

**LEADERSHIP COMPETENCIES  
TO BE TAUGHT IN THE YOUNG FARMER  
INSTRUCTIONAL PROGRAM**

by

Glenn A. Anderson

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APPROVED:

---

James P. Clouse, Chairman

---

John Hillison

---

J. Dale Oliver

---

Rufus W. Beamer

---

Miles H. Lovingood

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Committee Chairman: James P. Clouse  
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(ABSTRACT)

This study identified and rated the leadership competencies that were considered needed by young farmers and should be taught in the young farmer instructional program. The participants in the study were the young farmer advisors, certain young farmer members, state staff, and teacher educators. All participants were from the state of Virginia.

The participants rated a list of 43 leadership competencies according to the following rating scale: 4...High Importance, 3...Medium Importance, 2...Low Importance, and 1...No Importance. The mean of the ratings for the four groups were computed as well as the total mean for all groups. The total mean for all competencies was 2.5 or above. All competencies were placed in the medium to high importance category.

The ratings of the four groups were examined to determine if the groups rated the competencies similarly. The two groups who rated the most competencies similarly were the advisors and the members. The groups who rated the fewest competencies similarly were members and state staff, and state staff and teacher educators.

Also, the respondents ranked the top ten competencies. The competencies which were ranked the top ten are listed below:

<u>Rank</u>	<u>Competency</u>
1	37. Assume responsibility.
2	34. Cooperate with others.
3	36. Develop enthusiasm.
4	38. Learn to be fair in dealings with others.
5	30. Speak effectively to others.
6	31. Listen effectively to others.
7	39. Participate in community activities.
8	18. Obtain participation by all members.
9	1. Open and close a meeting correctly.
10	32. Accept others as they are.

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## Chapter 1

### INTRODUCTION

Rural communities in the United States need more leaders. Competent leaders are needed to aid in the solutions of the many problems that face our rural communities today. Rural leaders are needed to insure that they provide input in decisions which affect the citizens of rural communities.

The Young Farmers of Virginia is an educational organization which recognizes the need to develop competent rural leaders. Leadership training is a vital part of the educational program of the Young Farmers of Virginia. This leadership training provides young farmers the opportunity to develop leadership and to use this leadership in other community organizations. Although leadership is a part of the young farmer program, the competencies which should be included in the leadership program have not been identified. Leaders in agricultural education and the young farmers recognize the need to identify leadership competencies.

Julian Campbell, Associate Director, Agricultural Education in Virginia, (Appendix A) reported that there is a need to identify and validate the competencies to be developed in the leadership phase of the young farmer program. Campbell further stated that although leadership has been emphasized in the young farmer program for a number of years, the leadership competencies which young farmers should possess have not been identified.

Ben Turner, President of the 1983 Young Farmer Educational Institute, (Appendix B) said that the teaching of leadership competencies should be a part of the young farmer educational program. Turner further stated that the teaching of leadership skills is needed to assist in helping young farmers conduct themselves in a professional manner.

The development of leadership competencies has been an important aspect of the young farmer program in Virginia since the Young Farmers of Virginia was organized in 1951. Young farmers recognized that the development of leadership was a major reason for organizing. The convention proceedings of the organizational meeting of the Young Farmers of Virginia contains the following objective (1951:29):

To develop the leadership abilities needed to participate in activities requiring an understanding of parliamentary procedure, conduct of meetings, public speaking, and other desirable activities for rural young people, including those of social and recreational value.

During the organizational meeting in 1951, Savage (1951:9) stressed that young farmers should further develop qualities of leadership. He stated that young farmers are leaders in the community and are called upon to speak in public and to conduct meetings. The objective of the young farmer organization and the statement by Savage indicate that certain leadership abilities or competencies are needed to carry out such activities as conducting meetings and speaking to groups.

In 1982 the National Young Farmer Educational Association was organized. The delegates who developed the constitution for the

association recognized the need to include leadership development as a vital part of the organization. The constitution accepted by the delegates contains the following purpose as listed in Article II, Section D: "To aid young farmers and ranchers in developing leadership abilities."

Although young farmers recognize the need to include leadership development in the young farmer programs, leadership competencies have not been validated by leaders in the young farmer organizations.

#### STATEMENT OF THE PROBLEM

The problem for this study was the identification of the leadership competencies for inclusion in the young farmer instructional program.

The following research questions were posed for the study:

1. What are selected demographic characteristics of Group I (advisors), Group II (members), Group III (state staff), and Group IV (teacher educators)?
2. What leadership competencies are needed by young farmers and which leadership competencies should be taught in the young farmer instructional program?
3. Which competencies are rated similarly by the groups in the study?

#### PURPOSE OF THE STUDY

The primary source of this study was to develop a list of

validated competencies to be taught in the leadership training phase of the young farmer program. The secondary purpose was to describe the various groups that would be affected by the validated competencies and determine if they rate the competencies similarly. The rating of the competencies by the four groups will provide state staff, teacher educators, and young farmer advisors information which will be of value in planning workshops, inservice classes, and instructional programs in leadership development.

#### JUSTIFICATION FOR THE STUDY

The subject of leadership has been a very popular area for research studies. However, very little has been done concerning young farmers and the leadership activities conducted as a part of the total program.

The topic of rural leadership was of such concern to the International Harvester (IH) Company that it devoted an entire issue of the IH Farm Forum, Issue #4, 1980 to a discussion of developing rural leaders. The magazine is sent to farmers and professional agriculturists across the country. In the issue, a questionnaire was included which addressed such items as rural leadership, the development of leaders, and agricultural spokespersons.

Reporting on the results of the questionnaire, Holmberg stated (1980:29):

There may not be a shortage of individuals and organizations willing to speak for agriculture, but they need to do a better job. Nearly four out of five of those responding to our recent questionnaire

say there is a need for better rural leadership. A majority of those responding expressed concern about the effectiveness and vitality of traditional farm organizations. And an overwhelming majority felt farm women and agribusiness should be more active in speaking out.

The results of the survey indicate a need for more emphasis on leadership training among the members of rural organizations. The survey results specifically point out a need for more leadership programs geared to developing better rural leaders.

During the past 17 years the Kellogg Foundation has provided the opportunity for farmers and other members of the rural community to participate in a leadership development program. Reporting on the Kellogg Foundation program, Clubb (1980:22) states that leadership can be taught and learned.

While the programs of the Kellogg Foundation are helping in the area of leadership development, they are currently conducted in only five states and serve only a small segment of the rural populations in these states. There exists a need to reach more members of the rural population.

In a survey conducted by Anderson (1979), advisors of young farmer associations agreed to the following:

1. Sufficient inservice programs are not conducted for teachers of young farmers in leadership training.
2. Sufficient guidelines and instruction are not provided by the state staff and teacher educators to assist in conducting leadership training for young farmers.

The survey results indicate a need to strengthen both preservice and inservice programs for young farmer advisors in the area of leadership development for young farmers.

There are other indicators which point to the need to revitalize the leadership development program for young farmers. The number of young farmers applying for local, area, and state offices has declined. Some area officers have served in the same capacity for several years because there was no one interested in being an officer. According to records in the Agricultural Education Office, State Department of Education, there were eight applicants for six state officer positions in 1984. In 1981 and 1982 some areas in the state failed to have a candidate apply for office.

A list of validated competencies for leadership development would assist in meeting the felt needs of young farmer advisors, members, and state staff. It could provide a basis for strengthening the pre-service and inservice programs and thus increase the emphasis on leadership development in the Young Farmers of Virginia.

#### DEFINITION OF TERMS

For use in the study, the following definitions were utilized:

Advisor is the agricultural education instructor who is responsible for the local program of the young farmers.

