and consumer sciences as a field of study and as a profession may be a case in point.

In spite of these several constraints, Naisbitt and Aburdene (1990) predicted that the Nineties would be the decade of women in leadership. They asserted that women were quickly gaining equality in the corporate world. However, they also predicted that the work world of the future would be more competitive. In order to succeed in this competitive environment, they recommended that women learn to coach others, to inspire others, and to gain the commitment of others toward achieving the mission and goals of the organization. Hollander and Offermann (1990) and Eisler (1991) suggested that, in view of the current interest in restructuring workplace organizations to create a more people-centered leadership style and to increase levels of follower involvement, the role of leaders in coaching and inspiring commitment would take on greater importance. On a similar note, Cetron (1994) predicted that "old girl" networks would become increasingly effective as women filled more positions in middle and upper management.

In response to the need for better professional development and training, the 1990-1995 Strategic Program of Work (1992, pp. 17-18) of the American Home Economics Association (called the American Association of Family and Consumer Sciences since June 1994) recognized the need to better prepare members for leadership roles. This has been documented in Goal 1, "Professional Development", and its Objective 3, "Prepare members for leadership roles". A key strategy identified to do so was "to develop and implement a plan of action for leadership training, ensuring the participation of minority home economists."

These trends and activities suggest that now is the best time for family and consumer sciences professionals who are mostly women to continue a strong emphasis on leadership development. The need to do so, if the goal is to improve the quality of the
profession's contributions to empowering individuals, strengthening families, and enabling communities, has also never been more critical.

College and university educators in family and consumer sciences have the major responsibility for developing leadership qualities and a sense of professionalism among the professionals-to-be that they are preparing. For this to take place, the curriculum must include content and learning experiences that focus on the development of these qualities and characteristics. Undergraduates need to be motivated at an early stage in their career preparation to develop high professional aspirations, to systematically plan strategies to attain their career goals, and to achieve self-actualization.

**LEADERSHIP AS THEORY**

After an exhaustive literature review of leadership theories, the transformational leadership theory was perceived to be the most appropriate theory upon which to base a leadership curriculum for family and consumer sciences professionals-in-training. The transformational leadership theory was perceived to have a broader scope than the earlier theories ~ trait, behavioral, and contingency theories. Training in the theory and practice of transformational leadership is perceived to best prepare students with the leadership competencies to meet challenges of transitions into the work world of the 21st Century.

Advocates of the theory of transformational leadership, such as Kouzes and Posner (1995) asserted that effective leadership is not restricted to a few select stars. They added that there are five fundamental principles or practices of transformational leadership which can be learned by everyone. The first fundamental practice is *Challenge the Process*. According to the authors, leaders need the ability initiate positive change, recognize and support new ideas, be willing to take risks, to experiment, and to innovate. Transformational leaders should be willing to challenge the system in order to get new products, processes and services adopted. This practice requires leaders to possess expertise, initiative, and confidence in the outcome of change that is being proposed.

The second practice is *Inspire a Shared Vision* of a future desirable state of an organization. According to the authors, being visionary involves the ability to foresee the unique image of the organization, based on the analysis of the past, the present, and predictions of the future. The ability to envision is believed to emerge from the knowledge gained from experience, situational analysis, keeping current about present and future trends, and intuition. This practice requires leaders to contribute their
ideas, hopes, and dreams for the organization, and encourage others to do the same (Gardner, 1990).

The third practice of transformational leaders, according to Kouzes and Posner, is Enable Others to Act. This is conceived as a process of encouraging collaboration, building teams, and empowering others. Bennis and Nanus (1985) who earlier had written on transformational leadership, suggested that the members of a work group may be encouraged to act by involving them in the process of strategic planning so as to obtain valuable input, and gain commitment to the shared goals and plans of action. To perform this practice effectively, leaders were perceived to need skills that could sustain high levels of motivation in an encouraging and supportive environment (Bennis & Nanus, 1985; Kouzes & Posner, 1995; Locke, 1991).

The fourth practice is called Model the Way. This skill requires leaders to learn the need to be clear on a leadership philosophy, break a project into chunks, act in ways which are consistent with their beliefs and values, such as being ethical, and open to new ideas and diverse points of view, being fair when dealing with others, assure that values are adhered to, and set clear goals and milestones. Leaders are believed to be effective at modeling the way if they are able to share values important for a successful organizational culture, such as high performance standards, a caring attitude, a sense of uniqueness, pride in jobs well done, and initiating the process of small-wins.

The fifth leadership practice is Encourage the Heart. Transformational leaders encourage followers through good and bad times, frustration and disenchantment (Conger & Kanungo, 1988; Sashkin, 1988; and Tichy & Devanna, 1986). This practice involves building self-confidence through high expectations, blending intrinsic and extrinsic rewards for jobs well done, being positive and hopeful, building confidence and courage, and celebrating accomplishments. According to Gardner, transformational leaders need to be able to reach and influence constituents beyond their jurisdictions and bureaucratic boundaries in order to bring the appropriate groups together to solve a problem. Some examples of constituencies are individuals; families; consumers; communities; corporations; and voluntary, government, and international organizations across local, national, and international boundaries. A leader also needs the political skill to cope with the conflicting requirements of multiple constituencies, and to cope with change in innovative ways (Bryson & Kelly, 1978; Kaplan, 1986; Kotter, 1990; Locke, 1991). Cleveland (1985) suggested that leaders and managers need a broader range of competencies functioning at high levels; aptitudes and attitudes of a generalist, and the ability to perceive organizational development with a holistic view. Based on a review of management literature as well as their own intuition, Silfvast and Quaglieri (1994) concluded that a transformational leader needs to possess excellent oral and written communication
skills; good interpersonal skills; the ability to change roles to address different groups and situations; the ability to persuade, compromise and defend; the ability to determine strategy, interpret problems and arrive at conclusions; the ability to understand complex, abstract ideas and convert these into concrete terms; the ability to work within a system as well as with external, competing, and diverse groups; the ability to be decisive, take the lead and follow through with a decision once it has been made; and the ability to orchestrate a system, select personnel, set priorities, and implement action plans.

The literature reviewed suggested that transformational leaders are long-range thinkers, thinking in terms of time and context, inspiring and communicating their vision to others in such a way that others feel that the vision is worthwhile, and striving to make the vision a reality. Transformational leaders have a strong achievement motivation; are open to change; and possess a wide range of competencies including outstanding job skills, conceptual skills, effective communication, human relations skills, and political skills. They are eager to accept challenge, are willing to take risks, and support good ideas. They work for the growth and development of their organization, and are confident in their ability to be change agents. They are encouraging, honest, and ethical.

**CURRICULUM DEVELOPMENT FRAMEWORK**

The framework of perennial analytic categories or the empirical-rational approach was used as a guide in developing the leadership curriculum for family and consumer sciences undergraduates. This framework suggested by Tyler (1950) and extended by Taba (1962) was adopted for the curriculum development process because of the assumption underlying this framework (Bobbitt, 1989) that learning proceeds best when information is organized in a meaningful predetermined format. In this framework, the predetermined format manifests itself as an explicit, systematic progression of guidelines which direct the curriculum development process. These were: 1) diagnosis of needs, 2) formulation of objectives, 3) selection of content, 4) organization of content, 5) selection of learning experiences, 6) organization of learning experiences, 7) check for balance and sequence, and 8) determination of what to evaluate and the means of doing it.

The curriculum developer believed that in order to be meaningful and relevant, the curriculum needs to reflect the demands of the work world, and the demands emerging from trends which would impact the future lives and careers of the learners. Using the framework of perennial analytic categories, needs identification is done in a
shorter period of time through multiple sources, such as a study of society and culture, determining needs of the learner and the learning process, analyzing the nature of knowledge, and establishing a philosophy of education. Needs assessed through multiple sources were seen to help identify the demands of the work world. Further, input derived from a variety of sources was believed to lead to a more balanced view of needs than that which results within the frameworks of practical inquiry and critical praxis where needs assessment is done primarily by asking the learners what their needs are. In both the other two frameworks, learners are encouraged to view the causes of perennial problems or oppression from a holistic perspective. However, needs assessment within both these frameworks takes place only after initial contact with the students. This allows little time for teacher preparation and also means that objectives could vary greatly from one course to a next. The procedure may also lead to a wish list which may not be in keeping with real career needs, or the mission and goals of the university. Therefore, the paradigm of practical inquiry was not seen as feasible in a university setting where the perceived goal of curriculum development efforts is promote accountability, quality control, efficiency, reliability, validity, and replicability.

The impact of a curriculum can also be most reliably and objectively studied in summative evaluations when the curriculum is developed using the perennial analytic framework because of the controls that can be imposed. The frameworks of practical inquiry and critical praxis are more likely to use more naturalistic evaluation methods where the researcher is more likely to be the primary instrument in the evaluation process. Such a process cannot be reliably and accurately used to examine the comparative effectiveness of one intervention over another, to predict future success of a replicable product, and respond to a common assumption made in higher education that a course delivered in one semester will be quite similar to the way it will be delivered in other semesters.

Based on the results of evaluation of learning outcomes of perennial analytic curricula, decisions to continue, revise or terminate a curriculum can be easily made. The framework is also seen to be more useful and practical in view of the fact that curriculum in higher education is time bound, has funding limitation, and is practical in terms of time constraints and scheduling of faculty and students. For the purpose of developing a leadership curriculum for family and consumer sciences undergraduates in an institution of higher education, within the demands, expectations and parameters of funding and time limits set by the institution, the paradigm of perennial analytic categories was chosen by the researcher/curriculum developer to be the most appropriate choice.
Needs were assessed through an extensive review of literature, suggestions of leadership experts, and family and consumer sciences professionals. Students perception of their needs were assessed using a qualitative design approach. Seven undergraduates and two graduate students in family and consumer sciences enrolled for a one-credit experimental leadership development course that became the preliminary small scale pilot test setting for the curriculum. Throughout 10 class sessions, each 75 minutes long, verbal discussions were initiated in which students spoke of their views, perceptions, concerns, needs and strengths concerning leadership. This began when the students were asked to write and hand in their goals for the course. The curriculum outline was also reviewed by five leadership experts. The input of experts and students', and the instructor's own perceptions were used in the revision process. A large scale pilot test was conducted in Spring 1995 in a class of 75 students, out of which 59 were females. The class met each week for a 50 minute lecture in a large group, and 50 minute discussion session in small groups of 4 to 5 students.

The leadership curriculum had a positive impact on the leadership development of students. Evidence of impact included change of career plans as a result of the course. Students reported that as a result of the course they became more motivated to seek a leadership position and were confident that they would succeed in such a position. The course helped to clarify their career goals; as a result, they changed or were considering change from passive to proactive behavior. The students applied or were planning to apply leadership principles to their personal and professional lives. Revisions made, based on the large scale pilot test were incorporated into the curriculum.

**USING THE CURRICULUM**

The curriculum is organized around two units —The first unit called *Understand Leadership* contains six lessons. The second unit called *Strengthen Leadership Practices* contains eight lessons. The curriculum is designed to be offered as a course in itself or may be integrated into other existing courses.

The curriculum is designed to be user friendly. It contains a wide variety of teaching methods and materials. The handouts, some of which could be used as transparencies, contain graphics to sustain the interest of the participants. These may be duplicated for use. Although the curriculum is designed for family and consumer sciences undergraduates, the leadership principles are universal, and may be adapted for use with diverse learners.
Based on the experience in the first and second pilot test, the following factors were found conducive to better class participation: size of group between 20-25; a diverse group in terms of major and race; seating done in a circular or U-shaped arrangement, that can allow for break-up into smaller groups of four to five persons for group interaction; 75-100 minutes for each class session to make more diverse learning experiences possible. These characteristics are recommended for future curriculum implementation.

Motivational speakers -- entrepreneurs, leaders in corporations, service and voluntary organizations -- are excellent resources to be invited to class. They may be invited to present independently or to serve as members of a panel. They are perceived to be assets for sharing experiences in team-building, developing a self-directed approach to leadership and professional development, empowering, communicating a vision, and sustaining high levels of motivation and commitment.

Thus, the leadership curriculum is a formal educational program designed to help female undergraduate students develop desirable leadership qualities, skills, styles, practices, and philosophies. Long-range outcomes will hopefully include higher-quality career performance and an enhanced public image for family and consumer sciences female professionals.

RESOURCES


EXAMPLE SYLLABUS
Leadership Development Seminar for Family and Consumer Sciences

The course is recommended to be offered for two semester credits. The class could meet once a week for 100 minutes or twice a week for 50 minutes each time over a 16-week semester.

Course Description
Seminar on strategies to develop transformational leadership skills and practices in family and consumer sciences fields. Students will also learn to develop a self-directed approach to personal and professional development.

Objectives
The students will:
1. identify skills, practices, and styles of transformational leaders;
2. analyze needs, motivations, values, skills, practices, and styles in relation to career leadership goals;
3. develop strategies to improve leadership skills and practices to achieve career leadership goals.

Course Outline
Week 1
Welcome, course introduction, and course expectations.

Week 2
Unit 1: Understand Leadership
Lesson 1: Learn from Leadership Theories
How do selected leadership theories contribute to understanding the concepts of leadership?
What is leadership?
Suggested reading: Frank (1993)
Handout titled “Leadership Theories”

Week 3
Lesson 2: Clarify Leadership Concepts
What are some myths and facts about leadership?
What are the skills necessary for successful leadership?
What are the tasks of a leader?
Text: Chapter 1 & 2
Week 4
Lesson 3: Be a Leader in Family and Consumer Sciences
Why is leadership important to the field of family and consumer sciences?
What are the barriers to leadership?

Week 5
Lesson 4: Know your Leadership Styles
What are some leadership styles?
What are your primary and secondary leadership styles?
How can leadership styles be best used in practical situations?
**Handouts on Leadership Styles**

Week 6
Lesson 5: Choose a Self-Directed Approach to Leadership
What are the characteristics of a proactive person?
What are the components of a self-directed approach to leadership and professional development?
*Lamble (1983)*

Week 7
Lesson 6: Develop a Personal Action Plan
What is a plan? What are its constituents?
What is a goal? Why is it important to set leadership goals?
What are the roles of needs, motivations, and values in relation to setting leadership goals?
What are the steps and criteria in setting goals?
What are some guidelines for action?

Week 8
Unit 2: Strengthen Leadership
**Leadership Practice 1: Challenge the Process**
Lesson 7: Think about Change
What are the differences between a manager and a leader?
What are the roles of a leader in initiating and managing change?
*Text: Chapter 3*

Week 9
Lesson 8: Create a Climate for Change and Risk Taking
How does one create a climate for change and risk taking?
How does one look for opportunities to challenge the process?
*Text: Chapter 4*
Week 10
Leadership Practice 2: Inspire a Shared Vision
Lesson 9: Perceive and Communicate a Vision
What is a vision?
What is the difference between a vision, a dream, and a goal?
What are the sources for creating a shared vision?
How do you communicate a shared vision?
What is a mission statement?
How does one write a mission statement?
Text: Chapter 5 & 6

Week 11
Leadership Practice 3: Enable Others to Act
Lesson 10: Strengthen Your Team
What are the characteristics of teams?
What are the advantages of working interdependently VS. working alone?
In what ways do group members differ from each other?
What are the stages of group development as proposed by Tuckman and Jensen (1977)?
What is the “Win-Win” approach to team building?
What are the roles of a leader in facilitating team building?
Text: Chapter 7
Covey (1989, pp. 204-234)

Week 12
Lesson 11: Use Power Proactively
What is “power”?
What are the various kinds of power?
How can power be used proactively?
Text: Chapter 8

Week 13
Lesson 12: Empower Others
What is delegation?
Why delegate?
Why is it not done?
How does one delegate successfully?
What are some common mistakes in delegation?
Text: Chapter 9
Suggested Reading: Lowy & Finestone (1986)
Week 14
Leadership Practice 4: Model the Way
Lesson 13: Present Leadership Strategies
How do you communicate leadership strategies to others?
Example Presentation: Renew Self and Others
Text: Chapter 9 & 10
Suggested Reading: Covey (1989, pp. 285-307)

Week 15
Leadership Practice 5. Encourage the Heart
Lesson 14: Honor your Team
How can leaders recognize the contribution of members of a group?
What are the steps in praising or reprimanding others?
Text: Chapter 11 & 12
Assignment Due: Plan for Leadership

Week 16
Presentation of Leadership Strategies (Continued)
Share changes made as a result of the course
Celebrate accomplishments!

Application Exercises and Evaluation
1. Assignment: Plan for leadership and professional development
What is your leadership goal in a field of family and consumer sciences?
Plan the steps you will take toward fulfillment of the leadership goal.
(Not more than four pages, typed and double spaced).

Grading criteria
Is the goal specific, realistic and practical? Are the action steps relevant to the goal
and to leadership skills, practices, and experiences to be developed? Are the steps
realistic in terms of resource allocation? What are the strategies for networking and
building alliances? What are the deadlines for the attainment of small steps toward
goals achievement?

2. Oral presentation on strategies for leadership
Join with another student to make an oral presentation on a selected leadership topic.
Audio and videotapes, and self improvement literature may be used to prepare for the
presentation. Presentation dates will be assigned.
Grading criteria
Did the students
Have a thorough knowledge of content? Effectively communicate content using principles of learning? Illustrate concepts with examples? Effectively involve class participation? Use appropriate and understandable visuals?

3. Case analysis of leadership practices
Share in class, a case analysis of leadership practices of a leader/team. You may base the analysis on an autobiography of a person, biography, an interview, video, or film. Presentation dates will be assigned. Evaluation will be based on depth of analysis of leadership practices. Maximum time allowed for sharing will be 12-15 minutes.

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<td>Assignment</td>
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<td>Case analysis</td>
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For extra credit
Accept a leadership role in community, university, professional, and/or other organizational settings at the time of course commencement. At the end of the course, submit a written report about how you practiced the leadership skills learned in class, as a result of that experience.

Opportunity to Network with Leaders
You will have the opportunity to meet and network with a panel of leaders in family and consumer sciences fields. A panel of leaders -- consultants, professionals from business, education, extension, and volunteer service fields will be invited to class to share their leadership strategies.

Attendance
It is recommended that you attend all classes. Absence without prior permission of the instructor or without providing a medical certificate from a doctor, is likely to affect class grade.

Text
Suggested Readings


Advance Preparation

All handouts and transparencies suggested may be prepared from the masters provided.

Unit 1
Lesson 1
Prepare copies of handouts titled:
“Leadership Theories”.

Prepare transparencies titled:
“Definition of Behavioral Theory”,
“Definition of Leadership”.

Lesson 2
Prepare copies of handouts titled:
“Myths or Facts?”,
“Leadership Skills”,
“Tasks of a Leader”.

Prepare transparencies titled:
“Mission, vision, and goal”,
“Goals of Professional Practice”,
“Barriers to Leadership”.

Distribute instruments Leader Effectiveness & Adaptability Description (LEAD-SELF)

Lesson 4
Prepare copies of the handouts titled:
“The Situational Leadership Model”,
“Leadership Styles”,
“Adapt your Leadership Style”,
“Leadership Style Applications”,
“Scenario for Role Play”.

Lesson 5
Prepare copies of handouts titled:
“Characteristics of a Proactive Person”,
“Proactive VS. Reactive Focus”,
“Characteristics of a Proactive Person”,
"Is your Life Centered around these...?"
"Use a Self-Directed Approach to Leadership to...",
"Components of a Self-Directed approach to Leadership",
"Develop your Personal Mission Statement",
"Examples of Personal Mission Statements".

Lesson 6
Prepare copies of handouts titled:
"Basic Human Needs",
"What Motivates Me?", "Strength List",
"Life Inventory",
"Reasons for Setting Goals",
"Steps in Setting Personal Goals",
"Set Smart Goals",
"Examples of Leadership Goals",
"Suggestions for Leadership and Professional Development",
"Who Sits on Your Board",
"Steps to Develop an Action Plan to Attain Leadership Goals".

Unit 2
Lesson 7
Prepare copies of handouts titled:
"An Eventful Activity",
"Differences between Leader and Manager Events",
"Differences between Leaders and Managers",
"Roles of a Leader in Initiating Change".

Lesson 8
Prepare copies of handouts titled:
"Develop a Climate for Change",
"Look for Opportunities to Challenge the Process",
"Striving to be Different".

Lesson 9
Prepare copies of handouts titled:
"Definitions: Vision, Dream, and Goal",
"Communicate a Common Vision",
"Create the Vision Statement".

Borrow the videotape of the speech of Martin Luther King, titled:
"I have a Dream".
Lesson 10
Prepare transparencies titled:
"Synergy",
"Your Team Members Have These Needs",
"Strengthen your Team through Win-Win",
"Roles of a Leader".

Lesson 11.
Prepare copies of the handouts titled:
"Definitions of Power",
"Bases of Power",
"Positive Uses of Power".

Lesson 12.
Prepare copies of handouts titled:
"What is Delegation?",
"Why Delegate?",
"Reasons for Not Delegating",
"Stages of Successful Delegation",
"Common Mistakes in Delegation".

Lesson 13
Prepare a transparency on "Dimensions of Renewal".

Lesson 14
Prepare copies of handouts titled:
"Encourage the Heart: Learn from a Leading Cosmetics Corporation",
"Recognize Members' Contribution",
"Intrinsic Rewards",
"Extrinsic Rewards",
"Celebrate Accomplishments",
"Guidelines for Praising and Reprimanding",
"Practice Strategies of Praising and Reprimanding".
Unit Overview

Unit 1 consists of six lessons. The unit begins with leadership theories, their evolution, characteristics, scope, and limitations. The theory of transformational leadership is given emphasis as it forms the basis of the course. Some basic concepts covered are: myths and facts about leadership, barriers to leadership, leadership skills, and tasks and styles. The need for leadership in family and consumer sciences fields is emphasized. Students will learn to develop proactive strategies for personal and professional development through a self analysis of barriers to leadership, needs, motivation, strengths and weaknesses, values, goals, and leadership styles. Students will be guided through the process of developing a plan for realization of leadership goals in the field of family and consumer sciences.
Welcome and Introductions

Objective
The objective of the first meeting is to welcome and get to know participants, introduce the course, and describe course expectations.

Introduction
Welcome the students, and describe the agenda of this first meeting. Explain that for the purpose of the introductory activity, each participant should give a brief introduction of self, including:

- name,
- level of study in college, and major,
- whether they are members of campus or other community organizations,
- prior leadership experiences,
- prior leadership classes taken,
- goals for the course,
- an incident in his or her life, where a perceived action led to personal or social benefits (allow each student to speak for 2-3 minutes).

1. After all introductions have been made, explain that the objectives of the introductory activity were: to help participants to get better acquainted with each other, articulate their goals for the course, and critically analyze circumstances in the experiences narrated which led to proactive decision making and action. Say that it appears that the students “responded” rather than “reacted” to opportunity and challenge. Effective leaders are those who are able to make proactive decisions, and follow up with proactive actions. Explain that the advantages of the introductory activity for the instructor was to get better acquainted with students, to get to know what the students hope to gain from the course, to be able to incorporate the goals into the course, and to get a feel for the formal and informal leadership experiences students have had.

2. Introduce the course, giving students an overview of course content, format, and expectations, the text to be used, and supplementary reading material. Introduce Unit I Understand Leadership, and explain that the content they will learn in the unit is designed to provide a basis for the understanding of transformational leadership. Also tell them that the content incorporates principles derived from the theory and successful practice of transformational leadership.

3. If time permits, commence with Lesson 1.
Lesson 1: Learn about Leadership Theories

Focus Questions
1. How do selected leadership theories contribute to understanding the concepts of leadership?
2. What is leadership?

Objectives
Following the lesson, students will:
1. explain how selected leadership theories contribute to understanding the concepts of leadership,
2. describe the concept of “leadership” as used in the course.

Time Required: 100 minutes

Main Concepts
1. A descriptive or behavioral theory, according to Kerlinger (1973), is a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena. The theory specifies relations among variables with the purpose of explaining and predicting the phenomena.

2. A review of leadership theories provides an opportunity to examine different perspectives held about the leadership process. It also provides useful insights into the variables that explain and predict leadership behavior. Vandenberg et al. (1986) suggested that the leadership literature base has not been linear or sequential, with one conception or perspective replacing another, but rather has consisted of a broadening of the scope of the leadership construct. Thus, leadership theories have built upon each other over time through an evolutionary process, giving depth and breadth of explanations for successful leadership.

3. Several classifications of leadership theories have been proposed by those such as Yukl (1981), Bensimon et al. (1989), Vandenbergen et al. (1986), and Bass (1990). From these classifications, four theoretical categories appear to be most prominent. These are: trait, behavioral, contingency, and power and influence theories. As proponents of each major theoretical approach to leadership began experiencing difficulties in using it to explain and predict leadership effectiveness, they
developed other theoretical approaches to better account for leadership effectiveness. Thus, one theoretical era has gradually led into the next.

4. The trait theories were the first to emerge and attempted to explain and predict leadership by virtue of possession of personal attributes. The scope of the trait theories gradually evolved into a set of theories categorized as behavioral. Behavioral theories focused on describing effective leaders in terms of successful performance of diverse roles, and on identifying the perfect leadership style which was perceived to be a blend of task-oriented and relationship-maintenance styles. Contingency theories perceived that successful leadership meant success in manipulating situational variables to achieve desirable end results. Power and influence theories followed with a focus on the nature and effect of a leader's power and influence over others. These latter theories were especially influential in developing the idea of transformational leadership. A transformational leader has the ability to challenge the status quo to meet social, economic, and technological demands of the future, and to adapt to rapid changes, which will impact the organization. The leader is visionary and can communicate the shared vision to others, can motivate others through words and action to elicit their commitment, and can invent and introduce cultural change in the organization.

5. In the definitions reviewed from 1980 onward, leadership is conceptualized as a process involving mutual influence between a leader and the followers. The impact of a leader's influence is seen to extend beyond individuals and groups to organizational visions, goals, action plans, change, and culture (including values, traditions, and policies). Although no mutually agreed-upon definition of leadership was found in this review, each contributes to a conceptual image of the diverse roles of a transformational leader.

6. The transformational theory of leadership was selected as the basis of the curriculum, because it was observed to be broad in scope, and to incorporate the salient features of the previous theoretical eras.

7. The definition used for the purpose of the course, is based on the transformational theory of leadership. Leadership is defined as “a process by which an individual inspires a group by articulating a vision for mutual benefit, motivating the group to share the vision, and facilitating the group as it works to develop and pursue shared goals and an action plan to make the vision a reality.”

Material and Equipment Needs
Overhead projector
Advance Preparation
Prepare handouts titled “Leadership Theories”.
Prepare two transparencies titled “Definition of Behavioral Theory”, and the definition of leadership used in the course, titled “Definition of Leadership” from the masters provided.

Lesson Development
1. Ask the students “What do you understand by the word theory?” Allow the students a few minutes to articulate their thoughts in writing. Invite volunteers to read their definitions out loud. Point out that some definitions emerge from commonly held beliefs, and others emerge from a scientific orientation. Illustrate a definition with a scientific orientation, such as that of Kerlinger (1973) using the transparency titled “Definition of behavioral theory”. Explain that in the course, Kerlinger’s definition of the term will be used.

2. Distribute the handout containing the synopsis of major theories. Explain the evolution and focus of major theories: trait theory, behavioral theory contingency theories, power and influence theories, and their contribution to the understanding of the process of leadership.

3. Explain the reasons for selecting the transformational theory, which is one of the power and influence theories, as the basis for this leadership course.

4. Use the transparency titled “Definition of Leadership” to explain the definition that is used in the course “Leadership is a process by which an individual inspires a group by articulating a vision for mutual benefit, motivating the group to share the vision, and facilitating the group as it works to develop and pursue shared goals and an action plan to make the vision a reality.” Demonstrate how it is related to the transformational leadership theory, which is the framework upon which this curriculum has been developed.

Summary Activity
1. Encourage participants to develop generalizations that should provide evidence of the lesson’s success in developing new learning, by asking the questions:
   - Can you explain how leadership theories contribute to understanding the concepts of leadership?
   - Can you describe the concept of “leadership” as used in the course?

The group may be divided into subgroups of four or five in each group. Members of each subgroup will report about the evolution of a given leadership theory to the
class, after giving them a few minutes to review the handout titled "Leadership Theories", and their notes.

2. Wrap up by affirming right responses or filling the gaps caused by inadequate or incomplete responses.
Behavioral Theory

Definition
A set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena. The theory specifies relations among variables with the purpose of explaining and predicting the phenomena.

Source:
Leadership Theories

Trait Theory
(Popular up to the late 1940s)

Early Proponents
Bernard (1928), Hunter and Jordan (1939), and Parten (1933).

Later Proponents
Ghiselli (1966), and Korman 1968).

Characteristic
• Leadership is attributed to physical, psychological, social, and personality traits.

Limitations
• Possession of traits alone do not explain or predict leader effectiveness.
• Tendency to treat traits in an atomistic fashion.

Behavioral Theory
(Popular from the 1940s to the late 1960s)

Proponents
Blake and Mouton (1964), and Mintzberg (1973).

Characteristics
• Leadership is conceptualized in terms of observable actions or behaviors.
• It is believed that leadership is a one-way influence process.
• There is lack of agreement among various taxonomies of desirable leadership behaviors proposed.

Limitations
• The behavioral theory has limited application to leadership practice because of lack of agreement of the behaviors that constitute leader effectiveness.
• The theories did not recognize that behavior of subordinates can also influence the leader's behavior, that cause-and-effect relationships in the social sciences are often uncertain, and that group effectiveness is often heavily influenced by situational contexts.
Contingency Theories
(Popular from the late 1960s to the early 1980s)

Proponents

Characteristics
• It was believed that effective leadership involves the adaptation of styles and strategic planning, and the consideration of situational variables to achieve optimum group performance, satisfaction, and productivity.
• The situational variables studied were: nature of the task, motivation, ability, willingness of followers, role clarity, follower support, resources and information, support services, time available, group cohesiveness, teamwork, leader-follower relations, and leader position.

Limitations
• When time lines are short and when there is need to act quickly such as in a crisis situation, the approach may not be feasible or practical.
• Many of the theories were not directly tested, or were tested and found inconclusive. Therefore, the veracity of the contingency theories have not yet been ascertained.

Power and Influence Theories
(Assumed popularity in the early 1980s)

Social Exchange Theory
Proponents

Characteristics
• Leadership is explained in terms of sources and amount of power available to persons, and the manner in which they exercise power over followers.
• Forms of power are: legitimate, expert, referent, reward, and coercive.
• Forms of influence range from coercion to inspirational appeal.
Transactional Theory

Proponents
Jacobs (1970), and Graen and Cashman (1975).

Characteristics
• Leadership is a social exchange process, where leaders are influenced as they try to influence others.
• There are various forms of social exchange which range from material to psychological benefits.

Transformational Theory

Proponents

Characteristics
Leaders are believed to have the power to:
• transform followers to new levels of morality and motivation;
• invent, introduce, and advance cultural change in the organization;
• challenge the status quo to meet social, economic, and technological changes;
• be visionary, communicate the vision to others, motivate others through words and actions, empower others, and encourage others in normal and in difficult times.

Limitation
• The transformational leadership theory has been studied using research designs that emphasized interviews, self-ratings, and ratings by others of successful and prominent leaders. No studies were found in the literature that compared effectiveness of transformational and other leaders.

REFERENCES


Definition of Leadership

Leadership is a process by which an individual inspires a group by:

- articulating a vision for mutual benefit,
- motivating the group to share the vision, and
- facilitating the group as it works to develop and pursue shared goals and an action plan to make the vision a reality.

Adapted from:
Lesson 2: Clarify Leadership Concepts

Focus Questions
1. What are some myths and facts about leadership?
2. What are the skills necessary for successful leadership?
3. What are the tasks of a leader?

Objectives
By the end of the lesson, the students will:
1. clarify myths about leadership,
2. analyze the skills necessary for successful leadership,
3. analyze tasks of a leader.

Time Required: 100 minutes

Main Concepts
1. A myth is an unsupported and erroneous notion which is believed to be true. A myth is proved false through documented research evidence or through the observation of multiple instances which contradict accepted beliefs.
   - Myth: Leadership is provided only by appointed or elected individuals in the group.
     Fact: Leadership is not necessarily a function of position, rather, it is a function of participation and influence in setting and implementing goals and action plans for their achievement in a group context. Leadership may be applied in all group situations, including entry-level positions, and personal and family life contexts. You can be a leader, if you can motivate and facilitate a group to achieve shared goals.