Affiliated Association refers to an organized local young farmer association which is a member of the Young Farmers of Virginia.

Competency is a demonstrated ability to perform a specific task to meet a specified standard. The standard may include skills, knowledge and attitude measurements.

Instructor is a teacher of agricultural education in a public school.

Leadership is the process of influencing the behavior of individuals to reach a specified objective.

State Agricultural Education Staff refers to the professional members of the agricultural education service, Department of Education, Commonwealth of Virginia.

Teacher Education Staff refers to the professional members of the agricultural education programs at Virginia Polytechnic Institute and State University and at Virginia State University.

Validation is the process of verifying a competency. In this study the validation will be accomplished by having a "panel of experts" verify the competencies to be necessary for leadership development.

Young Farmer is a member of the Young Farmers of Virginia.

Young Farmers of Virginia is the official name of the state young farmers association.

#### LIMITATION OF STUDY

This study was limited to the following in the state of Virginia.

1. Young farmer advisors
2. Young farmer members
3. State agricultural education staff
4. Teacher education staffs

#### SUMMARY

Young Farmers in Virginia have recognized the need for including leadership development in the young farmers instructional program.

Farmers and agricultural leaders across the country realize that leadership in rural areas needs to be increased and that more programs should be available to develop leadership in rural populations.

A list of validated leadership competencies could aid young farmer advisors in increasing the quantity and quality of leadership development programs offered by the Young Farmers of Virginia. The list could also assist state staff and teacher educators in developing stronger leadership development preservice and inservice programs for young farmer advisors.



## Chapter 2

### REVIEW OF THE LITERATURE

The purpose of this chapter is to provide the reader with a review of the literature which relates to leadership in the young farmer program. This review will include some of the highlights of leadership studies, a review of the literature which relates to leadership development in rural organizations, and studies which relate to the young farmer program in Virginia. Specifically, this review of leadership will include the following topics:

1. Description of the young farmer program
2. General leadership studies
3. Studies which have implications for leadership competencies

### DESCRIPTION OF THE YOUNG FARMER PROGRAM

A complete program of agricultural education in Virginia includes courses for secondary school students, young farmers, and adult farmers. In A Planning Guide for Agricultural Education in Virginia's Public Schools (1981:53), the young farmer program is defined as:

A Young Farmer program is that program of organized instruction in agricultural education designed for those students who are no longer enrolled in secondary school programs and who are in the process of becoming progressively established in farming or a closely related occupation.

Young farmer programs provide instruction for young adults who are established or are becoming established in farming or in an agribusiness occupation. The program provides for education, leadership,

social, recreational, and service related activities.

The U.S. Department of Health, Education and Welfare issued a guide for planning and conducting young farmer programs. In this guide (1978:5) the objectives of young farmer education are given as follows:

1. Develop competent, aggressive agricultural leadership
2. Strengthen confidence of young people in themselves
3. Encourage intelligent choices of agricultural enterprises
4. Establish strong individual family and farm business goals
5. Improve the home living conditions
6. Participate in cooperative efforts
7. Provide organized agricultural recreational activities
8. Provide a basis for solid decision-making in business management
9. Encourage establishment in agriculture

Young farmer programs enable the agricultural education teacher to gain confidence and trust of local farmers and agribusiness workers and leaders in the community. Grady (1979:103) states that the entire school benefits from adult education classes. Also, Grady states that some class members are county leaders in agricultural conservation, county commissioners, and county school board members. They can be of tremendous value to the local school because of their close relationship to its programs, activities, and needs. Many young farmer members and agricultural businessmen provide incentive awards and monetary contributions to the total school as well as the Future Farmers of America.

The inclusion of leadership activities for young farmer programs is recommended in many of the articles on young and adult farmers.

In outlining the activities for a successful young farmer organization, Dietz (1979:102) includes the following:

1. Planning by the members
2. Use of resource people
3. Farm tours
4. Workshops
5. Recreational activities
6. Family meetings
7. Public relations
8. Leadership activities

The U.S. Office of Education Guide, Vocational Agriculture for Young Farmers (1978:52), suggests that young farmers need, appreciate and enjoy the following group experiences:

1. Participating in group discussions, demonstrations and other types of self expression
2. Developing leadership abilities in:
  - a. Conducting meetings
  - b. Serving as an officer
  - c. Serving on important committees
  - d. Conducting elections
  - e. Using parliamentary procedures
3. Participating directly and democratically in the affairs of the group
4. Functioning as an organized group
5. Assuming responsibility for group functions

A major area of the group experiences mentioned above was in the area of leadership. The study of leadership in the young farmers enables its members to practice leadership in the community.

The guide describes the value of a young farmer organization and its effect on leadership in the community as follows (1978:53):

An organization of young farmers serves as an instrument for holding the group together and for coordinating the various parts of the young farmer program.

It helps to maintain the members interest, promote group loyalty, and stimulate enthusiasm in education and farming. The organization helps to keep the young farmer program alive and insures its continuity from year to year. Also, it provides the opportunities needed by the members to practice and develop their leadership potentials. Such training and experience will enable them to assume dominant roles in leadership and policy determination in established farm and community organizations when the opportunity arises.

The leadership developed in the young farmers enables its members to become community leaders. By becoming leaders, the young farmers are able to show the benefits of adult education to the citizens in the community. Also, additional benefits of young farmer and adult farmer education are given by Bender, et al. (1972:9):

Clearly one of the benefits from adult education accrues to the educational institution when its image is improved through serving adults in meaningful ways through educational programs. In a real sense, the adult education program is an outreach of its institution and when its programs are effective, it will create even further support for local, state, or federal appropriations for education activities that go beyond the adult education programs. It seems incumbent upon agricultural educators who are committed to adult education to promote its adoption at various local institutions.

#### GENERAL LEADERSHIP STUDIES

The following is an attempt by the researcher to highlight a few of the major studies on the topic of leadership which have implications for leadership competencies.

##### Trait Studies

According to Morphet, et al. (1974:130) most of the studies on leadership before 1945 were devoted primarily to the identification of desirable traits of leaders. These studies were based partially on

the assumption that humans could be divided into two categories, the followers and the leaders. The assumption implied by these studies was that leaders are born and not made.

Spies (1975:4) noted that scholars found that leaders were usually older, taller, heavier, more athletic, and brighter than followers. Leaders were considered to be superior to followers in scholarship, knowledge, insight, originality, initiative, and responsibility.

#### The Ohio State Leadership Studies

According to Stogdill (1974:181) these studies identified "consideration" and "initiating structure" as basic dimensions of leader behavior. In general the studies investigated the relationship of the two dimensions to productivity and employee satisfaction.

The studies revealed that subordinates are more satisfied with considerate leaders. The evidence indicated that the relationship between supervisory consideration, productivity, and employee satisfaction depends on the organization or the situation in which the behavior occurs. The studies concluded that there was no best style of leadership, but as the situation changed, the appropriate style would change also.

#### The Lippitt and White Studies

These studies were conducted by White and Lippitt (1968:318-335) and investigated the relationships between different types of leadership style and group functioning. The study used boys' teams and adult leaders trained in three different leadership styles (author-

itarian, democratic, and laissez-faire). The basic conclusions of the study were as follows:

1. Teams with authoritarian leaders were both aggressive and passive.
2. Teams with democratic leaders were more friendly.
3. Authoritarian led groups were slightly more productive than democratic led groups. The democratic led teams enjoyed the experience more.
4. Laissez-faire led teams accomplished less and did poor work.

#### Fiedler's Contingency Theory

Fiedler's (1967) basic assumption was that a leader's attitude toward followers is a product of the style of leadership. The style is responsible for the performance of the group.