   - Myth: Charisma is a necessary leadership quality.
     Fact: The Webster’s New World Dictionary defines “charisma” as “a special quality of leadership that captures the popular imagination and inspires steadfast allegiance and devotion.” Followers look to the leader to show them how they can be proactive and follow up with shared goals and visions. Charisma alone cannot sustain the motivation and the commitment of followers to attain shared goals, over a prolonged period of time, and may result in disillusionment. Effective leaders work in their own ways. They do not pretend to be someone other than themselves.
• Myth: Leaders can never be wrong.
   Fact: All human beings make mistakes, and learn from them. There is nothing wrong about being wrong. It is important to acknowledge one’s mistakes and learn from them.

• Myth: Successful leaders are consistent in their behavior.
   Fact: Consistency in behavior is often regarded as an asset. However, successful leaders are innovative and resourceful. They respond to change and trends in new ways, and often challenge the status quo to deliberately cause change through pursuing an efficient innovative idea.

• Myth: It is more stressful to lead than to follow.
   Fact: A leader is restless to innovate, bring about desirable changes in procedures and practices within the organization, and highly motivated to attain shared goals and visions. A leader derives energy from a desire and commitment to accomplish goals successfully, and motivates others to attain that which they never dreamed they could accomplish. A leader is not satisfied with maintaining the status quo. For a leader, therefore, it would be much less stressful to lead than to follow.

• Myth: The leader must be able to perform the jobs of the followers.
   Fact: It is often perceived of as an advantage if the leader possesses a variety of skills. However, being able to perform the jobs of the followers does not necessarily make a person a good leader. A good leader acknowledges his or her dependence on followers, and elicits their help to attain shared goals.

• Myth: Leadership is a rare skill.
   Fact: Leadership qualities are acquired partly through inheritance, partly through training, and partly through experience (doing). The fact that leadership can be acquired is the reason why business, industry, education, and volunteer groups are spending thousands of dollars every year on training for leadership of their staff. It is important to take advantage of formal and informal training, and perceive and respond to opportunities and challenges to improve and practice leadership skills.

• Myth: Leaders control and manipulate members.
   Fact: It may sometimes appear that that leaders are controlling and manipulating. Over long term, an effective leader shows concern for members, and helps them to achieve their needs and fulfill their goals.
• Myth: It is bad for leaders to seek power.
  Fact: Power is a neutral concept. It is neither bad nor good. Power helps the leader to translate intentions into action. Understanding the bases of power can increase one's understanding of how power may be used proactively.

2. A combination of three categories of skills are necessary for effective leadership. These are technical, human relations, and conceptual. Technical skills are concerned with things: procedures, techniques, processes, and methods. Conceptual skills are concerned with ideas and concepts: concept formation, creativity, idea generation, logical thinking, and analytical ability. Human relations skills are concerned with people: interpersonal processes, empathy, sensitivity, tactfulness, and diplomacy. Byrd (1990) suggested that a leader should develop the skills of transformational leadership to adapt and respond to the needs and the demands of a rapidly changing society. The suggested skills to be learned are: anticipatory, which include serving customers in new ways, finding new advantages over competitors, and exploiting new company strength; visionary skills, that is, the ability to influence others to jointly create mental and verbal pictures of desired future states through teamwork; value-congruency skills, that include the internalization of values such as trust, respect, teamwork, integrity, and commitment to quality; empowerment skills, which include ability to take delight in the development of others, regularly communicate with staff about career development goals, and build strong teams; self-understanding skills, which include knowing one's strengths and being able to use them effectively.

3. Gardner identified tasks of leader, which are: 1) envisioning goals through their role in the strategic planning process; 2) affirming shared values, through pursing the goals and mission of the organization collectively; 3) motivating colleagues to keep up with their focused efforts to attain shared goals of the organizations; 4) managing resources efficiently and striving for quality control with regard to service delivery or product manufacture; 5) achieving a workable unity through team building and building networks for collaboration; 6) serving as a symbol by extending and seeking support at public events; 7) representing the group to stakeholders; 8) renewing self and others through formal and informal programs for self-development; and 9) clarifying and defining information, rules, and policies.

Material and Equipment Needs
Overhead projector
Advance Preparation

Lesson Development
1. Give a brief overview of the agenda of the lesson. Divide the large group into groups of four or five.

2. Distribute the handout titled “Myth or Fact?” to the participants in each small group for discussion. Ask the participants to select a reporter who will present the outcome of the discussion to the entire group. The teacher’s role is to provide feedback regarding facts about leadership.

3. Ask participants “What do you perceive are the characteristics of effective leaders?” Write these down on the chalk board. Use the handouts of leadership skills viz. technical, human relations, and conceptual. Ask students if the characteristics listed on the chalkboard fit into the three skill categories shown in the transparency. Based on the illustrations given by the students, point out that the technical skills will differ depending upon their specialization in family and consumer sciences. Point out that a leader’s technical expertise may vary in view of the fact that some jobs are highly specialized. The leader, therefore, needs the cooperation of the group members for accomplishing goals. The human relations and conceptual skills are common leadership skills required. Effective leaders should have excellent conceptual skills, and good to excellent human relations skills.

4. Ask the students to complete the statement: “The tasks of a leader in family and consumer sciences are ________.” Discuss responses, comparing tasks of leaders identified by Gardner (1990).

Summary
Ask every student to report one generalization from the content learned related to leadership myths and facts, skills, and tasks. Some generalizations that may emerge may be:

1. Leadership is the outcome of qualities that are inherited; and/or acquired through formal interventions, reading leadership literature, audio-visual means, and through experiences acquired through perceiving challenges as opportunities to get involved and make events happen.

2. Anyone can be an effective leader by making a conscious effort to develop and strengthen the three categories of leadership skills: technical, conceptual, and human relations.
3. The nine tasks of leadership proposed by Gardner (1990) require a combination of the three skill types.

References


Are These Myths or Facts?

- Leadership is provided only by appointed or elected individuals in the group
- Charisma is a necessary leadership quality
- Leaders can never be wrong
- Successful leaders are consistent in their behavior
- It is more stressful to lead than to follow
- The leader must be able to perform the jobs of the followers
- Leadership is a rare skill
- Leaders control and manipulate members
- It is bad for leaders to seek power

Sources:
Technical Skills

“Concerned with things”

- Methods & Techniques
- Processes & Procedures
- Tools & Equipment
Conceptual Skills
"Concerned with ideas and concepts"

- Conceptualizing complex relationships
- Generating creative ideas
- Logical and analytical thinking
- Strategic planning
Human Relations
"Concerned with people"

- Empathy and social sensitivity: Understand feelings, attitudes, and motives of others
- Speech fluency and persuasiveness: Communicate clearly and effectively
- Tact, diplomacy, acceptable social behavior: Establish enduring and cooperative relationships

Adapted from:
Tasks of Leaders

Envisioning goals
Affirming values
Motivating
Managing
Clarifying & defining
Achieving a workable unity
Serving as a symbol
Representing the group
Renewing

Adapted from:
Lesson 3: Be a Leader in Family and Consumer Sciences

Focus Questions
1. Why is leadership important to the field of family and consumer sciences?
2. What are the barriers to leadership?

Objectives
Following the lesson, students will:
1. define the concepts: mission, vision, and goal;
2. explain the mission, vision, and goals of the family and consumer sciences profession;
3. analyze the importance of leadership in the profession;
4. identify the barriers to leadership.

Time Required: 100 minutes

Main Concepts
1. A mission statement is the core or the central purpose of an organization or institution stated in the broadest and most inclusive terms. The following are the criteria of a good mission statement:
   • should be short
   • should be easily understood
   • describes services/products
   • is timeless
   • is action oriented
   • shows how the organization is unique
   • may express ethical philosophy

2. A mission statement answers questions such as:
   • Who are we?
   • What are our underlying purposes?
   • What is our common theme?
   • What do we do best?
   • What is our place in the organization or within similar organizations?
   • What are our assumptions?
3. The mission of family and consumer sciences is empowering individuals, strengthening families, and enabling communities.

4. A vision is a desirable image of the organization that we hope to achieve at a future point in time.

5. The vision of the profession for the 21st Century is to take a leadership role in:
   - shaping societal change to enhance human condition;
   - improving individual, family, and community well-being;
   - impacting the development, delivery, and evaluation of consumer goods and services; and
   - critiquing, developing, and implementing policies that support individuals, families, and consumers.

6. A goal is an end toward which effort is directed. Goals provide direction and an evaluation tool for measuring success. Goals set levels of achievement, formalize intentions, and establish a focus for efforts.

7. The goals of professional practice are:
   - the enhancement of social, cognitive, economic, emotional, and physical health and well-being of individuals and families;
   - the empowerment of individuals and families to take charge of their lives, to maximize their potential, and to function independently, and interdependently;
   - the enhancement of the quality of the environments in which individuals and families live.

8. In order to achieve its mission, vision, and goals, the family and consumer sciences profession needs more transformational leaders. Women face constraints in their search for leadership opportunities that are often different than those faced by men. These constraints may be traced to parental influences, socialization, and sex-role stereotypes held by both men and women in the workplace.

9. Socialization and stereotyping may also account for the development in females of traits and behaviors that are counter to the demands of the management role, such as unwillingness to take risks, dependence, submissiveness, and passivity. A review of research studies over the last 15 years, showed that women often perceived themselves as less competent, intelligent, logical, practical, decisive, and ambitious, and as more dependent compared to their male counterparts. These characteristics led women to have less orientation toward career development and a lower desire to compete for advancement as well as a greater tendency to conform to the status quo. Women are therefore less likely to assume leadership
roles through appointment or by personal choice. These are some reasons why women encounter the "glass ceiling" which is an invisible barrier which obstructs advancement into leadership positions.

10. A major obstacle for women who sought leadership positions was the gender stereotypes which resulted in negative consequences in the workplace. Female leaders often felt negatively stereotyped at two ends of a continuum by men in the workplace. At one extreme, as mother, pet, or sex object, women were considered too submissive or emotional to be effective leaders. At the other extreme, women were believed to violate what was expected of them as women and were seen as "iron maidens", aggressive workaholics, and domineering and manipulative. Such stereotypes may have caused women to be reluctant to assert themselves for fear of being viewed as perpetuating the stereotypes they know are held.

11. In spite of these several constraints, Naisbitt and Aburdene (1990) predicted that the Nineties would be the decade of women in leadership. They asserted that women were quickly gaining equality in the corporate world. However, they also predicted that the work world of the future would be more competitive. In order to succeed in this competitive environment they recommended that women learn to coach others, to inspire others, and to gain the commitment of others toward achieving the mission and goals of the organization. Trend analysts have suggested that in view of the current interest in restructuring work-place organizations to create a more people-centered leadership style and to increase levels of follower involvement, the role of leaders in coaching and inspiring commitment would take on greater importance.

12. The constraints that restrict opportunities for leadership development of women are intensified in female-dominated occupations because they are often low in prestige, economic rewards, and power. Family and consumer sciences as a field of study and as a profession may be a case in point. Educators in the profession maintain that the profession needs more members who are extraordinarily competent individuals to guide the field, do research, teach the neophytes and cooperate with leaders in other disciplines and professions. Byrd (1990) predicted that success of the family and consumer sciences profession and its members would be assessed by their ability to react positively to change.

13. For those about to make their debut in the work world, Sproles and Sproles (1992) suggested that young professionals focus on self-development to meet the needs of the changing characteristics of the career market. Recommendations included developing their knowledge base in an area of expertise; thinking and problem-solving skills; creativity, innovativeness and imagination; oral and written
communication; human relations skills; and positive character traits. For the profession to survive beyond 2000, Bailey, Firebaugh, Haley and Nichols (1993) stressed the need for institutions and organizations to anticipate, adapt to, and respond to social, cultural, economic, demographic, regulatory, lifestyle, technological, and global trends. To meet the challenge of change, they recommended that leaders must have the ability to create a vision, must have an entrepreneurial spirit, and need to be willing to take creative and calculated risks. Undergraduates, particularly females, need to develop high professional aspirations, to systematically plan strategies to attain their career goals, and to achieve self-actualization.

Material and Equipment Needs
Overhead projector, and a chalkboard.

Advance Preparation
Prepare overhead transparencies on concepts of “Mission, vision, and goal”, and “Family and Consumer Sciences: Mission and Vision of the profession for the 21st Century, Goals of Professional Practice”, and “Barriers to Leadership”.

Lesson Development
1. Commence the lesson giving a brief overview of the agenda. Explain that a transformational leaders is clear about the mission, vision, and goals of the organization. Say that these are popular terms which they are likely to have heard. Ask “What do these concepts mean?” Let the students attempt to define these concepts. Ask volunteers to report some of the definitions. Explain the concepts using transparencies. Compare the definitions of the concepts given by students. Explain that a mission is a statement that describes the core or central purpose of an organization, which provides a justification for its existence. Explain the criteria of a good mission statement.

2. Use transparencies to explain the mission, vision, and goals of the family and consumer sciences profession; and the responsibilities of professionals to pursue the mission, the vision, and goals.

3. Ask the students to brainstorm, and list barriers to leadership faced by women in general, and women in the profession (If there are students from other countries, ask them to report about other barriers which operate in their countries). Use the transparency on barriers to leadership to summarize the discussion on barriers.

4. Ask the students “To what degree of success can professionals pursue the mission, goals, and the vision of the profession, and respond to future challenges of change
if they lack self confidence, are fearful, and passive?” “To what degree of success can they take risks to challenge the status quo and guide the field toward achieving its mission?”

5. Ask the students to complete the sentence “I need to develop and strengthen my leadership practices for the following reasons…” Tell the students to be as specific as they can. The reasons may relate to personal and professional development. Ask each student to share these reasons with another student. Invite volunteers to share their responses in the large class.

6. Explain to the class that the course has been designed to facilitate self-analysis, help identify one’s career goal, and develop proactive strategies to attain one’s leadership career goal.

Summary
Summarize the main points of the lesson.
1. There are many barriers which prevent women in general, and those in family and consumer sciences from attaining leadership positions. Most often they result from a combination of factors such as one’s own inhibitions; biases of others resulting from one’s race, family background, age, gender, and personality characteristics.

2. Family and consumer sciences students need leadership skills to overcome the barriers to leadership as they emerge into the workforce from a historically female dominated discipline. Professionals in the field need to be able to compete with men in a fast changing work environment. The profession also needs leadership of its members to meet the changing needs of individuals, families, and the community of consumers in the 21st century; impact the development, delivery and evaluation of consumer goods and services; and influence the development of policy, shape societal change, and enhance the human condition.

Out-of-Class Assignment
Give each student a copy of the Leader Effectiveness & Adaptability Description (LEAD-SELF) instrument for out-of-class completion, which is to be brought to the next class for analysis.

References
AHEA (1993, October). A conceptual framework for the 21st century. Framework developed and accepted by participants at the meeting Positioning the Profession for the 21st Century, Scottsdale, AZ.
Mission

Definition
A mission is the core or the central purpose of an organization or institution stated in the broadest and most inclusive terms.

A mission statement answers the questions
- Who are we?
- What are our underlying purposes?
- What is our common theme?
- What do we do best?
- What is our place in the organization or within similar organizations?
- What are our assumptions?
Criteria of a Good Mission Statement

A mission statement:
• is short
• describes services or products,
• is timeless,
• is action oriented,
• shows how the organization is unique,
• expresses ethical philosophy,
• uses language that communicates outside the field.
What is a vision?
A vision is a desirable image of the organization that we may hope to achieve at a future point in time.

What is a goal?
A goal is an end toward which effort is directed. Goals provide direction, set levels of achievement, and provide an evaluation tool for measuring success. They formalize intentions and establish a focus for efforts.
Family and Consumer Sciences

Mission
Empowering individuals, strengthening families, and enabling communities.

Vision for the 21st Century
To take a leadership role in:
• shaping societal change to enhance human condition;
• improving individual, family, and community well-being;
• impacting the development, delivery, and evaluation of consumer goods and services;
• critiquing, developing, and implementing policies that support individuals, families, and consumers.

AHEA (1993, October). *A conceptual framework for the 21st century.* Framework developed and accepted by participants at the meeting Positioning the Profession for the 21st Century, Scottsdale, AZ.
Goals of Professional Practice

- the enhancement of social, cognitive, economic, emotional, and physical health and well-being of individuals and families;
- the empowerment of individuals and families to take charge of their lives, to maximize their potential, and to function independently and interdependently;
- the enhancement of the quality of the environments in which individuals and families live.

AHEA (1993, October). *A conceptual framework for the 21st Century*. Framework developed and accepted by participants at the meeting Positioning the Profession for the 21st Century, Scottsdale, AZ.
Barriers to Leadership

Prejudice based on gender, race, family, personality attributes

Socialization

Abuse of power

Negative experience

Low self esteem, fear of failure, less assertive behavior

Lack of knowledge, skills, maturity, opportunity, experience, qualifications, networks

Are these my problems?
What can I do to overcome them?
Lesson 4: Know your Leadership Styles

Focus Questions
1. What are some leadership styles?
2. What are your primary and secondary leadership styles?
3. How can leadership styles be best used in practical situations?

Objectives
Following the lesson, students will:
1. analyze the four styles of leadership and their applications for practice,
2. analyze primary and secondary leadership styles,
3. apply leadership styles in practical situations.

Time Required: 100 minutes

Main Concepts
1. The four styles of leadership, derived from Hersey and Blanchard’s (1988) theory of situational leadership are selling, telling, participating, and delegating. The telling style is characterized as high-task and low-relationship. Such a leader sets goals for the group, and provides direction as to how to accomplish them. The selling style of leadership is characterized by high task and high relationship behaviors. The leader is concerned with helping students reach their goals, at the same time providing socioemotional support. The participating style is characterized by high-relationship and low-task behavior. The leader encourages group members to participate in the decision making process, and plays the role of a facilitator. A delegating style is characterized by low task and low relationship behaviors. This style of leadership is practiced by leaders who see group members as willing and able to accomplish tasks. Since this type of leadership style works with mature groups, the leader finds it unnecessary to provide much socioemotional support.

2. There is no best style of leadership. However, every individual has a primary style, and a secondary style. It is easier for the leader to use these two rather than the other styles. Leaders should adapt their style according to the nature of the task, ability of members, and time available.
Advance Preparation
Prepare copies of the handouts titled “The Situational Leadership Model”, “Style of Leaders”, “Adapt your Leadership Style”, “Leadership Style Applications”, and “Scenario for Role Play”.

Lesson Development
1. Give a brief overview of the focus of the lessons. Tell the students that they will learn to analyze the completed LEAD-SELF inventory, and be able to determine their primary and secondary leadership styles.

2. Use the handouts titled the “Situational Leadership Model” and “Styles of Leaders” to explain the Hersey and Blanchard’s (1988) situational leadership model.

3. Tell the students that they would now be engaged in interpreting the scores obtained in the LEAD instrument, which they were to have completed as an out of class assignment. Assist students to interpret their scores obtained in terms of their leadership styles. Explain how the scores indicate their primary and secondary leadership styles and their range of style adaptability.

4. Use the handout titled “Adapt your Leadership Style” to discuss how it may be possible to adapt leadership styles. Explain that it may be more difficult to adapt to leadership styles other than one’s primary or secondary style, however, these styles can also be learned through practice. An effective leader is one who can adapt leadership style to any situation.

5. Distribute the work-sheet titled “Leadership Style Applications”, and ask the students to complete it in class. After they complete the exercise, explain that there are no 100% right answers, as the factors which determine style are the ability and the willingness of group members to do the job, and the time available to the leader. However, the most likely answers in view of the information provided, are as follows:
   1. C
   2. A & D
   3. C & D
   4. a) A, b) C, c) C
   5. A
   6. a) B, b) C, c) A
   7. a) C, b) D, c) C, d) C
Discuss the responses, and resolve disagreements, if any.
6. Help students to practice leadership styles through role play, using the scenario given in the handout titled “Scenario for Role Play”. The role play should be enacted by four different groups to portray the telling, selling, participating, and delegating leadership styles respectively. Distribute the handouts. Participants may select any other scenario of their choice instead, if they prefer.

7. Initiate a discussion analyzing the manner in which the four leaders in the role plays enacted, handled the same situation differently. Focus the discussion on the questions “Which would be the best leadership style to use in the given situation?” and “Why?”

Summary

Summarize by saying:

1. According to Hersey and Blanchard, there are four leadership styles: telling, selling, participating, and delegating. The telling style is characterized by high task, and low relationship; the selling style is characterized by high task, and high relationship; the participating style is characterized by low task, and high relationship; and the delegating style is characterized by low task, and low relationship.

2. There is no best style of leadership. A leader should be able to use a combination of styles depending upon the level of maturity of the group, i.e. knowledge of the task, willingness to get the task done, and the time available.

3. To be an effective leader one should be comfortable using all four styles. Persons desiring to be effective leaders should make a conscious effort to practice skills to be learned to be comfortable with leadership styles other than their primary or secondary styles. One can adapt one’s leadership style with practice and experience.

References


The Situational Leadership Model

Source:
Leadership Styles
(Based on Hersey & Blanchard's Situational Theory of Leadership)

The effectiveness of leaders depends on how their leadership style interrelates with the situations and with their group members' styles. Leadership styles may be classified into one of four categories, based on the dimensions of task and relationship behavior. The four leadership styles are telling (directing), selling (coaching), participating (facilitating), and delegating (empowering).

Telling Style
The telling or directing style of leadership is classified as high task and low relationship. The leader focuses on setting goals for the group and provides very concrete methods for accomplishing these goals. The leader tells the group what is involved in the task. She would show her or him how to do each task involved in achieving the goal. This is similar to "show and tell". The member must be told what to do and then shown how to do it. While this style is high on direction (task behavior), the leader is friendly with the group members, even though this style is low on relationship behavior. Low relationship behavior means that the leader does not pat the member on the back before she has earned it. Till then, the leader emphasizes explaining the "what, when, where, and how" of the job.

This style works well with group members who:
- have a low need for independence,
- are not experienced in the tasks at hand,
- do not have a high tolerance for ambiguity.

Selling Style
The selling or the coaching style of leadership is characterized by high task and high relationship behaviors. The leader is not only concerned with helping the group reach their goals, but also providing high levels of socioemotional support. This leader still tells the group members what is expected of them but at the same time, listens to members. The leader is friendly, approachable and provides strokes when members have done a good job. After the group members have shown they can do the job, gradually, delegate some responsibility to them, and reward as soon as possible.

Use this style with group members who:
- have a higher need for independence,
- are ready to assume some responsibility for tasks,
- show some interest in the work,
- know how to do the task at hand.
Participating Style
The participating style of leadership is characterized by high relationship and low task behavior. This leader trusts group members and is primarily concerned with facilitating the work of the group. The leader not only listens to group members, but encourages group members to actively participate in the decision-making process. The leader is friendly and approachable, and is viewed by group members as a "facilitator". Group harmony is important and emphasis is placed on maintaining working relationships in the group (high relationship orientation). The leader is concerned with task accomplishment but empowers group members to develop their working style(s) to accomplish the task.

This style works well with group members who:
• have a higher need for independence,
• want to be involved in the decision-making process,
• understand and identify with the goals of the group,
• have the necessary knowledge and experience to deal with the task.

Delegating Style
A delegating leadership style is characterized by low task and low relationship behaviors. This style of leadership is practiced by leaders who see group members as willing and able to accomplish the task(s). Since this type of leadership style works well with "mature" groups, the leader finds it unnecessary to provide much socioemotional support.

This style of leadership works well with group members who:
• have a high need for independence,
• have assumed responsibility for decision-making,
• have a high tolerance for ambiguity,
• have the knowledge, experience, ability, and willingness to accomplish the work.

There is no best style of leadership. Effective leaders should adapt their style according to nature of the task, ability and willingness of the members, and time available.

Source:
Adapt Your Leadership Style

Leaders need to develop a range of leadership behaviors, so that they can adapt to various situations. Here are a few examples of changing your leadership style.

To become more Directing (Telling):
- provide detailed instructions,
- state specific goals and objectives,
- check in frequently with people to keep them on track,
- demonstrate the steps involved in doing the job.

To become more Coaching (Selling):
- sell people on their own ability to do the job,
- credit people who do a good job,
- provide feedback on how people are doing.

To become more Facilitating (Participating):
- involve people in making decisions which will affect them,
- encourage people to ask questions, discuss important concerns,
- hold frequent meetings,
- help people locate and suggest their own development activities,
- listen to problems and concerns.

To become more (Empowering) Delegating:
- delegate broad responsibilities and expect people to handle the details,
- expect people to find and correct their own errors,
- provide people with feedback on the results.

Source:
# Leadership Style Applications

**Directions:**
Respond to each item by putting a check mark in the appropriate place. Give the answer that seems natural or logical to your group.

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<td>1. Which technique would you use to plan and implement changes affecting your group?</td>
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<td>2. Under which technique(s) is/are communications held to a minimum?</td>
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<td>3. Which is best for leading a highly trained group?</td>
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<td>4. If you are leading a newly organized group:</td>
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<td>a. Which technique would you use to get across your orientation information?</td>
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<td>b. Which would you use to help them adjust to one another?</td>
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<td>c. Which technique is best suited to bring out the capabilities of the group?</td>
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<td>5. In which leadership technique can you use discipline to handle group pressure?</td>
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<td>6. Which leadership technique would you favor dealing with:</td>
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<td>a. timid people</td>
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<td>b. a woman who is strongly cooperative</td>
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<td>c. the scatterbrain</td>
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7. Which technique would you choose:
   a. to replace competitiveness among group members by a spirit of cooperation?

   

   b. to make the best use of the brain power of the group?

   

   c. to replace apathy with interest?

   

   d. to whip up group solidarity to a new high?

   

Source:
Scenario for Role Play
Time: 25 minutes

You are the President of a student club consisting of 30 members, and have the task of planning the events for the year. The plan of events is to be presented at the next club meeting which is to be held four weeks hence.

Enact a role play involving the members in your group, to portray how you will execute your task. Use one of the four leadership styles identified by Hersey and Blanchard (1988): telling, selling, participating, delegating.

Steps in carrying out a role play:
1. Analyze the leadership style to be adopted.
2. Plan details of the scenario and the roles of the players in relation to the leadership style to be adopted.
3. Assign roles and brief role players.
4. Enact the role play.
Lesson 5: Choose a Self-Directed Approach to Leadership

Focus Questions
1. What are the characteristics of a proactive person?
2. What are the components of a self-directed approach to leadership and professional development?

Objectives
Following the lesson, the students will:
1. identify the characteristics of a proactive person,
2. analyze the components of a self-directed approach to leadership and professional development.

Time Required: 100 minutes

Main Concepts
1. Reactive persons are concerned about past and present realities over which they have no control. They focus on the weaknesses of people and problems with the environment. Their circles of concern are larger than their circles of influence. They do little to alter the conditions within control. As a result, the circles of influence shrink. Proactive persons believe that their future is determined largely by their decisions and actions, that behavior is a product of conscious choice based on values and principles. They take initiative to act, rather than to be acted upon. They focus efforts (positive energy) on what can be changed, causing their circle of influence to increase and their circle of concern to shrink. They acknowledge, correct, learn from mistakes, and keep commitments and promises. Proactive persons are achievers. They negotiate, adapt and progress, receive recognition, and build alliances.

2. The advantages of a self-directed approach to leadership and professional development are to: maintain high levels of motivation and commitment, obtain psychological independence, keep up-to-date with current trends in the profession, and control personal destiny.

3. The three major components of a self-directed approach to leadership and professional development are: the self-assessment of leadership strengths, planning for leadership and professional development, and organizing and maintaining records.
• The self-assessment phase involves: constructing a model or list of required or desired proficiencies (the list may be developed by the professional association, outstanding practitioners in the field, career guides and handbooks etc.); assessing present level of proficiency against the model; identifying specific strengths and learning needs; consulting with trusted others about professional qualities and preliminary assessment; and ranking strengths and learning needs in order of priority.

• The planning phase involves the following elements or steps: a) specifying leadership goals; selecting actions for achieving them, such as building skills and experience, building and strengthening networks, setting target dates for accomplishing these objectives; specifying evidence as indicators of accomplishment of objectives, how and by whom the evidence will be validated; and consulting with your “Board of Directors” (trusted others) about your plan.

• The organizing phase includes compiling and documenting activities, such as formal presentations made, participation in professional meetings, networking experiences, internships, and other work experiences.

Equipment and Material Needs
Overhead projector

Advance Preparation

Lesson Development
1. Using handouts, explain the concept of "proactive" using Covey's (1989) model of "Proactive VS. Reactive focus", “Is your life centered around these...? Or is your life PRINCIPLE centered?” “Advantages of a Self-Directed Approach to Leadership and Professional Development”, and “Components of a Self-Directed Approach”.

2. Ask students to think of a recent experience where they acted reactively. What was said? How was it said? Why was the response reactive? How might you have changed your behavior into a proactive response? Ask students to share their
examples with a partner in class. Explain that when we are proactive, we are expanding our inner circle of influence.

3. Use the handout titled “Is your life centered around these...? Or is your life PRINCIPLE centered?” Ask the students to think of effective leaders they would like to emulate. What are the principles or values professed and modeled by the leaders? Ask volunteers to share these with the class.

4. Explain that attitudes, thoughts, decisions, and actions are driven by values, and therefore it is important that potential leaders develop a sound value system. Personal mission statements are governed by personal values. A personal mission statement answers questions such as: “What do I want from life?” “What do I value?”, “What do I want to be?” A personal mission statement may include a set of personal beliefs “I believe in...” or “I will seek to...”, “I will act on...”, I will try to ...”.

5. Use the handout titled “Develop your Personal Mission Statement” to help the students create a mission statement. Guide the students through the process explained in the handout. Illustrate examples of mission statements using the handout titled “Examples of Personal Mission Statements”.

6. Suggest to the students that they should continue to refine and revise the mission statement, and review and evaluate it periodically. Ask them to reflect on the questions: “Are these the values I believe in?” “Do these values motivate me?” “Do I model these values while interacting with others?”

7. Use handouts to discuss the self-directed approach to leadership: its advantages and components.

Summary
Summarize the lesson, by saying:
1. The self-directed approach to professional development includes building of a proactive attitude, developing a plan for self which should include a personal mission statement, goals, and strategies to achieve goals within specified deadlines.

2. Leaders are proactive rather than reactive. They are confident, have a positive attitude toward life, and focus their thoughts and actions on what they can change. They believe that people can control the future through making proactive choices based on a sound principles. Interacting with proactive people, reading self-improvement literature, viewing videos and films on inspiring themes, and
listening to self-development audio tapes may help to internalize a proactive attitude. Most importantly, one must consciously speak and act in a proactive way.

3. Effective leaders live by sound principles. Their values and principles direct decision making, interaction, and action. The articulation of personal mission statements helps individuals to gain commitment to them, and practice the principles and values professed.

4. Mission statements need to be periodically reviewed, revised, and evaluated.

References


Are You

REACTIVE or PROACTIVE?

Adapted from:
Characteristics of Proactive Persons

Proactive persons:
• believe that their future is determined largely by their decisions and actions
• believe that behavior is a product of conscious choice based on values and principles
• take initiative to act, rather than to be acted upon
• focus efforts (positive energy) on what can be changed, causing their circle of influence to increase, and their circle of concern to shrink
• admit and correct mistakes
• keep commitments and promises

Adapted from:
Is Your Life Centered Around These?

- SELF INTEREST
- POSSESSIONS
- SOCIAL STATUS
- WEALTH
- WORK

Or Is Your Life PRINCIPLE Centered?
Develop Your Personal Mission Statement

Every mission requires action, and action words are verbs. Circle three verbs from each column which most excite you.

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Write down your three most meaningful, purposeful, and exciting verbs:

1. ____________________________________________ 2. ____________________________________________ 3. ____________________________________________

These three verbs comprise puzzle piece #1.
What do you stand for?

What principle, cause, value, or purpose would you be willing to defend to the death or devote your life to? For example, some people's key phrase or value might be "joy" or "service" or "justice" or "family" or "creativity" or "freedom" or "equality" or "faith" or "excellence". What is your core? Write the word or phrase down here.

This becomes puzzle piece # 2.