The second assumption of Fiedler is that the effectiveness of an organization is contingent upon matching the appropriate leadership style to the situation. The situation is classified according to the amount of power or influence the situation gives the leader. The situation and style are contingent upon such things as position power and task structure. Position power determines the power the leader has over the followers because of the leader's position. The amount of task structure is determined by the degree the task is specified or programmed. Fiedler states that it is easier to alter the situation than the leader's style.

AGRICULTURE STUDIES THAT INDICATE  
NECESSARY COMPETENCIES FOR LEADERS

There have been numerous articles written about leadership, types of leaders, and qualities of leaders. The researcher will focus on those writings which have implications for leadership competencies.

In the FFA Leadership Handbook, Moody (1974:33 & 34) listed the qualities of a leader. He stated that the qualities could be learned by the average person if he worked on them. Moody listed the following as qualities of a leader.

1. A leader believes in and understands the principles of democracy.
2. A leader respects the rights and dignity of others.
3. A leader is willing to accept the responsibility and do his part through work within the group.
4. A leader is able to work and get along with people in a friendly peaceful manner.
5. A leader is able to communicate his thoughts and feelings in a clear and understandable manner as well as verbalize the ideas of the group.
6. A leader is well informed on matters which concern the group.
7. A leader is confident in himself, he possesses integrity and also shows trust for his fellow group members.
8. A leader is optimistic and enthusiastic; he possesses integrity and also shows trust for his fellow group members.
9. A leader is open-minded.
10. A leader has strength of conviction.
11. A leader will show initiative in getting the group started through sound and careful planning.

12. A leader is public spirited, thus he will not help one individual achieve a selfish end.
13. The leader will restrain his own desires for self expression, but when he does express facts or offer possible solutions, he should never make a statement which may commit him to partisanship.

The Illinois Young Farmer Handbook (1980:27) defines leadership as the ability to guide others to work toward a meaningful goal and helping each individual to develop as a group member. Eleven characteristics of a good leader are listed in the handbook as follows:

1. A "good leader" fosters active participation in his or her chapter.
2. A "good leader" promotes group cooperation and a desire to "pull together."
3. A "good leader" obtains essential information for group use.
4. A "good leader" encourages participation by all group members.
5. A "good leader" welcomes all contributions or suggestions, even those that seem irrelevant.
6. A "good leader" encourages differences as well as agreement of opinions.
7. A "good leader" sees that both sides are considered on all issues.
8. A "good leader" encourages self-development of all group members.
9. A "good leader" constantly charts or summarizes the progress of the group.
10. A "good leader" stimulates evaluative thinking.
11. A "good leader" continuously evaluates himself and strives to achieve goals set by himself and club members.



The Nebraska Young/Adult Farmer and Rancher Handbook edited by Barrett and Gilbertson (1980:43) defines a leader as the president, chairman of a committee, group leader, or job foreman. It lists nine characteristics of a good leader:

1. Willingness to assume responsibility
2. Emotionally balanced and in control of the situation
3. High ethical conduct and personal integrity
4. Communicative; willing to talk with others
5. Readily identifiable in any group
6. High level of physical energy
7. Experience and maturity
8. Courage and daring
9. Creative and independent

Although these are characteristics of leaders, it does not mean that persons with these qualities will necessarily be effective leaders. The Nebraska handbook also discusses the essentials of an effective leader. Seven basic principles are listed (44):

1. Be able to persuade others
2. Have a high tolerance of uncertainty
3. Allow other members of the chapter freedom to grow as leaders
4. Learn how to influence key community leaders
5. Are not afraid to encourage the membership to achieve their goals and get the job done

6. Encourage more goal attainment and show members how to get there
7. Are considerate of chapter members as persons.

The handbook states that if programs of young farmers and ranchers are to grow and improve on a local, state and national level, a thorough understanding of how to get there is important. Chapter leaders can feel they have become effective if they have attained these goals:

1. The chapter knows why it exists.
2. The chapter leadership has created an atmosphere in which goals can be achieved.
3. The chapter makes decisions in ways that everyone is satisfied.
4. The leaders of the chapter have established conditions under which each member can make his/her special contribution.
5. Members share ideas freely.
6. Chapter activities are evaluated and improvements made.

In summary the handbook notes that to be an effective leader one must recognize the importance of each individual and the contribution that each can make. One must be successful in accomplishing chapter goals and provide for individuals to make contributions to the chapter.

The National Young Farmer edited by Coons (1980:40) contained an article on a leadership skills workshop. A leader was described at this workshop as follows:

A good leader is: well prepared, group minded, a hard worker, responsible, likes people, thinks ahead,

sets goals, gets the facts, has humility, can take advice, and does his or her best.

The following competencies were listed in the leadership development units of the state curriculum guide Agricultural Machinery Service, Agricultural Education, Virginia Department of Education (1979:30, 60).

#### Developing Leadership Skills

1. Conduct a meeting using accepted parliamentary procedures
2. Know duties of all officers in the youth organization
3. Present an oral delivery using accepted public speaking techniques
4. Participate on a panel discussion
5. Conduct a panel discussion
6. Write a news release
7. Conduct a committee meeting
8. Participate in FFA committee activities
9. Demonstrating the principles of parliamentary procedure
10. Delivering a prepared public speech
11. Participate in FFA student award program and degrees
12. Applying for a chapter office
13. Identifying essential traits of leadership
14. Identifying leadership principles
15. Identifying opportunities for leadership
16. Demonstrating parliamentary procedure skills

#### Securing Leadership Experience

1. Prepare and deliver speech
2. Conduct an effective meeting
3. Use accepted parliamentary procedure
4. Identify the duties and responsibilities
5. Write news articles
6. Participate in radio and TV program(s)

#### Securing Experience in Cooperating With Others

1. Use resource people for FFA and class activities
2. Prepare and display exhibits
3. Participate in community activities
4. Participate in committees

### Developing Citizenship Skills

1. Participate in community activities
2. Use proper social manners
3. Participate in contest
4. Apply for incentive awards
5. Establish FFA alumni organization
6. Encourage student membership in FFA
7. Use proper grooming manners

### Developing Personal Leadership Characteristics

1. Accept others as they are
2. Influence others
3. Recognizes others
4. Persuade others
5. Speak effectively to others
6. Interact effectively with others
7. Listen effectively to others
8. Identify kinds of meeting and when to use them
9. Conduct panel discussions
10. Employ the problem-solving technique with groups
11. Utilize resource people
12. Demonstrate correct use of parliamentary procedure
13. Cooperate with others

### Developing Citizenship Characteristics Acceptable to Society

1. Formulate a positive self-concept
2. Identify the values of youth organization membership
3. Identify the contributions of FFA to the school and community
4. Participate in chapter activities
5. Apply for FFA incentive awards

### SUMMARY

The purpose of Chapter 2 was to describe (1) the young farmers program; (2) general studies in leadership and (3) studies in leadership development which have implications for young farmer programs.

The review of literature revealed that numerous studies had been made on the subject of leadership. These studies ranged from

the study of leadership traits and theories of leadership laboratory training sessions. The literature revealed no studies on leadership within the young farmer organizations.

## Chapter 3

### RESEARCH METHODOLOGY

#### OVERVIEW

The purpose of this chapter is to describe the methodology used in conducting the study. In order to collect and analyze data pertaining to the purposes of the study, the following will be accomplished:

1. Describe the design of the study
2. Describe the population and samples used in the study
3. Develop the instrument for data collection
4. Develop a procedure for data collection
5. Select and describe the methods of data analysis

#### METHODOLOGY AND DESIGN

The methods of research used in this study were descriptive and ex post facto. Isaac (1977:22) discusses ex post facto or causal-comparative research and gives its strengths and weaknesses. Ex post facto research is a major research method used in social sciences and education. This is because many research problems in the two areas do not lend themselves to experimental research since many of the variables in educational research cannot be manipulated.