Whom are you here to help?

Get clear on who you really want to serve, be around, inspire, learn from, and impact in a positive way. Below is a list of groups and/or causes. Pick the three from each column that most attract you.

<table>
<thead>
<tr>
<th>Environment</th>
<th>Government</th>
<th>Space exploration</th>
<th>Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family issues</td>
<td>Youth</td>
<td>Animal rights</td>
<td>Travel</td>
</tr>
<tr>
<td>Education</td>
<td>Roads &amp; bridges</td>
<td>Animal care</td>
<td>Finance</td>
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<tr>
<td>Medicine</td>
<td>Business</td>
<td>Labor relations</td>
<td>Real estate</td>
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<tr>
<td>Health care</td>
<td>Non-profit agencies</td>
<td>Animal protection</td>
<td>Politics</td>
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<tr>
<td>Elderly</td>
<td>Churches</td>
<td>Literacy</td>
<td>Religion</td>
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<tr>
<td>Children</td>
<td>Synagogues</td>
<td>Border issues</td>
<td>Research</td>
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<tr>
<td>The poor</td>
<td>Spirituality</td>
<td>Civil rights issues</td>
<td>Management</td>
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<tr>
<td>The homeless</td>
<td>Music</td>
<td>Sexuality issues</td>
<td>Researching</td>
</tr>
<tr>
<td>Immigration</td>
<td>Public safety</td>
<td>Fashion</td>
<td>Broadcasting</td>
</tr>
<tr>
<td>Energy</td>
<td>Child protection</td>
<td>Art</td>
<td>Biotech</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Infants</td>
<td>Books</td>
<td>Women's issues</td>
</tr>
<tr>
<td>The justice system</td>
<td>Human development</td>
<td>The ill &amp; disabled</td>
<td>Gardening</td>
</tr>
<tr>
<td>Law</td>
<td>Child care</td>
<td>Movies</td>
<td>Cooking</td>
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<tr>
<td>Veterans</td>
<td>Justice</td>
<td>Design</td>
<td>News</td>
</tr>
<tr>
<td>Substance abusers</td>
<td>Home health care</td>
<td>Sports</td>
<td>Journalism</td>
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<tr>
<td>Nutrition</td>
<td>Water rights</td>
<td>Food</td>
<td>Tourism</td>
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<tr>
<td>Parks &amp; recreation</td>
<td>The performing arts</td>
<td>Computer technology</td>
<td>Defense</td>
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<td>Community development</td>
<td>Reproductive issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Printing &amp; publishing</td>
</tr>
</tbody>
</table>

Now, choose the one group that you most want to impact or participate with.

This becomes puzzle piece # 3.
Putting it all together

This is the formula for your mission statement.

Puzzle piece # 1 + Puzzle piece # 2 to, for, or with Puzzle piece # 3

My mission is to:

________________________, __________________________, and __________________________
(your three verbs)

________________________
(your core value or values)

to, for, or with

________________________
(the group/cause which most moves/excites you)

Source:
Examples of Personal Mission Statements

My mission is to:
1. Contribute to the development of individuals and families through quality programming, coaching, and mentoring.

2. Uphold rights and responsibilities, and promote sound principles and values in the home and work setting.

3. Increase sensitivity in the family and work environment toward diversity.

4. Be a role-model by upholding values of tolerance and respect for peoples' feelings and beliefs.

5. Be a source of encouragement to others in times of personal or work-related crises, depression, or frustration.
Use a Self-Directed Approach to Leadership to:

- Maintain high levels of motivation and commitment
- Obtain psychological independence
- Keep up-to-date with current trends in the profession
- Control personal destiny

Source:
Components of a Self-Directed Approach to Leadership

1. Self-assessment of leadership strengths and weaknesses
2. Planning for leadership and professional development
3. Organizing activities and records for professional development

1. The **self-assessment** phase involves:
   - constructing a model or list of required or desired proficiencies (may emerge from professional association, outstanding practitioners in the field, guides, handbooks etc.)
   - assessing your present level of proficiency against the model
   - identifying specific strengths and learning needs
   - consulting with trusted others about leadership and professional qualities and preliminary assessment
   - ranking your strengths and learning needs in order of priority

2. The **planning** phase involves the following elements or steps:
   - specifying your learning objectives
   - identifying learning resources and strategies for interacting with these resources
   - setting target dates for accomplishing these objectives
   - specifying evidence as indicators of accomplishment of objectives
   - specifying how and by whom the evidence will be validated
   - consulting with trusted others about your plan

3. The **organizing** stage involves ordering of activities, networks, and records may be done using mind mapping techniques, and preparing a resume and a portfolio of major accomplishments.

Source:
Lesson 6: Develop a Personal Action Plan

Focus Questions
1. What is a plan? What are its constituents?
2. What is a goal? Why is it important to set leadership goals?
3. How do one’s needs, motivations, and values relate to one’s leadership goals?
4. What are the steps for setting goals?
5. What are the criteria for evaluating goals?
6. What are some guidelines for action?

Objectives
Following the lesson, the students will:
1. discuss the concept of a career plan and its constituents,
2. discuss the concept of goals and the importance of setting leadership goals,
3. analyze the roles of needs, motivations, and values in setting leadership goals,
4. analyze steps for setting goals and criteria for evaluating them,
5. develop short term, intermediate, and long term leadership goals in the family and consumer sciences career field,
6. analyze a plan for the realization of a leadership goal in the field of family and consumer sciences.

Time Required: 100 minutes

Main Concepts
1. A plan is a blueprint, a scheme, or a strategy which directs the path toward goal attainment. A plan is influenced by needs, values, and goals.

2. A good plan will contain the following: One’s mission, one’s career goals, proposed actions which include developing the necessary skills and experience based on a thorough self-analysis, a support system, and deadlines for completing the proposed actions.

3. Our own personal values and principles influence our goals and plan for achieving them. Our professional development goals are likely to be influenced in varying degrees by our needs for achievement, power, and affiliation.
4. A goal is an end toward which effort is directed. Goals provide direction, set levels of achievement, and provide an evaluation tool for measuring success. They formalize intentions and establish a focus for efforts.

5. Personal goals should be
   - based on values, interests, and desires, not what others think or want;
   - shared with spouse, friends, teacher, mentor and/or supervisor. Sharing of goals increases motivation and commitment to achieve them;
   - clear, practical, and written down with an established plan of action. Writing goals helps to differentiate them from dreams, and helps to identify conflicts, if any, among them;
   - realistic and attainable;
   - legal and ethical;
   - reviewed and updated periodically.

6. One may start with small steps for goal attainment. Non accomplishment of short-term goals implies that the steps identified are too big or one’s commitment is too small. Consider the legality and ethics in one’s goals. Specific time deadlines should be set to aid the accomplishment of goals. Goal setting and goal attainment is a continuous lifelong process.

7. A self-directed plan should contain the following constituents:
   - A personal mission statement.
   - Short-term, intermediate, and/or long-term goals.
   - Actions for achieving them.
   - Deadline for their achievement.

8. Arthur’s (1994) suggestions for developing the action plan are:
   - Have a sound academic background:
   - Be a life-long learner; invest in yourself for long-term gains
   - Keep current with professional and global trends
   - Connect with colleagues and find out what and how others do things
   - Expand and strengthen networks over time
   - Know, communicate with, and support your supervisor
   - Seek a mentor; obtain the advantage of his/her knowledge, skills, guidance and networks
   - Be a mentor and leader at an early age
   - Join and volunteer in professional organizations
   - Take initiative to increase visibility
- Take calculated risks and challenges
- Market yourself
- Avail of professional development opportunities
- Learn from observing leaders
- Opt for a practical internships

Material and Equipment Needs
Overhead projector

Advance Preparation

Lesson Development
1. Briefly outline the agenda of the lesson.

2. Review human needs using the handouts titled "Basic Human Needs".

3. Ask the students to rank order factors which motivate them, using the handout titled "What Motivates Me?" Discuss responses.

4. Point out that their motivators for leadership correspond with Maslow's higher order needs of self esteem and self actualization. Explain that their motivators are a product of their needs and values.

5. Tell the students that they would shortly be engaging in a self-analysis exercise to discover their strengths. Explain that the "Life Inventory" work-sheets and the "Strength List" would facilitate the process.

6. Tell them that their leadership and professional development plan should include strategies that build on strengths and correct weaknesses.

7. Discuss the concept and the importance of goals.

8. Discuss the reasons for setting leadership goals, and steps in setting goals, using transparencies. Use the transparency titled "Set Smart Goals" to explain the criteria for setting effective goals.
9. Explain the differences between short-term (which may be accomplished within a year), intermediate (which may be accomplished after 3 to 5 years), and long-term goals (which may be accomplished after 5 to 10 years). Illustrate some examples of short-term, intermediate, and long-term leadership goals.

10. Say that after you have written down your goals, you may ask yourself “Do these goals stretch me as a person?” “Do they inspire me?” “Am I willing to commit to them?” “Am I willing to test them against all future objectives and actions?”

11. Discuss an action plan for achieving short-term, intermediate, and long-term leadership goals, using input from the students.

12. Explain Arthur’s (1994) suggestions for leadership and professional development, using the handout titled “Suggestions for Professional Development”, and “Who Sits on Your Board”. Explain that it is helpful to have a close support group on one’s “Board of Directors” for guidance. The group could include one’s family members, friends, supervisors, mentors, and role models.

13. Discuss an example of a plan for leadership and professional development, using the handout “Steps to Develop an Action Plan to Attain Leadership Goals”. Use the input of the students to develop the plan. Remind them that the plan should include actions to improve strengths, and strengthen weaknesses.

14. Analyze the action plan against the criteria of its effectiveness.

15. Point out the importance of validating the action plan with their “Board of Directors” (trusted others).

Summary

Summarize by saying:

1. A self-directed plan for leadership and professional development is influenced by one’s needs, values, and goals.

2. A goal is an end toward which effort is directed. Goals provide direction, set levels of achievement, provide an evaluation tool for measuring success, formalize intentions, and establish a focus for efforts.

3. Personal goals should be based on interests and desires, not what others think or want. Written goals with an established plan of action help to differentiate goals from dreams. To be useful, goals should be written in measurable terms and be
activated with a well thought out plan. Goal setting is a continuous process throughout one's life. Goals need to be reviewed and updated periodically.

4. Point out that for best impact, the plan should be reviewed and validated by trusted others, such as parents, leader role models, mentors, friends, and teachers.

Assignment:
Look three years into the future. Develop a leadership and professional development plan in relation to an aspired position in a family and consumer sciences field.
The plan should include the following:
1. A personal mission statement.
2. One or more career goals.
3. Action steps with completion dates.
4. Resources needed, barriers anticipated
5. Measurement of results
6. Future benefits to my organization
7. Future benefits to me
8. Names of persons who will validate your plan.

References
Arthur, V. (1994, Fall). Strategies for professional development: Presentation given in course FCEDS 490G/590B, Iowa State University, Ames, IA.


Basic Human Needs

Self Actualization

Self Esteem

Social

Security

Survival

Adapted from:
What Motivates Me?

- Work Itself
- Achievement
- Accomplishment
- Responsibility
- Accountability
- Recognition
- Advancement
- Professional growth
- Incentives (financial and non-financial)
- Involvement
- Communication
- Leadership
- Members of professional associations
- Peers
### STRENGTH LIST

#### PERSONAL ATTRIBUTES
- good attitude
- loyal
- healthy
- good appearance
- enthusiastic
- honest
- hard working
- sensitive
- admits mistakes
- sense of humor
- organized
- self disciplined
- assertive
- physically coordinated

#### MANUAL
- assembles installs
- operates tools
- repairs adjusts
- builds constructs
- precise

#### OUTDOOR
- landscape skills
- good at sports
- cultivates
- green thumb
- good with animals

#### INFLUENCING
- encourages others
- recruits enlists
- persuasive
- manages conflicts
- promotes
- arbitrates

#### LEADING
- motivates others
- takes initiative
- sees and seizes
- opportunities
- deals with unexpected
- works w/o supervision
- decisive
- shows courage

#### HELPING
- cares for nurtures
- fair
- shares credit
- talks easily w/ others
- tactful
- cooperative
- patient
- empathic

#### ARTISTIC
- good taste
- sense of humor playful
- expressive
- artistic musical talent

#### FOLLOWING THROUGH
- gets things done
- finishes on time
- stays within budget
- does many things
- handles stress
- handles emergencies
- follows instructions
- tolerates repetition
- responsible
- enforces

#### MANAGING
- finds resources
- evaluates
- designs plans organizes
- creative
- directs others
- works with change

#### COMMUNICATING
- reads extensively
- thinks quickly
- writes clearly
- explains well
- expressive
- summarizes reports

#### INNOVATIVE
- good judgment
- willing to experiment
- imaginative
- ability to improve
- improves updates
- generates ideas

#### RESEARCH
- clarifies problems
- gathers information
- evaluates
- interviews surveys
- analyzes
- solves problems
- inquires

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Source:
Life Inventory

This life-inventory is a display of all of the things you do and would like to do -- your activities and your values. There are eight categories for you to respond to:

1. Peak experiences I have had
2. Things I do well
3. Things I do poorly
4. Things I would like to stop doing
5. Things I would like to learn to do well
6. Values I want to actualize
7. Peak experiences I would like to have
8. Things I would like to start doing now

There will be some overlap and duplication in your responses, but don't let this fact hamper you. Move quickly and spontaneously in responding; just write what first comes to mind, and don't edit what you have written.

1. Peak Experiences I have had

These are great moments in your life. They do not have to be the most exquisite moments you have ever had, but they should be the great times when you were really living and enjoying life. Your list should include things that matter to you because they have made you feel glad that you are human and alive.

2. Things I do well

Boast about yourself and focus on your strengths. Some of the things you do well will be things that are very meaningful to you; others may simply bore you. List all that you can think of quickly.
3. Things I do poorly

These are things that you do not do well, but for some reason you want to do them or must do them. Don’t list things that you have no interest in doing and do not need to do.

4. Things I would like to stop doing

All of us know of things that we would like to stop doing. For you, these might or might not be things that for some reason you have to do. At a later time, you might want to check with friends, family members, or close associates and ask them to suggest some things that they think you should stop doing.

5. Things I would like to learn to do well

These are things that you must do well and things that you want to do well
6. Values I want to actualize

These are things that do not fit in any one of the other categories. This category may seem less clear to you than the others, but remember that many of the intangible aspects of life are values.

7. Peak experiences I would like to have

These are things you would like to have happen to you. They may be new experiences or ones that you would like to have again.

8. Things I would like to start doing now

List those things that come to mind as you write. Don’t censor anything.
Go back over the items listed, assign target dates to those that you definitely want to accomplish, and check those final items for consistency with the guidelines for personal goals. Review the final items frequently. You might want to write each of the final items and its target date on a separate 3” x 5” card and keep or post the card where you can refer to them often. If the list of things you would like to start doing now is consistent with your vision and your high priority goals, you are on target. If not, reconsider and revise as needed.

Source:
Reasons for Setting Goals

- Provides direction
- Requires achievement
- Provides a method to evaluate progress
- Formalizes intentions
- Focuses attention on efforts

Adapted from:
Steps in Setting Personal Goals

- Self analysis
- Write the goals
- Establish the plan
- Review the goals frequently
- Reevaluate and set new goals

Adapted from:
Set SMART Goals

Goals should be:
Specific - Keep goals short and concise.
Measurable - Set standards so you know if your goals have been reached.
Attainable - Make sure your goal is realistic and practical so it can be accomplished.
Relevant - Your goals should contribute to what is to be accomplished.
Trackable - Keep records so you know if you are on target in reaching your goals.

Adapted from:
EXAMPLES OF LEADERSHIP GOALS

To obtain a position of:
• editor of a health and fitness magazine
• fashion designer in a garment manufacturing industry
• trainer in a department of human resource development in the hospitality industry
• educational software developer for middle schools in a computer software industry
• director of a child care center
• owner of a bed and breakfast
• buyer for a large garment store
Roll Call: practical, organizer, sensitive, conservative, liberal, visionary, humorous

Who sits on your Board??

1. __________________________  6. __________________________
2. __________________________  7. __________________________
3. __________________________  8. __________________________
4. __________________________  9. __________________________
5. __________________________ 10. __________________________

Source:
Suggestions for Leadership and Professional Development

Arthur's (1994) suggestions for developing the action plan:

• Have a sound academic background
• Be a life long learner; invest in yourself for long-term gains
• Opt for a practical internship
• Learn from observation
• Keep current with professional and global trends
• Connect with colleagues and find out what and how others do things
• Expand and strengthen networks over time
• Know, communicate with, and support your supervisor
• Seek a mentor, and obtain the advantage of his or her knowledge, skills, guidance, and networks
• Be a mentor at an early age
• Join and volunteer in professional organizations
• Take initiative to increase visibility
• Take calculated risks and challenges
• Market yourself
• Avail of professional development opportunities
• Learn from observation of leaders

Arthur, V. (1994, Fall). *Strategies for professional development*: Presentation given in course FCEDS 490G/590B, Iowa State University, Ames, IA.
Guidelines to Develop an Action Plan to Achieve a Leadership Goal

1. Leadership goal

2. Planned completion date

3. Specific action steps with completion dates

4. Resources needed

5. Barriers anticipated

6. Measurement of results

7. Future benefits to my organization

8. Future benefits to me (What will I learn or improve?)

Signature_________________ Date __________

Source:
Unit Overview

In this unit students will develop and strengthen the five leadership practices as proposed by Kouzes and Posner (1995): Challenge the Process, Inspire a Shared Vision, Enable Others to Act, Model the Way, and Encourage the Heart. Students will be able to recognize the difference between leaders and managers. They will learn to initiate and manage change and develop a climate for change and risk taking in a field of family and consumer sciences. Students will learn to develop, articulate, and communicate a shared vision and a mission statement for an organization. They will recognize differences between team members, and will learn to strengthen their team using the Win-Win approach. Students will learn to use power positively, and use the principles and techniques of delegation to empower others. Students will learn to model the way through sharing leadership strategies with others. Opportunities will be given to learn to recognize and honor teams through the acknowledgement of good work done through intrinsic and extrinsic rewards, and celebrations. Each student will research a case, demonstrating leadership practices of an individual or a team or an organization. Suggested sources are films, videos, autobiographies, and magazine/journal articles, and interviews. Students will present their case analyses in class.
Leadership Practice 1: Challenge the Process
Lesson 7: Think about Change

Focus Questions
1. What are the differences between a manager and a leader?
2. What are the roles of a leader in initiating and managing change?

Objectives
By the end of the lesson, students will be able to:
1. recognize differences between a leader and a manager, and
2. initiate change

Time Required: 100 minutes

Main Concepts
1. A leader is sometimes differentiated from a manager: According to some authors, leaders think longer term, they look beyond the organization, and perceive its relationship with global realities; they influence constituents beyond their immediate boundaries; they place emphasis on vision, values, and motivation; they accept the challenge of change, and may challenge the status quo to bring about positive change. Managers, on the other hand are sometimes believed to have limited vision, and be more concerned with the here and now. The extent of their influence is often limited to the persons they supervise. Gardner (1990) emphasized that managers are leaders of those they supervise, and they should, therefore, develop and strengthen their leadership practices.

2. Some reasons why people are reluctant to change are: the risk involved; breaking set habits which can be physically, mentally, and emotionally stressful; fear of failure; and lack of self-confidence or confidence in the ability of others. Some changes are inevitable, such as the process of aging, diversity in the workplace, more women seeking jobs in the workplace, and the increased dependence on technology in work settings. Positive changes sometimes emerge from a crisis situation, such as the provision of quality daycare for employees, after a crisis has occurred.

3. Roles of a leader in initiating change are: Catalyst: asks probing questions; Process helper: plays a functional role, ensuring that outside views are heard;
Solution giver: draws on one's own knowledge, skills, abilities, and experience; Resource linker: uses and expands networks to achieve organizational goals; and Stabilizer: provides risk protection through support networks.

Material and Equipment Needs
Overhead projector

Advance Preparation
Prepare handouts titled “An Eventful Activity”, Differences between Leader and Manager Events”, and “Differences between Leaders and Managers”, “Roles of a Leader in Initiating Change”.

Lesson Development
1. Begin the lesson with an activity titled “An Eventful Activity”. Divide the large group into groups of four or five students. Distribute the activity sheet, and explain that the activity is designed to help students to differentiate between the roles of leaders and managers, by analyzing differences and similarities between leader and manager events. Explain the instructions, if necessary, and allow approximately 12 minutes for completion of the activity. Ask a representative from each group to report the results of their analysis of leader and manager events to the group.

2. Highlight differences between the two types of events, using the handouts titled “Differences between Leader and Manager Events”, and “Differences between Leaders and Managers”. Some students may observe that leader and manager events are quite similar. Explain that managers are leaders. They should not limit themselves to task achievement, but should also be concerned about strengthening relationships and should adopt a long range holistic focus.

3. Use the handout titled “Roles of a Leader in Initiating Change” to discuss the roles of a leader in promoting change. Ask the students for a show of hands if they are committee members in any student, social, or professional organizations. Ask those who raised their hands, whether they can share incidents in which they have played the role of catalyst, process helper, solution giver, resource linker, and stabilizer.

4. Ask the students to identify some societal trends which they believe may have implications for the profession. Ask “How would you, as a leader, be instrumental in bringing about positive change, or adapt to change in your areas of specialization?” Invite volunteers to share their ideas to the class.
5. Initiate a brainstorming session as to why people are reluctant to change. Some of the reasons that may emerge could be that change entails risk and breaking of set habits; is sometimes physically, mentally, and emotionally stressful; generates fear of possible failure; leads to lack of self-confidence or confidence in ability of others. Give examples of changes which are inevitable, and may emerge from a crisis situation.

Summarize
Ask the students to write and share two generalizations based on the lesson. Some generalizations that may be drawn from the lesson could be:

1. Compared with managers, leaders: think longer term, beyond the day's crisis, beyond quarterly reports, beyond the horizon; look beyond the unit they are leading and grasp its relationship to larger realities -- the larger organization of which they are a part, conditions external to the organization, global trends; reach and influence constituents beyond their jurisdictions; put heavy emphasis on the intangibles of vision, values and motivation; have the political skill to cope with the conflicting requirements of multiple constituencies; think in terms of renewal; revise processes and structures required by ever-changing reality. Managers tend to accept the structures and processes as they exist, and actualize changes initiated by leaders.

2. Some of the reasons why people are reluctant to change stem from the fact that change is sometimes physically, mentally, emotionally stressful; change involves the breaking of set habits, fear of failure, lack of self-confidence or confidence in the ability of others.

3. Roles of a leader in initiating change are: Catalyst: asks probing questions; Process helper: plays a functional role, ensuring that outside views are heard; Solution giver: draws on one's own knowledge, skills, abilities, and experience; Resource linker: uses and expands networks to achieve organizational goals; and Stabilizer: provides risk protection, through support networks. The three skill categories -- conceptual, technical, and human relations; and the ability to keep up-to-date with local, national, and global affairs play an important role in initiating change. A leader can initiate change more easily when he or she has earned the confidence of higher administration bodies, his or her work team, and has maintained a high level of credibility.

References

An Eventful Activity

Divide a sheet of paper into two columns lengthwise. As a group, think about people you would consider leaders. They can be either contemporary or historical. Write their names in the left hand column. Below their name record the event or action with which you have associated them. On the right side of the sheet, write the names of people you would consider managers. Below the names, note events or actions with which you identify them. Analyze both sets of events or situations. Discuss similarities and differences between the two sets of events.
Differences between 
Leader and Manager Events

Leaders in business are associated with:
• Turnaround of failing companies
• Start-up of entrepreneurial ventures
• Development of new lines of products or services

Leaders in government, art, military, community, and church are associated with:
• New movements
• Resolution of serious crises
• Winning of wars
• Revolutionary social or political movements

Managers are associated with:
• Cost cutting
• Improving efficiency
• Establishing stability

Differences between Leaders and Managers

As compared with managers, leaders:

- think longer term, beyond the day's crisis, beyond quarterly reports, beyond the horizon;

- look beyond the unit they are leading and grasp its relationship to larger realities;

- reach and influence constituents beyond their boundaries,

- put heavy emphasis on the intangibles of vision, values and motivation;

- have the political skill to cope with the conflicting requirements of multiple constituencies;

- think in terms of renewal;

- revise processes and structures required by an ever-changing reality. Managers tend to accept the structure and process as they exist;

- initiate change, whereas managers actualize change.

Should MANAGERS be LEADERS?

Roles of a Leader in Initiating Change

- Catalyst
- Process Helper
- Solution Giver
- Resource Linker
- Stabilizer

LEARN THROUGH
active involvement in student-groups, professional associations, community organizations, and internship experiences.
Leadership Practice 1. Challenge the Process
Lesson 8: Create a Climate for Change and Risk Taking

Focus Question
1. How does one create a climate for change and risk taking?
2. How does one look for opportunities to challenge the process?

Objectives
Following the lesson the students will:
1. discuss how a climate for change and risk taking may be created,
2. discuss how to look for opportunities to challenge the process

Time Required 100 minutes

Main Concepts
1. Develop a climate for change by: developing a process for collecting ideas, allowing time for generating ideas, experimenting, renewing teams, honoring risk takers, analyzing failures and successes, modeling risk taking, and fostering hardiness.

2. Encourage students to provide examples how one can look for opportunities and challenges in the work environment: Treat every job as an adventure, treat every job as a turn around even if it isn't, question the status quo, go and find something that is broken, add adventure to every job.

3. Ability to take risks is a positive attribute of a leader. Leaders should take heed of Byrd's (1989) suggested guidelines: diagnose the unwritten rules of the organization, as well as one's own rules, to determine tolerable limits on personal risk taking; build a power base, for example, become more competent technically, more skilled interpersonally, or more connected to the power network; be prepared to exceed expectations of acceptable organizational behavior. A person should know when to admit defeat and cut losses, and own up to mistakes. This would be a short-term risk for a long-term potential gain of building trust. When dealing with customers, tell them the truth. Delusion of self and the organization may be the worst enemy's of success in the business world of today. Breaking the corporate policy to get a job done should be done very carefully. Individuals should never risk more than they, their supervisors or their companies can afford to lose. Be prepared to exceed expectations of acceptable organizational behavior.
Material and Equipment Needs
Overhead projector

Advance Preparation
Prepare handouts on "Develop a Climate for Change", and "Look for Opportunities to Challenge the Process", and "Striving to be Different".

Lesson Development
1. Ask students for a show of hands if they perceive themselves to be risk-takers. Explain that risk-taking behavior may lead to positive or negative consequences depending upon circumstances. Explain that leaders are risk-takers. They weigh the pros and cons of the risk involved before doing so.

2. Distribute handouts titled "Develop a Climate for Change", "Look for Opportunities to Challenge the Process", and "Striving to be Different". Ask the students to review the content of the handouts.

3. Ask the students to analyze the case study “Striving to be Different” in terms of questions such as: How was the vision, mission, and goals of HP different from other competitors? What strategies did HP employ to develop a climate for change or risk taking?

4. Ask students to share examples from their case analysis of individuals or groups, of specific strategies employed which developed a climate for change or risk-taking.

5. Explain the guidelines for risk taking, suggested by Byrd and Byrd (1989).

6. Ask the students to provide one example each of how they could develop a climate for change or risk taking in an aspired position in a family and consumer sciences field.

Summary
Summarize by saying:
To be prepared for change and to create proactive change we need to be perceptive of social, economic, and political changes that may impact our profession, and adapt innovatively to changes. We need to be risk takers and life-long learners, seek opportunities, get involved, and act quickly in innovative ways.
References

Develop a Climate for *CHANGE*

Renew teams
Honor risk takers
Model risk taking
Allow time for generating ideas
Have a process for collecting ideas
Experiment with new ideas
Analyze failures and successes
Foster hardiness

Adapted from:
LOOK
for opportunities to challenge the process

• Treat every job as an adventure
• Treat every job as a turn around
• Question the status quo
• Find something that is broken
• Add adventure to every job

Adapted from:
Striving to be Different

Hewlett-Packard (HP) was a scientific instrument venture formed by Bill Hewlett and David Packard in the USA in 1939. Since then, it has grown to be the second largest U.S. computer company in terms of revenue, second in the world for computer workstations and the world market leader in ‘open systems’ (industry standards) minicomputers, computer printers and test and measurement equipment. The founding fathers’ strength was that they were engineers who enjoyed inventing products. The base remains today. HP is mostly run by engineers. This core strength means that HP is able to bring new technology to the market fast, even if it means taking sales away from its existing products, something its competitors avoid.

You would think, then, that HP had everything going for it. Yet resting on its laurels is not something that HP is keen to do. Some inside the company claim that HP stands for “healthy paranoia”. They are always looking over their shoulders at their competitors, and thinking about the next move. The chief executive, Lew Platt, is passionate about it. He realizes that it is too easy to keep doing what you are doing today for just a little bit too long.

General Motors, Sears, IBM were the greatest companies in their industries, the best of the best in the world. These companies did not make gigantic mistakes. They were not led by stupid inept people. The only real mistake they made was to keep doing whatever it was that made them successful for a little too long. The real secret is to build an organization that isn’t afraid to make changes while it is still successful, before change becomes imperative for survival.

This doesn’t necessarily mean reorganization. HP prefers ‘cross organizational teams’ rather than restructuring its operations. Such teams help the organization to react faster. This is particularly important in the fastest moving markets, such as video communications, where product development cycles have come down from two to five years to six to nine months in the last few years. In March 1994, Platt was quoted in the Financial Times as saying:
What ever we’re doing that made us successful today won’t be
good in two years time. It might work this year. Maybe it will even
work next year, but it will kill you the year after that.

Source:
Leadership Practice 2: Inspire a Shared Vision
Lesson 9: Perceive and Communicate a Vision

Focus Questions
1. What is a vision?
2. What is the difference between a vision, a dream, and a goal?
3. What are the sources for creating a shared vision?
4. How do you develop and communicate a shared vision?
5. What is a mission statement?
6. How does one write a mission statement?

Objectives
Following the lesson, students will:
1. discuss the nature of a vision;
2. differentiate between a vision, a dream, and a goal;
3. identify the sources for creating a shared vision;
4. develop and communicate a vision for your organization;
5. write a mission statement for your organization.

Time Required: 100 minutes

Main Concepts
1. A vision is defined as the ideal and unique image of the future. It is a holistic view of reality. A vision of an institution is the most fundamental statement of the institution’s values, aspirations, and goals. It emerges from a clear understanding of the goals of the institution and offers a road map for the future. A vision statement reflects beliefs and shared values, mission, and goals. Personnel in excellent companies hold the following notions reflecting basic beliefs and values: importance of being the best, doing a job well, superior quality and service, importance of supporting innovation and failures, informality to enhance communication, economic growth and profit. The leader’s vision is a source of power. Power is defined as “the ability to get things done, to mobilize resources, to get and to use whatever it is that a person needs for the goals he or she is attempting to meet” (Kanter, 1977).

2. A goal is the anticipated end toward which effort is directed. It states intention and is tied to reality. Goals are statements of what we are committed to achieve.
They identify what we want to accomplish, and provide direction and guidance for accomplishment. Goals expand and flow out of missions and values. Goals are not abstract statements, but must be such that can be converted into specific assignments and targets.

3. A dream is a visionary creation of imagination, not necessarily related to reality.

4. The sources of a mission, vision, and goals are a leader's
   • Foresight
   • Hindsight
   • Depth perception
   • Awareness

5. Communicate a common vision by:
   • being positive and hopeful
   • using repetition, images and word pictures, and examples to which people can relate
   • appealing to traditional values and common beliefs
   • speaking with passion and emotion
   • having conviction about the dream
   • getting to know your audience
   • shifting from "I" to "we"

Material and Equipment Needs
Overhead projector and videocassette player with television monitor, and the videocassette titled “I Have a Dream”.

Advance Preparation
Prepare handouts on “Definitions: Vision, Dream, and Goal”, “Communicate a Common Vision”, and “Create the Vision Statement”. Borrow the videotape of the speech of Martin Luther King, titled “I have a Dream”.

Lesson Development
1. Explain the agenda of the lesson briefly.

2. Define the concept of “vision”, and discuss the differences between a vision, a dream, and a goal.

3. Discuss the sources of visions.
4. Explain to the students that they are about to see a video clip of the speech of Martin Luther King Jr. titled "I have a dream". Ask students to list some identifiable characteristics of the speech in terms of content and communication style. Summarize the characteristics using a handout titled "Communicate a Common Vision".