The main weakness is the lack of control over independent variables. The investigator must take the facts as he finds them with no opportunity to manipulate the variables that influenced the facts. It is also difficult to be certain that the relevant factor is

included among the factors in the study. There are other problems such as more than one factor being responsible for a particular outcome or one factor responsible in one instance and another factor responsible in another instance.

Descriptive research as discussed by Isaac (1977) is used to describe situations or events. It does not necessarily explain relationships or test hypotheses but it may be incorporated with other types of research which do. The term "survey studies" is a form of descriptive research.

The major purposes of survey research are given by Isaac as (1977:18).

1. To collect detailed factual information that describes existing phenomena.
2. To identify problems or justify current conditions and practices.
3. To make comparisons and evaluations.
4. To determine what others are doing with similar problems or situations and benefit from their experience in making future plans and decisions.

The major product of this study is a list of validated leadership competencies for use in young farmer programs. The independent variable in the study was the following classification of participants: Young Farmers of Virginia members, Young Farmers of Virginia advisors, state staff, and teacher educators in agricultural education in Virginia. The dependent variables were the competencies which were rated on a scale of from 1 to 4 based on their importance in young farmer programs.

The following research questions provided direction to the study:

1. What are selected demographic characteristics of Group I (advisors), Group II (members), Group III (state staff), and Group IV (teacher educators)?
2. What leadership competencies are needed by young farmers and which leadership competencies should be taught in the young farmers instructional program?
3. Which competencies are rated similarly by the groups in this study?

#### DESCRIPTION OF THE POPULATION AND SAMPLE

The study was conducted on a statewide basis. The study included members of the Young Farmers of Virginia, advisors of young farmer associations, state staff, and teacher educators in agricultural education in Virginia. A list of the young farmer advisors and associations (Appendix C) was obtained from the Agricultural Education Service, Department of Education, Commonwealth of Virginia. The study included 72 advisors of affiliated young farmer associations, 317 young farmers (Appendix D), state staff (Appendix E), and eight teacher educators (Appendix F), of agricultural education in Virginia.

The membership in the Young Farmers of Virginia is approximately 1800. According to Krejcie, et al. (1970:607) a sample size of 317 would be needed from a population of 1800 to obtain a degree of accuracy expressed as a proportion of .05. It was deemed impractical to select the YFV members individually since no state roster of members exists. Instead the associations were randomly selected (Appendix D) until the membership of those selected totaled 317. The approach used to select members is called cluster sampling. Popham (1975:223) discussed cluster



sampling as follows:

The disadvantage of cluster sampling is that it sometimes yields a less accurate estimate of population's performance than would be provided via a random sampling scheme. On the other hand, the savings in time and money offered by this approach are almost always attractive trade-offs for the evaluator.

## INSTRUMENTATION

The instrument in this study was developed to validate leadership competencies to be included in the young farmer instructional program. The competencies were validated by having young farmer members, advisors, state staff, and teacher educators rate a given list of competencies. A review of literature for this study revealed that several studies have been conducted on leadership competencies. While few studies have been conducted on leadership in young farmers, many articles have been written on the subject of leadership. By reviewing literature, consulting with young farmers, and advisors, an instrument was developed.

### Construction of the Instrument

A two part instrument was developed for the study; one section to obtain demographic data from the respondents, and one section for the validation of the leadership competencies.

The demographic portion of the instrument sent to advisors collected the following information from each advisor:

1. Number of years serving as young farmer advisor
2. Participation in young farmer instruction while student teaching
3. The leadership activities included in the young farmer program.

The demographic data collected from young farmers included the following:

1. Age
2. Years of membership in Young Farmers of Virginia
3. Offices held or committees chaired in young farmers associations
4. Leadership roles in other organizations
5. Participation in leadership development activities in local associations.

The demographic data collected from the state staff included the following:

1. Number of years as teacher of agricultural education
2. Number of years as young farmer advisor while teaching
3. Number of years as area (state) advisor
4. Number of FFA workshops devoted to leadership
5. Number of young farmer workshops devoted to leadership

The demographic data collected from the teacher educators included the following:

1. Number of years as teacher of agricultural education in public schools
2. Number of years which you served as young farmer advisor while teaching in public schools
3. Number years as teacher educator
4. Number of inservice or preservice courses on young farmers which you have conducted

The competencies were rated by having the participants classify the importance of the competencies using a Likert-type scale.

Respondents classified the importance of the competencies according to the following scale:

High Importance = 4  
 Medium Importance = 3  
 Low Importance = 2  
 No Importance = 1

The following definitions were supplied to the respondents.

	NEEDED BY YOUNG FARMERS	SHOULD BE TAUGHT IN YOUNG FARMER PROGRAM
High Importance	This competency is needed by all young farmers.	This competency should be included in all leadership development programs for young farmers.
Medium Importance	This competency is needed by most young farmers.	This competency should be included in a majority of the leadership development programs for young farmers.
Low Importance	This competency is needed by only a few young farmers.	This competency should be included only when the time schedule of the leadership development program allows advisor to include all competencies.
No Importance	This competency is not needed by young farmers.	This competency should not be included in a leadership development program for young farmers.

### Panel of Experts

The initial list of leadership competencies was developed by the researcher from the review of literature. Oppenheim (1966) recommends that a panel of experts be used to agree upon the content validity of items used on the instrument. A panel consisting of six experts in one or more of the areas of leadership development, young farmer education, and/or instrument development was selected to review the items included on the instrument. The panel included:

1. A young farmer advisor-- Mr. James Hively, Advisor, Broadway-Timberville Young Farmers, Broadway High School
2. A recently retired supervisor-- Mr. W. C. Dudley, Supervisor, Agricultural Education
3. A former president of the YFV-- Mr. Ben Turner, President, Young Farmers of Virginia 1979 and Chairman, National Young Farmer Educational Institute 1983.
4. A teacher educator-- Dr. Larry Miller, Associate Professor, Agricultural Education, Ohio State University
5. Two leadership development specialists-- Dr. Pat Poplin, Supervisor, Special Education, Department of Education, Commonwealth of Virginia and, Dr. Barry Reece, Associate Professor, Marketing Education, VPI & SU

Specifically, members were asked to (Appendix G):

1. Approve or reject the items as valid leadership competencies
2. Examine the listed items for clarity
3. Provide feedback as to the value of the competencies listed
4. List additional competencies

### Pilot Testing

In order to obtain feedback concerning the value of the instrument,

a pilot test was conducted. Drew (1980:124) makes the following recommendation concerning a pilot test:

A pilot test would simply involve having a few individuals complete the questionnaire before the actual study is begun to be certain that the instructions and questions are clear and to assess the time and effort required on the part of the respondents. It is very important that the pilot test be conducted with individuals who are very similar to the respondents in the sample. Otherwise the pilot will tell little or nothing concerning how the actual respondents will react.

Individuals included in the pilot testing of the instrument were:

1. One young farmer advisor-- Roger Mitchell, Advisor, East Hanover Young Farmers, Lee-Davis High School
2. Ten young farmer members-- Members of the East Hanover Young Farmers
3. A teacher educator-- Dr. Stan Burke, Assistant Professor, Ohio State University, Wooster Campus
4. A recently retired supervisor --Julian Campbell, State Supervisor of Agricultural Education

None of the above individuals were a part of the sample for this study. The pilot test was conducted in November of 1983.

#### Instrument Validity

The instrument was designed to include those items which were considered by the panel of experts to be valid leadership competencies. The items were rewritten and revised by the panel. Additional items were added by the panel while some were deleted. Content validity of the instrument was obtained by having the panel of experts agree on the final items as being clear and unambiguous.

### Instrument Reliability

Reliability refers to the consistency with which a measure assesses whatever it is measuring. This researcher utilized the Cronbach alpha test of reliability. Popham (1981:145) states that the coefficient alpha is a more generalizable estimate of the internal consistency form of reliability than the Kuder-Richardson method. This is because the coefficient alpha can be used with test items that yield other than binarily scored responses, i.e., scored as correct or incorrect.

### DATA COLLECTION PROCEDURES

The selected advisors of young farmer associations in Virginia, Young Farmers of Virginia members and all state staff and teacher educators were mailed in March of 1984 the appropriate survey instrument and a stamped return envelope. Included with the instrument were cover letters (Appendix J) from the investigator and Tommy Johnson, the Associate Director of Agricultural Education, explaining the purpose of the study and encouraging the teachers, young farmers, teacher educators and state staff to complete and return the information. Potential respondents were assured that their individual replies would remain anonymous. Code numbers were assigned to each questionnaire to identify the non-respondents and for possible follow-up purposes.

A letter was sent to the advisors of all nonrespondents approximately four weeks after mailing the original questionnaires. A second questionnaire was mailed with the cover letter and a stamped, self-

addressed envelope was included in the follow-up package to nonrespondents. One week later a telephone call was made to the advisors of the young farmers who had not responded.

#### DATA ANALYSIS

A mean was computed for each competency using the combined responses. Also, the means for each of the four groups were tabulated and shown in tables. The data are displayed in tabular form to assist in answering the three research questions.

Research Question 1. What are selected demographic characteristics of Group I (advisors), Group II (members), Group III (staff), and Group IV (teacher educators)?

Research Question 2. What leadership competencies are needed by young farmers and which competencies should be taught in the young farmer instructional program?

The mean for each competency was tabulated from all responses. Those competencies receiving a mean response of 1.5 or above were considered to be needed by young farmers and recommended to be included in the young farmers instructional program.

Research Question 3. For which competencies on the survey instrument did the three groups respond similarly?

The mean response for each competency was tabulated for each group. Competencies with mean responses of 3.5 to 4.0 were considered of "high importance"; 2.5 to 3.49 were considered of "medium importance"; and means of 1.5 to 2.49 were considered of "low

importance."

If the mean for a competency was in the same response category for all groups then the groups were said to respond similarly. If the means were in different categories, the groups were said to respond differently.

To further answer this question, the respondents were asked to rank the 10 competencies which they considered the most important. The competency which they considered to be the most important was ranked #1. The second most important was ranked #2. The respondents continued until they ranked #1-10 the competencies which they considered to be the 10 most essential competencies.

The results of the ratings of the four groups were analyzed. Competencies occurring in all four groups were noted, as well as those occurring most often. The groups' rankings were analyzed for similarities and differences in responses.

#### SUMMARY

The design, instrumentation and procedures for the study were discussed in the chapter. The presentation included the construction of the instrument and validation of that instrument through a panel of experts and a pilot testing procedure. The data collection and analysis procedures were also discussed. The participants in this study were selected because of their roles in the young farmer program.



## Chapter 4

### FINDINGS OF THE STUDY

The main problem for this study was the development and validation of leadership competencies for inclusion in the young farmer instructional program. The results of the study are divided into three sections. The first section consists of a summary of Research Question 1, which describes the demographic characteristics of the respondents. The second section presents a summary of Research Question 2, which describes those competencies which are needed by young farmers and which should be taught in a young farmer program. The third section relates to Research Question 3, which provides a list of those competencies rated similarly by the groups in the study. A summary of the study follows the three sections discussed above.

#### SUMMARY OF DEMOGRAPHIC INFORMATION

This section relates to Research Question 1. The respondents from Group I (advisors) had served an average of 10.44 years as a young farmer advisor. From the advisors, 49 out of the 55 had completed student teaching and participated in the young farmer activities during their student teaching. Their participation as student teachers in young farmer activities are summarized in Table 1 and their involvement of including leadership activities in their present young farmer programs is given in Table 2.

TABLE 1  
 YOUNG FARMER ACTIVITIES OF ADVISORS  
 WHILE STUDENT TEACHING

Activities	No. Participating in Activity
1. Developing a program of activities	10
2. Conducting association meetings	37
3. Training officers	1
4. Preparing reports and awards	22
5. Raising funds	6
6. Planning awards banquets	6
7. Training judging teams	7
8. Other	
(a) Attending local meetings	1
(b) Attending state convention	3
(c) Teaching class	1
(d) Visiting members	1

TABLE 2  
LEADERSHIP ACTIVITIES INCLUDED IN  
YOUNG FARMER PROGRAM BY ADVISORS

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Activity	No. Advisors Including Activity
1. Leadership development	23
2. Leadership training for officers	24
3. Other	
(a) Area and state conventions	1
(b) Use of former FFA officers	1
(c) Fund raising	1
(d) Program of activities	1
(e) Banquet	1
(f) Executive committee	1
(g) Preparing area and state officers	1

---

The respondents from Group II (members) were an average of 29.1 years of age. The average length of membership was 6.12 years. A summary of the offices which the members have held in the young farmers is given in Table 3. A summary of the committees chaired in the young farmer program is given in Table 4, while a report on their activities in community organizations is given in Table 5.

The members had participated in the following leadership programs in their local young farmer association:

- 17 in Leadership instruction
- 8 in Leadership training for officers
- 15 in Conducting a business section

The six staff (Group III) members who responded to the survey had served an average of 13.5 years as an agricultural education teacher. They had an average of 11 years as a young farmer advisor. They had served as a state or area advisor for 5.67 years and had conducted an average of 2.78 FFA leadership workshops and 2.83 young farmer leadership workshops.

The teacher educators (Group IV) had an average of 3.38 years of teaching experience in public schools. They had an average of .75 years experience as a young farmer advisors. Five reported that they had no experience as a young farmer advisor. The teacher educators had an average of 5.88 years as a teacher educator. They had conducted a total of 6 workshops on leadership development for young farmer programs.

TABLE 3  
OFFICES HELD IN THE YOUNG FARMER ORGANIZATION  
BY RESPONDING MEMBERS

Office Held	No. Holding Office		
	Local	Area	State
President	15	3	3
Vice President	5	2	1
Secretary	11		
Treasurer	10	1	
Reporter	3	1	
Sergeant-at-Arms	3	1	2
Director	1	2	

TABLE 4  
 COMMITTEES CHAIRED IN YOUNG FARMER ORGANIZATION  
 BY RESPONDING MEMBERS

Committee	No. Chaired		
	Local	Area	State
Executive	10	1	1
Program of Work	10		
Membership and Attendance	12		
Public Relations	3		
Finance (Budget and Dues)	12		
Recreation	10		
Community Service	2		
Contests and Awards	4		
Cooperative	4		
Leadership	0		
Program	6		

TABLE 5  
 OFFICES HELD IN COMMUNITY ORGANIZATIONS  
 BY RESPONDING YOUNG FARMER MEMBERS

Office	Organization	Number That Held Office
President	Farm Bureau	1
	Local Cooperative	1
	FFA Chapter	3
	Church Group	5
	Fishing Club	1
	Ruritan	2
	Political Party	1
	VICA	1
	Beef Cattle Improvement Association	1
Vice President	BCIA	1
	Local Cooperative	1
	Political Party	1
	Fire Department	1
	Fishing Club	1
	Church Groups	2
	FFA	2
Secretary	Ruritan	1
	Fire Department	1
Treasurer	Church Group	1
	Fire Department	1
Advisor	Church Group	1
Sentinel	FFA	2
Reporter	FFA	2
Deacon	Church	1

## PERCENTAGE OF USABLE RESPONSES

A total of 55 advisors, 64 members, eight teacher educators, and six staff members provided the data for analysis. These responses represented 32 percent of the total sample. The percent of usable returns per group was as follows:

Advisors	78.6
Members	19.1
Staff	100.0
Teacher Educators	88.8

Because of the low percentage of returns in the members group, a follow-up of nonrespondents was made. The follow-up was made on 10 members from three young farmer associations. The demographics of the members in the follow-up were as follows:

Average age	24.8
Years of membership	6.0
Offices held in young farmers	12
Committees chaired in young farmers	22
Offices held in community organizations	11

The members included in the follow-up were approximately four years younger than the members who responded to the survey. The years of membership in the young farmers were approximately the same (6). On the average both groups had held approximately one office in the young farmers, and one office in community organizations. The members included in the follow-up had chaired an average of two committees in the young farmers, while those members who responded had chaired an average of one committee.