5. Divide the group in subgroups of four or five, ask the subgroup to discuss and write a vision for an organization they may be involved in. The vision should be presented by a group representative to others in class.

6. Explain that the handout titled “Create the Vision Statement” would help groups to develop visions for their organizations. Encourage the small groups to involve every member in the process of creating the vision. Tell the students to nominate a representative who would communicate the vision to the class.

Summary
Summarize by saying:
1. A vision is the ideal and unique image of the future. It is a holistic view of reality.

2. A goal is the anticipated end toward which effort is directed. It states intention and is tied to reality.

3. A dream is a visionary creation of imagination, not necessarily related to reality.

4. The sources of visions and goals emerge from a leader's hindsight, current knowledge, foresight of trends, and ability to translate this insight into a vision for the organization.

5. A vision can be communicated by being positive and hopeful, using repetition, images, word pictures, and examples to which people relate; appealing to traditional values and common beliefs; speaking with passion and emotion; having conviction about the dream; getting to know your audience; and shifting from "I" to "we".

References

Definitions

Vision
An ideal and unique image of the future derived from a holistic analytical view of past and present reality.

Dream
A visionary creation of imagination which is not necessarily tied to reality

Goal
A realistic anticipated end toward which effort is directed.

Source:
Communicate a Vision

Use images and word pictures
Use examples that people can relate to
Talk about traditional values
Appeal to common beliefs
Get to know your audience
Use repetition
Be positive and hopeful
Shift from "I" to "we"
Speak with passion and emotion
Have conviction about the dream

Adapted from:
Create the Vision Statement

Questions for companies, groups, or associations:

1. What do you as a group want more of?

2. What do you, as a group, want less of?

3. Describe the kinds of relationships you wish to have with
   - Your customers
   - Your suppliers
   - Your shareholders or investors
   - Your competitors
   - Your community
   - Your peers
   - Your employers

4. The newspaper honors you as “Organization of the Year”. In the article they highlight your:

5. Your product or service is meeting what critical need in the
   - Community
   - Marketplace
   - Region
   - World
6. Your organization has changed the history of (check any that apply to your vision):
   - The community
   - The marketplace
   - The region
   - The world
   - Other

7. It has done this by:

8. Your organization has been called "A Light on a Hill". This is because:

9. Now write your vision statement, including activities, states of being, and desired accomplishments.

Source
Leadership Practice 3: Enable Others to Act
Lesson 10: Strengthen Your Team

Focus Questions
1. What are the characteristics of teams?
2. What are the advantages of working interdependently VS. working alone?
3. In what ways are group members different?
4. What are the stages of group development as proposed by Tuckman and Jensen (1977)?
5. What is the “Win-Win” approach to team building?
6. What are the roles of a leader in facilitating team building?

Objectives
Following the lesson, students will:
1. identify the characteristics of teams;
2. explain the advantages of working in teams;
3. recognize differences among members of a group;
4. recognize the stages of group development as proposed by Tuckman and Jensen (1985);
5. examine the “Win-Win” approach to team building;
6. recognize the roles of the leader in selecting qualified people, planning, organizing, motivating, and evaluating.

Time Required: 100 minutes

Main Concepts
1. According to Maddux (1988), teams have the following characteristics:
   - Members recognize their interdependence, and recognize that personal and team goals are best accomplished through mutual support.
   - Members feel a sense of ownership for their jobs and unit because they are committed to goals they helped establish.
   - Members contribute to the organization’s success by applying their unique talent and knowledge to team objectives.
   - Members work in a climate of trust and are encouraged to openly express ideas, opinions, disagreements, and feelings.
   - Members practice open and honest communication. They make an effort to understand each other’s point of view.
• Members are encouraged to develop skills and apply what they learn on the job.
• Members recognize that conflict is a normal part of human interaction. They view such situations as opportunities for new ideas and creativity, and work to resolve conflict quickly and constructively.
• Members participate in decisions affecting the team, but understand that their leader must make a final ruling whenever the team cannot decide, or in times of emergency.

2. Group synergy takes place when the outcome of the efforts of the group is greater than individual contributions. Synergy may be developed through a shared vision, collaborative environment, utilization of members’ talents, gaining commitment, and establishing trust.

3. The four stages of group development according to Tuckman and Jensen (1977) are forming, storming, norming, performing, and adjourning. According to the model, during the process of forming, members try to orient themselves with the goals and procedures of the group. Information and the manner of its presentation are critical to group development. In this stage, understanding leadership roles, and getting acquainted with other group members facilitate group development. The storming stage involves resistance or emotional responses to task demands, and hostility in relationships. Group members may challenge the group's leadership or isolate themselves from group interaction. The leader's role is to maintain conflict to desirable proportions. The third stage of small group development which is norming, is characterized by cooperation and decision-making by consensus. This stage is characterized by cooperation and harmony. The role of the leader is to build a congenial working climate, and increase morale through encouragement. The fourth stage of small group development is productivity. At this stage, all members work together to achieve group goals. The adjourning process involves termination of the task, and disengagement of relationships. The role of the leader is to express appreciation for tasks well done and celebrate accomplishments.

4. The dimensions of Covey's Win-Win approach in strengthening teamwork are:
• Character, which includes character traits of integrity, courage, consideration, and abundance mentality.
• Relationship, which includes a high level of trust, communication, and listening skills.
• Agreements, which include performance agreements, desired results, and guidelines which specify principles, and policies within which results are to be accomplished.
-Resources, which include human, financial, technical, and organizational support, to help facilitate accomplishments.
-Accountability, which mandates meeting standards, deadlines, and implications of evaluation.

- Systems, which reinforce performance agreements, such as establishing a process of rewards for teamwork.
- Processes, which focus on interests, options for mutual gain, and results that constitute a fully acceptable solution.

5. The task-related roles of a leader are:
   - Initiator
   - Information seeker/giver
   - Opinion seeker/giver
   - Clarifier
   - Summarizer

The relationship-related roles proposed are:
   - Encourager
   - Harmonizer
   - Compromiser
   - Gatekeeper
   - Consensus tester
   - Follower

Team members needs the opportunity to:
   - be tested
   - to make it on their own
   - take part in new ventures
   - change status quo
   - feel a sense of accomplishment
   - develop their knowledge base and develop new skills
   - do things that they do best
   - be creative on the job

Material and equipment needs
Overhead projector
Advance Preparation
Prepare transparencies titled "Synergy", "Strengthen your Team through Win-Win", "Your Team Members Have These Needs", and "Roles of a Leader" from the masters provided.

Lesson Development
1. After briefly reviewing the agenda, initiate a discussion highlighting differences between a group and a team.

2. Use the transparency titled "Synergy" to reinforce the benefits of working in teams by explaining the concept of "Synergy".

3. Ask the question:
   "Within groups, is it possible for the contributions of individuals working together to be:
   • greater than the sum of individual efforts? i.e. 1+1=>2
   • less than the sum of individual efforts? i.e. 1+1=<2"
   Discuss the circumstances where the answer might be yes to each of these question.

4. Ask the students to list as many differences of a team and a group as they can think of. Clarify disagreements, if any. Ask them what are the benefits of working interdependently VS. working alone.

5. Tell the students that they would now engage in an activity which would help them identify similarities and differences between members of a group. Ask the students to find a partner who they do not know very well, and identify at least ten similarities and ten differences between them. These may include: strengths, weaknesses, interests, values, beliefs, and motivations. Invite volunteers to tell the group about the similarities and the differences identified.

6. Explain that team members come with diverse interests, values, beliefs, motivations, strengths, and styles of working. In a team they may take on roles such as aggressor, blocker, recognition-seeker, dominator, help-seeker, special interest pleader. However, a good leader should be able to understand the motives of such behavior, and be able to also deal with issues of group dynamics.

7. Explain the five stages of group development as proposed by Tuckman and Jensen (1977): forming, storming, norming, performing, and adjourning.
8. Use the transparency titled “Roles of a Leader” to review the task and maintenance roles of a leader. Ask the students to provide examples of roles of leaders based on case analyses.

9. Ask the students “What do you understand by the concept of “Win-Win”? Explain that when “Win-Win” is practiced correctly, all players are winners. The attributes of members in such an approach are: high levels of courage and consideration, an abundance mentality, trust, cooperation, support, cohesiveness, shared values, shared goals and strategies to achieve them; ability to use conflict in a positive rather than in a destructive way, and to define principles and policies relating to accomplishment of tasks and accountability. Explain the four dimensions of Covey’s Win-Win model: character, relationships, agreements, and processes.

10. Ask students to share their case study analysis involving team building with others in class.

11. Ask the students to suggest at least two specific ways they will enable others to act in their organization in which they are currently involved.

Summary
Summarize by saying:
1. A team is a group of persons with diverse strengths, beliefs, attitudes, values, and styles of working, who are committed to pursue common visions, missions and goals.

2. Some advantages of working in a team VS. working alone, are: increased commitment and support, higher group morale, better interpersonal communication, and stronger trust-relationship.

3. The roles of a leader in building strong teams include: selecting capable members, obtaining the commitment of the group to a shared vision, building a climate for motivation, encouraging personal growth, recognizing and rewarding good performance, involving the team in strategic planning, establishing timelines and target dates for tasks to be accomplished, determining acceptable levels of performance, delegating tasks effectively, and establishing an effective communication system to ensure a free flow of information and feedback.
References


Synergy

"Within groups, is it possible for the contributions of individuals working together to be

• greater than the sum of individual efforts?
  \[ 1+1=>2 \]

• less than the sum of individual efforts?
  \[ 1+1=<2 \]

Adapted from:
Your Team Members Have These Needs

- Obtain a sense of power through delegation
- Be members of organizations
- Participate in new ventures
- Feel a sense of accomplishment
- Achieve success and recognition
- Learn and apply knowledge and skills
- Do things that they do best

How will you meet them?

Adapted from:
Strengthen your team through Win/Win

Character
Relationship
Agreements
Systems
Processes

Roles of a Leader

Task
- Initiator
- Information seeker/giver
- Opinion seeker/giver
- Clarifier
- Summarizer

Relationship
- Encourager
- Harmonizer
- Compromiser
- Gatekeeper
- Consensus tester
- Follower
Leadership Practice 3: Enable Others to Act
Lesson 11: Use Power Proactively

Focus Questions
1. What is “power”? 
2. What are the various kinds of power? 
3. How can power be used proactively?

Objectives
Following the lesson, students will:
1. define the concept of power, 
2. differentiate between various kinds of power, 
3. use power proactively.

Time Required: 100 minutes

Main Concepts
1. There are several definitions of “power”. Wilson (1981) defined power as an agent's potential at a given point in time to influence the attitudes and/or behavior of one or more target persons in the direction desired by the agent. Yukl (1981) defined power as the ability of a person to cause or prevent change, while Kanter (1977) defined the concept as the ability to get things done, to mobilize resources, to get and use whatever it is that a person needs for the goals he or she is attempting to meet. Power therefore is a quality that a person possesses, which influences the attitudes and actions of persons.

2. Power can be exerted in the positive or in a negative direction. Some examples of negative uses of power are manipulation of people to further one’s own ends, stifling career and professional growth of others, resulting from believing in an ideology with is contradictory to individual growth and development. Power may be used positively, for example, using networks to gain resources and support for one's organization or department project, fostering teamwork, empowering others through delegation, giving credit for successful accomplishments, using position or expert power to uphold rights of minorities, children, and global issues, encouraging ongoing professional development of colleagues, involving colleagues in decision making, sharing information with team members, involving the team in planning and implementing the strategic plan of work, and motivating through intrinsic incentives.
3. A leader may use referent power by making a personal appeal. One way to use this power is to tell the team that he or she is depending on him or her to accomplish a task. Such use of power will be effective if it benefits all members of the group or organization.

4. To use expert power effectively, a leader should promote an image of expertise, maintain credibility, act confidently and decisively in a crisis. The leader’s capacity to exert expert power is increased in a crisis situation. Expert power may be undermined if the leader expresses fear or panic. A leader must keep up with developments in the field and be professionally active. A leader must recognize the concerns of the members of the group, and avoid threatening the self-esteem of the members.

5. Leaders can use legitimate power effectively if they make polite and clear legitimate requests in a confident tone, explain reasons for the request, respect the authority vested in the others, exercise authority regularly without overusing it, verify compliance, and be responsive to concerns of the members of the group.

6. Reward power may be used by giving recognition, responsibility with an accompanying enhanced status, and material benefits which are perceived of value by potential recipients. Rewards should be given based on ethical principles.

Material and Equipment needs
Chalk board

Advance Preparation
Make copies of the handouts titled “Definitions of Power”, “Bases of Power”, and “Positive Uses of Power”.

Lesson Development
1. Ask the students “What do you understand by the concept of power?” Write down their responses on chalk board.

2. Use the handout titled “Definitions of Power” to explain the definitions of power as defined by Wilson (1981), Yukl (1981), and Kanter (1985). Ask the students what similarities and differences do they see between the definition given by the authors, and how are the definitions listed on the chalk board similar or different to those proposed by the authors. Explain that a transformational leader influences attitudes and behavior of others in the team, he or she is also capable of accessing or mobilizing resources to get goals accomplished.
3. Use the handout titled “Bases of Power” to explain the bases of power proposed by French and Raven (1959). Divide the students into groups of four to five. Ask the students to appoint a group representative who will initiate a discussion on how bases of power can be effectively used or misused by the leader. A group representative will report the results of the discussion to the larger group.

4. Review the suggestions of Benziger (1982) to use power proactively, from the article titled “The Powerful Woman”.
   - Learn and use your organization’s language and symbols,
   - Learn and use your organization’s priorities,
   - Learn about the existing power structure,
   - Get to know people who hold administrative or influence power,
   - Develop your professional knowledge and credibility,
   - Be proactive,
   - Assume authority,
   - Take risks,
   - Beat your own drum,
   - Meet the boss’s needs,
   - Take care of yourself.

5. Ask students to share strategies on the positive uses of power, based on their case study analysis.

6. Wrap up the discussion suggesting how power may be used positively, using the handout titled “Positive Uses of Power”.

Summary
Summarize by saying:
1. Power refers to a leader’s potential to influence the attitudes and actions of another individual or a group. Power is also the ability to get things done, to mobilize resources, to get and use whatever it is that a person needs for the goals he or she is attempting to meet.

2. The bases of power: referent, legitimate, expert, reward, and coercive may be used with varying degrees of effectiveness, depending on circumstances.

Sources:

Definitions of Power

- A person’s potential at a given point in time to influence the attitudes and/or behavior of one or more persons in the desired direction (Yukl, 1981).

- The ability to access and mobilize resources to achieve goals (Kanter, 1977).

Sources:
Bases of Power

Legitimate power
Power which accompanies status or position.

Referent power
Personality power which attracts others to an individual, resulting in loyalty, admiration and affection.

Expert power
Power held by virtue of possessing specialized knowledge, skills, and experience.

Reward power
Power to give incentives for compliance

Coercive power
Power to punish for non compliance.

Source:
Positive Uses of Power

- Use networks to gain resources and support for one's organization or department project
- Foster teamwork
- Delegate responsibility
- Give credit for successful accomplishments
- Use position or expert power to uphold rights of minorities, children, and global issues
- Encourage ongoing professional development of colleagues
- Involve colleagues in decision making
- Share information with team members
- Involve team in planning and implementing the strategic plan of work
- Motivate through intrinsic and extrinsic incentives
Leadership Practice 3. Enable Others to Act
Lesson 12: Empower Others

Focus Questions
1. What is delegation?
2. Why delegate?
3. Why is it not done?
4. How does one delegate successfully?
5. What are some common mistakes in delegation?

Objectives
Following the lesson, the students will:
1. examine the concept of delegation,
2. examine reasons for delegation,
3. examine reasons why people do not delegate,
4. discuss key questions involved in successful delegation,
5. identify common mistakes in delegation.

Time Required: 100 minutes

Main Concepts
1. Delegation is the sharing of responsibility and authority with another and the creation of accountability. The three elements of delegation are responsibility, authority, and accountability.