## DATA ANALYSIS

In Part II of the survey instrument the participants were requested to classify the importance of the leadership competencies being:

1. needed by young farmers
2. taught in the young farmer program

Two research questions were answered using the responses from Part II of the survey instrument.

Research Question 2. What leadership competencies are needed by young farmers and which leadership competencies should be taught in the young farmer instructional program?

The mean rating for each competencies was tabulated from all usable responses. Those competencies receiving a mean response of 1.5 were considered:

1. to be needed by young farmers
2. should be taught in the young farmers program

Table 6 gives the mean of the responses for the competencies needed by young farmers and Table 7 gives the mean of the responses for the competencies that should be taught in the young farmer program. The tables also show the number of usable responses per group per item. The means of the categories of leadership competencies are given by groups in Tables 8 and 9.

All competencies received a mean of 2.5 or above. Therefore all competencies are considered to be needed by most young farmers and should be taught in the young farmer program.

The results of the members who participated in the follow-up are given in Table 10. The members who were included in the follow-up

TABLE 6  
 RATINGS OF COMPETENCIES NEEDED BY YOUNG FARMERS  
 USABLE RESPONSES AND MEANS BY GROUPS

Competency	Advisors		Members		Staff		Teacher Ed.		Total	
	N	X	N	X	N	X	N	X	N	X
<u>Leadership Competencies Needed to Conduct a Meeting</u>										
1. Open and close a meeting correctly.	54	3.07	64	3.08	6	3.17	8	3.13	132	3.08
2. Establish and follow an agenda.	55	3.18	63	3.17	6	3.17	8	3.38	132	3.19
3. Conduct nomination of officers.	55	3.13	63	3.17	6	2.83	8	2.75	132	3.11
4. Conduct an election of officers.	54	3.28	64	3.14	6	3.0	8	2.75	132	3.17
5. Keep minutes of a meeting.	55	3.2	64	3.03	6	2.67	8	2.38	133	3.05
6. Make a motion.	55	3.2	64	3.08	6	3.50	8	3.88	133	3.20
7. Dispose of a motion using parliamentary procedure.	55	3.16	64	3.16	6	3.0	8	3.50	133	3.17
8. Know the duties of all local young farmer officers.	55	2.95	64	3.0	6	3.17	8	3.13	133	2.99
9. Introduce a speaker.	55	3.20	64	3.13	6	3.17	8	3.25	133	3.17
10. Participate in a panel discussion.	55	2.96	63	2.98	6	3.17	8	3.25	132	3.0
11. Conduct a panel discussion.	55	2.80	63	2.86	6	2.83	8	2.75	132	2.83
12. Conduct a committee meeting.	55	2.93	64	2.98	6	3.17	8	3.13	133	2.98
13. Participate in YFV committee activities.	55	3.00	64	3.20	6	3.67	8	2.63	133	3.17
14. Delegate responsibility and authority.	55	3.00	64	3.27	6	2.83	8	2.50	133	3.09
15. Foster a team concept.	55	3.16	64	3.03	6	3.33	8	3.25	133	3.11

TABLE 6 (continued)  
 RATINGS OF COMPETENCIES NEEDED BY YOUNG FARMERS  
 USABLE RESPONSES AND MEANS BY GROUPS

Competency	Advisors		Members		Staff		Teacher Ed.		Total	
	N	X	N	X	N	X	N	X	N	X
16. Use the problem-solving technique with groups.	55	2.91	64	3.06	6	2.83	8	3.13	133	2.99
17. Lead a group to goal attainment.	55	3.13	64	2.97	6	3.17	8	2.75	133	3.03
18. Obtain participation by all members.	55	3.27	64	3.42	6	3.67	8	3.13	133	3.35
<u>Individual Leadership Competencies</u>										
19. Identify essential traits of leadership.	55	2.95	64	3.20	6	3.33	8	3.38	133	3.11
20. Identify leadership skills.	55	2.98	64	3.23	6	3.17	8	3.13	133	3.12
21. Identify opportunities for leadership.	55	2.93	64	3.20	6	3.17	8	3.38	133	3.10
22. Identify leadership styles.	55	2.69	64	3.0	6	2.83	8	2.75	133	2.85
23. Initiate change.	55	2.96	64	2.98	6	3.17	8	3.38	133	2.98
<u>Communication Leadership Competencies</u>										
24. Write a news article.	55	2.73	64	2.63	6	3.17	8	2.63	133	2.69
25. Prepare a speech.	55	2.64	64	2.88	6	3.0	8	2.88	133	2.79
26. Deliver a speech.	55	2.71	64	2.73	6	3.0	8	2.88	133	2.74
27. Lead a group discussion.	55	3.07	64	3.02	6	3.0	8	3.13	133	3.05
28. Use non-verbal communication correctly.	55	2.82	64	2.84	6	3.0	8	3.0	133	2.85
29. Participate in radio and TV programs.	55	2.58	64	2.47	6	2.50	8	2.38	133	2.51
30. Speak effectively to others.	55	3.29	64	3.17	6	3.50	8	3.75	133	3.27

TABLE 6 (continued)  
 RATINGS OF COMPETENCIES NEEDED BY YOUNG FARMERS  
 USABLE RESPONSES AND MEANS BY GROUPS

Competency	Advisors		Members		Staff		Teacher Ed.		Total	
	N	X	N	X	N	X	N	X	N	X
31. Listen effectively to others.	54	3.22	63	3.21	6	3.67	8	4.00	131	3.28
<u>Personal Leadership Characteristics</u>										
32. Accept others as they are.	55	3.31	64	3.19	6	3.67	8	4.00	133	3.31
33. Influence others to accomplish group goals.	55	3.24	64	3.00	6	3.17	8	3.38	133	3.13
34. Cooperate with others.	55	3.36	64	3.33	6	3.83	8	4.0	133	3.41
35. Formulate a positive self-concept.	55	3.29	64	3.05	6	3.83	8	4.0	133	3.24
36. Develop enthusiasm.	55	3.29	64	3.09	6	3.67	8	3.75	133	3.23
37. Assume responsibility.	55	3.33	64	3.33	6	3.83	8	4.00	133	3.39
38. Learn to be fair in dealing with others.	55	3.20	64	3.27	6	3.67	8	4.00	133	3.30
<u>Citizenship Leadership Competencies</u>										
39. Participate in community activities.	55	3.22	63	3.14	6	3.83	8	3.75	132	3.24
40. Use proper social manners.	55	3.11	64	3.17	6	3.17	8	3.75	133	3.18
41. Identify key community leaders.	55	2.96	64	2.88	6	3.0	8	3.75	133	2.97
42. Influence community leaders.	55	3.13	64	3.13	6	3.33	8	3.50	133	3.16
43. Influence local and state politicians.	55	3.18	64	2.97	6	3.17	8	3.38	133	3.09

TABLE 7  
 RATINGS OF COMPETENCIES THAT SHOULD BE TAUGHT IN YOUNG FARMER PROGRAM  
 USABLE RESPONSES AND MEANS BY GROUPS

Competency	Advisors		Members		Staff		Teacher Ed.		Total	
	N	X	N	X	N	X	N	X	N	X
<u>Leadership Competencies Needed to Conduct a Meeting</u>										
1. Open and close a meeting.	55	3.24	64	3.16	6	3.33	8	2.88	133	3.18
2. Establish and follow an agenda.	54	3.17	62	3.08	6	3.17	8	3.50	130	3.12
3. Conduct nomination of officers.	53	3.15	63	3.08	6	3.0	8	2.75	130	3.04
4. Conduct an election of officers.	53	3.25	64	3.05	6	3.17	8	2.88	131	3.12
5. Keep minutes of a meeting.	54	3.28	64	3.0	6	2.83	8	2.13	131	3.07
6. Make a motion.	54	3.02	64	3.22	6	3.68	8	3.75	132	3.19
7. Dispose of a motion using parliamentary procedure.	55	3.07	64	3.23	6	3.17	8	3.50	133	3.18
8. Know the duties of all local young farmer officers.	55	2.93	64	3.09	6	2.83	8	3.0	133	3.01
9. Introduce a speaker.	55	3.04	64	3.17	6	2.67	8	2.88	133	3.08
10. Participate in a panel discussion.	55	2.91	63	3.08	6	2.67	8	2.75	132	2.97
11. Conduct a panel discussion.	55	2.65	63	2.78	6	2.67	8	2.50	132	2.70
12. Conduct a committee meeting.	55	3.33	64	3.09	6	3.50	8	2.88	133	3.20
13. Participate in YFV committee activities.	55	2.91	64	2.94	6	3.67	8	3.0	133	2.96
14. Delegate responsibility and authority.	55	2.85	63	3.06	6	3.0	8	2.38	132	2.93
15. Foster a team concept.	55	2.91	63	2.90	6	3.50	8	2.88	132	2.93

TABLE 7 (continued)

## RATINGS OF COMPETENCIES THAT SHOULD BE TAUGHT IN YOUNG FARMER PROGRAM

## USABLE RESPONSES AND MEANS BY GROUPS

Competency	Advisors		Members		Staff		Teacher Ed.		Total	
	N	X	N	X	N	X	N	X	N	X
<u>Leadership Competencies Needed to Conduct a Meeting</u>										
16. Use the problem-solving technique with groups.	55	2.78	64	2.97	6	2.83	8	3.0	133	2.91
17. Lead a group to goal attainment.	55	2.98	63	2.98	6	3.33	8	2.88	132	2.99
18. Obtain participation by all members.	55	3.18	64	3.20	6	3.83	8	2.88	133	3.20
<u>Individual Leadership Competencies</u>										
19. Identify essential traits of leadership.	55	2.80	64	3.00	6	3.17	8	2.88	133	2.92
20. Identify leadership skills.	55	2.85	64	3.14	6	3.0	8	3.0	133	3.01
21. Identify opportunities for leadership.	55	2.85	63	3.08	6	3.33	8	2.88	132	3.01
22. Identify leadership styles.	55	2.55	64	3.03	6	2.83	8	2.38	133	2.78
23. Initiate change.	55	2.89	64	2.86	6	3.17	8	3.25	133	2.91
<u>Communication Leadership Competencies</u>										
24. Write a news article.	55	2.58	64	2.88	6	3.33	8	2.63	133	2.76
25. Prepare a speech.	55	2.65	63	2.83	6	3.33	8	2.75	132	2.75
26. Deliver a speech.	55	2.71	64	2.94	6	3.33	8	2.75	133	2.86
27. Lead a group discussion.	55	3.05	64	3.06	6	3.17	8	2.88	133	3.06
28. Use non-verbal communication correctly.	55	2.73	64	2.78	6	2.83	8	2.75	133	2.76
29. Participate in radio and TV programs.	55	2.56	63	2.48	6	2.67	6	2.00	130	2.50

TABLE 7 (continued)  
 RATINGS OF COMPETENCIES THAT SHOULD BE TAUGHT IN YOUNG FARMER PROGRAM  
 USABLE RESPONSES AND MEANS BY GROUPS

Competency	Advisors		Members		Staff		Teacher Ed.		Total	
	N	X	N	X	N	X	N	X	N	X
30. Speak effectively to others.	55	3.05	63	3.17	6	3.50	7	3.29	132	3.12
31. Listen effectively to others.	54	3.07	63	3.14	6	3.67	7	3.86	130	3.15
<u>Personal Leadership Characteristics</u>										
32. Accept others as they are.	55	2.96	62	3.00	6	3.50	8	3.00	131	3.01
33. Influence others to accomplish group goals	55	3.11	62	2.94	6	3.33	8	3.00	131	3.03
34. Cooperate with others.	55	3.18	62	3.02	6	3.67	8	3.88	131	3.17
35. Formulate a positive self-concept.	55	3.15	62	2.85	6	3.67	8	3.50	131	3.05
36. Develop enthusiasm.	54	3.13	63	2.95	6	3.67	8	3.00	131	3.06
37. Assume responsibility.	55	3.11	62	3.26	6	3.67	8	3.75	131	3.24
38. Learn to be fair in dealings with others.	55	2.98	62	3.29	6	3.67	8	3.13	131	3.17
<u>Citizenship Leadership Competencies</u>										
39. Participate in community activities.	55	3.02	61	3.08	6	3.83	8	3.38	130	3.11
40. Use proper social manners.	55	2.69	61	3.10	6	3.0	8	2.63	130	2.89
41. Identify key community leaders.	55	2.73	62	2.71	6	3.0	8	3.13	131	2.76
42. Influence community leaders.	55	3.11	62	2.94	6	3.17	8	3.00	131	3.02
43. Influence local and state politicians.	55	3.09	62	2.28	6	3.00	8	2.75	131	2.94

TABLE 8  
 GROUP MEANS BY CATEGORIES OF LEADERSHIP COMPETENCIES  
 NEEDED BY YOUNG FARMERS

CATEGORY	GROUPS				TOTAL
	ADVISORS	MEMBERS	STAFF	TEACHER ED.	
Leadership competencies needed to conduct a meeting	3.08	3.09	3.13	3.03	3.09
Individual leadership competencies	2.90	3.12	3.13	3.20	3.03
Communication leadership competencies	2.88	2.86	3.10	3.08	2.89
Personal leadership competencies	3.28	3.18	3.66	3.87	3.28
Citizenship leadership competencies	3.12	3.05	3.30	3.62	3.12



TABLE 9  
 GROUP MEANS BY CATEGORIES OF LEADERSHIP  
 COMPETENCIES THAT SHOULD BE TAUGHT  
 IN YOUNG FARMER PROGRAM

CATEGORY	GROUPS				
	ADVISORS	MEMBERS	STAFF	TEACHER ED.	TOTAL
Leadership compe- tencies needed to conduct a meeting	3.03	3.06	3.15	2.91	3.04
Individual leader- ship competencies	2.78	3.02	3.10	2.87	2.92
Communication leadership competencies	2.80	2.91	3.22	2.86	2.87
Personal leader- ship competencies	3.08	3.04	3.59	3.32	3.10
Citizenship leaderhsip competencies	2.92	2.82	3.20	2.97	2.94