2. Reasons for delegation are to: increase morale, allow for new ideas, test group talents, and develop people's potential. Some reasons why people do not delegate are: the attitude that it is easier to do the task oneself, the perception that others are incapable of doing the task as well, and fear of losing control.

3. The three stages of effective delegation are: planning, assigning, and evaluating. The key questions relating to effective delegation are:
   - What work needs to be done?
   - What can or should be delegated?
   - Is there sufficient time for completing the delegated task?
   - What is the best match of work with individual abilities and interests?
   - What is the leader's relationship with the team members? Is there a problem with communication or trust that needs attention?
• How do team members feel about the work in question?
• What is the employee’s current work-load and level of performance?
• How can the task be described most clearly?
• What resources will be made available to the team members?
• What levels of authority, accountability, and responsibility will be given along with the work?
• What are the deadlines for completion of the task?
• What is the method of work?
• What is the means and timing of reporting?
• What are the standards of performance?
• Are the expectations, guidelines, and resources clearly understood?

4. Delegation is successful when: leaders respect and are confident of the abilities of the members of the work team, appropriate individuals are assigned for the task, tasks and responsibilities have been described clearly, individuals are given necessary authority and are clear about the nature of resources available, understanding of tasks delegated is confirmed, deadlines and performance standards are set together, methods of reporting are clearly understood, feedback is provided after the task is accomplished, the leader is available for advice and support, and accomplishments are rewarded.

5. Some common mistakes in delegation are: unclear communication, inadequate planning, over supervision, lack of monitoring, inappropriate persons selected for the task, unpleasant tasks delegated, and overlap of responsibilities leading to confusion.

Material and Equipment Needs
Overhead projector, transparencies, and transparency pens.

Advance Preparation

Lesson Development
1. Use the handouts titled “What is Delegation” and “Why Delegate?” to explain the concept of delegation, and the reasons for delegation.
2. Initiate a brain-storming session on reasons why people do not delegate. List responses on a transparency, or use the prepared handout on "Reasons for Not Delegating".

3. Explain the three-stage process of successful delegation with the help of the handout titled "Stages of Successful Delegation".

4. Ask the students to find a partner and delegate a task to him or her. Ask volunteers to share some delegation requests and responses with the class. Give feedback on how requests may be improved.

5. Use a prepared handout titled "Common Mistakes in Delegation", and examples from the delegation exercise to discuss common mistakes in delegation.

6. Point out that there are some tasks that cannot be delegated in view of established policies of a system. Ask students if they can think of some examples.

Summary
Ask students to develop and present two generalizations based on the lesson. Some generalizations which may emerge may be as follows:

1. Delegation is a process of empowering others through handing over responsibility and authority to accomplish a task and expecting accountability in return.

2. Successful delegation is an outcome of multiple factors which relate to the leader, the person to whom the job is being delegated, and the organization. The leader needs to be willing to delegate, be knowledgeable about the task to be delegated, and be familiar with employees’ skills and interests. The person to whom the task is being delegated should have the skills and the willingness to execute the delegated task with confidence, and execute the task diligently. A supportive climate facilitates the delegation process and leads to empowerment.

3. Effective delegation is an ongoing process. Payoffs include greater productivity, increased job satisfaction, and more time available for the leader to devote to other priorities.

References

What is Delegation?
Delegation is the sharing of responsibility and authority with others, and creating accountability.
Why Delegate?

- Increase morale
- Allow for new ideas
- Determine individual/group talents
- Develop potential
Reasons for NOT Delegating

- Attitude that it is easier to do it oneself
- Fear of not doing it as well
- Fear of losing control
- Perceiving the group to be incapable
Stages of Successful Delegation

Planning
• What: Is the task appropriate for delegation?
• When: Is there sufficient time for completing the delegated task?
• Who: Should the task be delegated to an individual or a group?

Assigning
• Choose appropriate persons for the task
• Explain reasons for delegating
• Describe tasks and define responsibilities clearly
• Give the employee necessary authority
• Discuss resources
• Confirm understanding
• Set goals, standards of performance, and deadlines together
• Establish methods of reporting
• Be available for advice and support

Evaluating
• Provide feedback
• Reward accomplishments
Common Mistakes in Delegation

• Unclear communication
• Inadequate planning
• Over supervision
• Lack of monitoring
• Inappropriate persons selected for the task
• Unpleasant tasks delegated
• Overlap of responsibilities
Leadership Practice 4: Model the Way
Present Strategies for Leadership

Provide opportunities to each students to present leadership strategies in the format of a response to any one of the following options:
How could a leader in family and consumer sciences:
• Respond to changing trends which would impact the profession?
• Encourage others in the team to be innovative and take risks?
• Develop and communicate a leadership philosophy that could guide attitude and behavior of coworkers?
• Enlist others in an organization in a fund-raising project?
• Make the best use of diversity in a work setting?
• Collaborate with constituents within and outside the profession?
• Renew self and others in the team? (Example lesson plan included in the curriculum)
• Use teachable moments to impart lessons in leadership?
• Increase the visibility of the organization and its members?
• Give constructive critique to members of the team?

If necessary, time could be allotted at the Concluding Session for the completion of student presentations.

Focus Question
How do you Model the Way?

Objectives
The objectives of the lesson are to:
1. share content and practical applications of the leadership practice Model the Way with others in class,
2. develop effective oral presentation skills.

Guidelines for Student Presentations
Students are expected to present a leadership strategy of their choice, in groups of two. Total duration of presentation is 30 minutes. The topics of presentation are agreed upon three weeks prior to the presentation. The instructor’s role is to suggest relevant resources, and to approve of the outline plan. The oral presentation should contain an introduction, a body, and a conclusion. Students may commence with an
interesting opening question or an interesting activity to stimulate interest of the group. Encourage students to use audio and/or visual aids. Suggested teaching aids are transparencies, handouts, video and audio tapes, flip charts, chalk board, or slides. After the oral presentation is complete, invite questions and feedback from the class.
Leadership Practice 4. Model the Way
Lesson 13: Renew Self and Others
(Example Presentation)

Focus question
1. How can a leader renew self, and enable others to do the same?
2. How can a leader balance Production and Production Capability?

Objective
By the end of the lesson, the students will:
1. apply the four dimensions of renewal as proposed by Covey (1989),
2. balance Production and Production Capability.

Time Required: 30 minutes

Main Concepts
1. Being “effective”, means getting results or what Covey (1989) terms as “Production”, AND preserving and enhancing our assets, such as physical health, mental alertness, emotional stability, skills, knowledge, values, and relationships, termed by Covey as “Production Capability”. Assets or Production Capability need to be nurtured to achieve continuing effectiveness. Thus, for long-term productivity we need to achieve a balance between Production and Production Capability.

2. Among the human assets, strong relationships are particularly important. Weak relationships cause poor communication, tension, disagreements, jealousy and negative criticism. These negative elements drain time, energy, and resources that may be used for more productive purposes.

3. The four dimensions of renewal, according to Covey, are: a) Physical, which includes: exercise, good nutrition, and stress management. Exercise builds endurance, flexibility, and strength; b) Social and Emotional, which includes: being generous with others, taking pride in their personal and professional development, being of service to others, empathic, and synergistic; c) Spiritual, which includes value clarification, internalization of sound values and principles which direct decision-making, action, and interaction; and commitment to principles, study, and meditation; and d) Mental, which includes reading, visualizing, planning, and writing.
Equipment and Material Needs
Overhead projector, and chalk board.

Advance Preparation
Prepare a transparency on “Dimensions of Renewal”.

Lesson Development
1. Introduce the concepts of "Production" and "Production Capacity" as presented by Covey (1989). Using the analogy of the importance of maintenance of a machine for maximum efficiency. Stress the importance of a balance between production and production capacity (P/PC) for maximum efficiency and effectiveness of people.

2. Ask the question “What are some ways in which one may bring about a P/PC balance?” Initiate a brain-storming session on ways P/PC balance may be achieved. Write these responses on a chalk board.

3. Use the transparency titled “Dimensions of Renewal” to explain how a P/PC balance may be brought about, using the four dimensions of balanced self-renewal proposed by Covey. Ask the students “In your opinion, how effective is Covey’s model in bringing about balanced self-renewal?” “Do you see the need to modify the model in any way? If so, how? “How would the responses listed on the chalk board fit into Covey’s model or a modified model?

4. Relate strategies for renewal of self and others to the concepts of Model the Way, suggested by Kouzes and Poser (1995): be clear on one’s leadership philosophy, be able to break projects into chunks, let others know beliefs or values, practice what is espoused, and set clear goals and milestones for their attainment.

Summary
Summarize by saying:
1. A balance between production and production capacity may be brought about by balanced self-renewal.

2. The four dimensions of self-renewal proposed by Covey (1989) are: Physical: Exercise, nutrition and stress management; Mental: Reading, visualizing, planning and writing; Spiritual: Value clarification and commitment, study and meditation; Social/Emotional: Service, empathy, synergy and intrinsic security.
3. Self-renewal should be a continuous process. Model the way by encouraging others to renew themselves through proactive strategies.
Dimensions of Renewal

Physical
Exercise, Nutrition, Stress Management

Mental
Reading, Visualizing, Planning, Writing

Social/Emotional
Service, Empathy, Synergy, Intrinsic Security

Spiritual
Value Clarification & Commitment, Study & Meditation

Source
Leadership Practice 5. Encourage the Heart
Lesson 14: Honor your Team

Focus Questions
1. How can leaders recognize the contribution of members of a group?
2. What are the steps in praising or reprimanding others?

Objectives
Following the lesson, students will:
1. identify ways in which leaders can recognize the contribution of members of a group,
2. practice the steps in praising and reprimanding others.

Equipment and Material Needs
Overhead projector

Advance Preparation

Lesson Development
1. Commence the lesson, by briefly explaining the agenda.

2. Explain that an important universal need of human beings is the need to be recognized. Positive recognition for a job well done boosts self-esteem which in turn serves as a source of motivation to do better. Ask the students “Would you like to be recognized for your achievements as a student and as a professional?”

3. Ask the students to discuss some ways of recognizing group members' contribution. Some responses that may emerge from the discussion may be:
   • Helping others feel important
   • Catching others doing things right
   • Having clear expectations
   • Providing frequent feedback
   • Linking performance with meaningful rewards
4. Explain that rewards for a job well done may be termed as "intrinsic" and "extrinsic". Explain that intrinsic rewards emerge from internal feelings. Using the handout titled "Intrinsic Rewards", discuss some sources of intrinsic rewards, such as:
   - Seeing others succeed
   - Improving the self-esteem of others
   - Deriving personal satisfaction from the job
   - Getting recognition
   - Doing something independently
   - Being creative
   - Implementing ideas
   - Empowering others

5. Using the handout titled "Extrinsic Rewards", explain that the sources of extrinsic rewards are tangible things, such as plaques, certificates, medals, monetary rewards, press reports, news letters, verbal praise, promotions, titles, a larger office, special parking privileges, paid holidays, and cars.

6. Ask students to read the handout titled "Encourage the Heart: Learn from a Leading Cosmetics Corporation". Ask the students to read the case description and find answers to the questions "How did Mary Kay recognize her sales team?" and "What were her beliefs and values which led to her actions?".

7. Using the handout titled "Celebrate Accomplishments", discuss ways to celebrate accomplishments. Explain that if a leader supports the team, the team will, in turn, extend support to the leader.

8. Use the handout titled "Guidelines for Praising and Reprimanding" to explain to the students that praising and reprimanding others can best be accomplished if praise or reprimand is directed at a specific action, not at persons; is directed at impact (focused on how behavior affects group, others, or organization); is timely (soon after behavior has occurred); and is sincere.

9. Tell the students that they would now be engaging in an exercise with a partner to practice the strategies of praising. After they have found their partners, they would need to read the direction of the exercise from the handout titled "Practice Strategies of Praising and Reprimanding". The teacher may ask a volunteer to read the directions aloud, and may clarify expectations in regard to the exercise, if necessary. Invite volunteers to share with the large group strategies used in praising. Provide feedback. Repeat the exercise to practice strategies of constructive critique or reprimanding, if time permits.
Summary
Ask the students to report on any one generalization learned from the lesson.
Summarize saying:
Recognition for accomplishments is a universal human need. It builds self-esteem, and increases the desire to excel. Rewards for work well done may be intrinsic or extrinsic. Intrinsic rewards are intangible, obtained from the satisfaction derived from having helped others. Extrinsic rewards are material rewards awarded to those who have exceeded performance expectations. Accomplishments need to be celebrated as a team. Group celebrations foster a spirit of comraderie, and help develop mutual pride in accomplishments. A leader’s responsibility is also to give constructive critique, and reprimand, if necessary.

References

Encourage the Heart: Learn from a Leading Cosmetics Corporation

Most women in Britain have heard of Avon cosmetics, the direct selling organization, where salespeople sell directly and independently to customers. Mary Kay Cosmetics, founded by Mary Kay Ash, while a single mother in her forties, is the major competitor to Avon in the U.S. When Mary Kay was a saleswoman with another company, she was rewarded with one outstanding achievement with a light used in fishing. She vowed then, that if ever she had her own business, she would never reward her people with such ill-conceived prizes.

The philosophy of the company is to reward employees on the basis of what they achieve. Second, remembering the fish light episode, the company rewards the things employees value. Third, the company is "female friendly". The female sales force can work hours that suit their domestic responsibilities. Mary Kay Ash wanted women to have rewards based on performance, not on the basis of sex, with the right and the opportunity to earn the same as men. And reward them it does! It has been reported that Mary Kay Cosmetics have more women earning $50,000 than any other U.S. company. The company also claims that more black women earn these figures more than any other company in the world. Other rewards include pink Cadillacs, holidays, jewelry and expensive clothes, all distributed to top saleswomen in carefully staged "Pageant Nights".

There is more to the success of Mary Kay Cosmetics than performance-related pay. Mary Kay Ash is often cited as a charismatic leader. She is a considerable orator (though she says it took her years to develop the skill, has a magnetic power over others, has a reputation for hard work and struggling with adversity (her single parent status), and gives meaning to the lives of the distributors by appealing to higher ideals of women's independence, not just material rewards.

Recognize Members' Contribution

- Help others feel important
- Catch others doing things right
- Clarify expectations
- Give frequent feedback
- Link performance with meaningful rewards
Intrinsic Rewards

- Seeing others succeed
- Improving the self-esteem of others
- Deriving personal satisfaction from job
- Getting an opportunity to do something independently
- Getting a chance to be creative
- Getting an idea implemented
- Being involved in decision making in the organization
Extrinsic Rewards

- Plaques, certificates, medals, and titles
- Press reports, news letters
- Promotions and monetary rewards
- Larger office, special parking privileges, sponsored holidays, and luxury cars
Celebrate Accomplishments

- Schedule celebrations
- Be a cheer leader
- Stay in love with your job and your team
- Secure support from your social network
Guidelines for Praising and Reprimanding

- Select a proper time and place
- Direct praise or reprimand at a specific action, not on the person(s)
- Tell the person what he or she did right or wrong
  - Be concise and specific
  - Praise or reprimand soon after the behavior has occurred
- Tell the person how you sincerely feel about the behavior
  - Focus on how the behavior affects the group, others, or the organization
  - Do not follow praise or reprimand with "But..."
- Pause and let the individual internalize the comments
If Praising...

• Encourage more of the behavior
• Do not assign more responsibility for doing a good job

If Reprimanding...

• Remember that learning takes place through mistakes
• Pursue why they think it happened
• Let them realize the behavior to be unacceptable
• Do not threaten or attack
• Indicate that the behavior is inconsistent with past performance and/or expectations
• Do not make the person defensive
• Keep a paper trail document if reprimanding leads to dismissal
Practice Strategies of Praising

Someone close to you has done something which you appreciate. Praise the person for having done a great job.
Concluding Session
Present Strategies for Leadership (Continued)
Celebrate Accomplishments

Objectives
Students will:
1. share content and practical applications of the leadership practice *Model the Way* with others in class,
2. develop effective oral presentation skills,
3. share with the group ways in which this leadership course has had an impact on leadership development,
4. celebrate accomplishments.

In this lesson, students will present selected leadership strategies to illustrate the leadership practice *Model the Way*. Refer to student presentation guidelines given. Upon completion of the student presentations, invite the students to briefly share ways in which the leadership course impacted their career plans, attitude, and/or leadership practices. The sharing session will be followed by a celebration of accomplishments.
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