TABLE 10  
RATINGS OF LEADERSHIP COMPETENCIES FOR YOUNG FARMERS  
RESPONSES OF MEMBERS IN FOLLOW-UP

Competency	Needed By Young Farmers		Should Be Taught	
	N	$\bar{X}$	N	$\bar{X}$
1. Open and close a meeting correctly.	9	2.67	9	3.22
2. Establish and follow an agenda.	10	3.30	10	3.40
3. Conduct nomination of officers.	10	3.20	10	3.10
4. Conduct an election of officers.	10	3.30	10	3.40
5. Keep minutes of a meeting.	10	3.20	10	3.40
6. Make a motion.	10	3.00	10	3.50
7. Dispose of a motion using parliamentary procedure.	10	2.80	10	3.30
8. Know the duties of all local young farmer officers.	10	3.50	10	3.60
9. Introduce a speaker.	10	3.60	10	3.60
10. Participate in a panel discussion.	10	3.10	10	3.30
11. Conduct a panel discussion.	10	2.80	10	3.50
12. Conduct a committee meeting.	10	3.20	10	3.50

TABLE 10 (continued)  
 RATINGS OF LEADERSHIP COMPETENCIES FOR YOUNG FARMERS  
 RESPONSES OF MEMBERS IN FOLLOW-UP

Competency	Needed By Young Farmers		Should Be Taught	
	N	$\bar{X}$	N	$\bar{X}$
13. Participate in YFV committee activities.	10	3.20	10	3.30
14. Delegate responsibility and authority.	10	3.40	10	3.90
15. Foster a team concept.	10	3.20	10	3.40
16. Use the problem-solving technique with groups.	10	3.50	10	3.50
17. Lead a group to goal attainment.	10	3.20	10	3.10
18. Obtain participation by all members.	10	3.90	10	3.70
19. Identify essential traits of leadership.	10	3.60	10	3.70
20. Identify leadership skills.	10	3.40	10	3.70
21. Identify opportunities for leadership.	10	3.20	10	3.60
22. Identify leadership styles.	10	2.90	10	3.10

TABLE 10 (continued)

## RATINGS OF LEADERSHIP COMPETENCIES FOR YOUNG FARMERS

## RESPONSES OF MEMBERS IN FOLLOW-UP

Competency	Needed By Young Farmers		Should Be Taught	
	N	$\bar{X}$	N	$\bar{X}$
23. Initiate change.	10	3.30	10	3.20
24. Write a news article.	10	2.30	9	2.77
25. Prepare a speech.	10	2.5	10	2.8
26. Deliver a speech.	10	2.9	10	3.1
27. Lead a group discussion.	10	3.1	10	3.3
28. Use non-verbal communication correctly.	10	2.4	10	2.8
29. Participate in radio and TV programs.	10	2.3	10	2.5
30. Speak effectively to others.	10	3.7	10	3.8
31. Listen effectively to others.	10	3.7	10	3.7
32. Accept others as they are.	10	3.7	10	3.6
33. Influence others to accomplish group goals.	10	3.4	10	3.3
34. Cooperate with others.	10	3.7	10	3.7

TABLE 10 (continued)

## RATINGS OF LEADERSHIP COMPETENCIES FOR YOUNG FARMERS

## RESPONSES OF MEMBERS IN FOLLOW-UP

Competency	Needed By Young Farmers		Should Be Taught	
	N	$\bar{X}$	N	$\bar{X}$
35. Formulate a positive self concept.	10	3.7	10	3.4
36. Develop enthusiasm.	10	3.7	10	3.6
37. Assume responsibility.	10	3.7	10	3.7
38. Learn to be fair in dealings with others.	10	3.6	10	3.7
39. Participate in community activities.	10	3.4	10	3.4
40. Use proper social manners.	10	3.4	10	3.3
41. Identify key community leaders.	10	3.4	10	3.7
42. Influence community leaders.	10	3.2	10	3.2
43. Influence local and state politicians.	10	3.1	10	3.2

rated 13 (needed) and 19 (taught) competencies at a higher level of importance than the members who responded. The competencies rated at a higher level of importance were as follows:

Competencies Needed

8. Know the duties of all local young farmer officers
9. Introduce a speaker
16. Use the problem-solving technique with groups
18. Obtain participation by all members
19. Identify essential traits of leadership
30. Speak effectively to others
31. Listen effectively to others
32. Accept others as they are
34. Cooperate with others
35. Formulate a positive self-concept
36. Develop enthusiasm
37. Assume responsibility
38. Learn to be fair in dealing with others

Competencies Which Should Be Taught

6. Make a motion
8. Know the duties of all local young farmer officers
9. Introduce a speaker
11. Conduct a panel discussion
12. Conduct a committee meeting
14. Delegate responsibility and authority
16. Use the problem-solving technique with groups

18. Obtain participation by all members
19. Identify essential traits of leadership
20. Identify leadership skills
21. Identify opportunities for leadership
30. Speak effectively to others
31. Listen effectively to others
32. Accept others as they are
34. Cooperate with others
36. Develop enthusiasm
37. Assume responsibility
38. Learn to be fair in dealing with others
41. Identify key community leaders

The members in the follow-up rated three competencies at a lower level of importance than the members who responded to the survey.

The three competencies were competencies to be taught. The competencies rated differently are listed below:

24. Write a news article
28. Use non-verbal communication correctly
29. Participate in radio and TV programs

Because of the differences in the ratings of the members who responded and the members in the follow-up and because of the low percentage of returns from the members, the researcher was unable to generalize the results of the survey to the total membership of the young farmers.

Research Question 3. For which competencies on the survey did the four groups respond similarly. The advisors and members who responded agreed on all but 1 competency in both categories: competencies needed by young farmers, and competencies that should be taught. In the category of competencies needed, the most disagreement on the value of the competencies was between the advisors and the teacher educators. They rated 17 competencies differently. The members and teacher educators and the members and state staff rated 16 and 13 competencies differently respectively. The following gives the groups and the number of competencies "needed" not rated similarly:

1. Advisors and members who responded	1
2. Advisors and state staff	12
3. Advisors and teacher educators	17
4. Members who responded and state staff	13
5. Members who responded and teacher educators	16
6. Teacher educators and state staff	7

As stated above, the advisors and members who responded showed the most agreement on the value of the competencies. In the category of "should be taught" the members and state staff rated 15 competencies differently. The next two groups with the most competencies rated differently were the advisors and the state staff with 14. The following shows the groups and the number of competencies not rated similarly by the groups:

1. Advisors and members who responded	1
2. Advisors and state staff	14



3. Advisors and teacher educators	11
4. Members who responded and state staff	15
5. Members who responded and teacher educators	10
6. Teacher educators and state staff	15

Table 9 shows the results of the group ratings of the competencies "needed", and Table 10 shows the results of the group ratings of the competencies that "should be taught". The groups in Table 9 are as follows:

- Group I -- Advisors
- Group II -- Members Who Responded
- Group III -- State Staff
- Group IV -- Teacher Educators

TABLE 11  
 COMPETENCIES "NEEDED" NOT RATED  
 SIMILARLY (X) BY GROUPS

Competency	Groups					
	I&II	I&III	I&IV	II&III	II&IV	III&IV
<u>LEADERSHIP COMPETENCIES NEEDED TO CONDUCT A MEETING</u>						
1. Open and close a meeting correctly.						
2. Establish and follow an agenda.						
3. Conduct nomination of officers.						
4. Conduct an election of officers.						
5. Keep minutes of a meeting.			X		X	X
6. Make a motion.		X	X	X	X	
7. Dispose of a motion using parliamentary procedure.			X		X	X
8. Know the duties of all local young farmer officers.						
9. Introduce a speaker.						
10. Participate in a panel discussion.						
11. Conduct a panel discussion.						
12. Conduct a committee meeting.						
13. Participate in YFV committee activities.		X	X	X	X	

TABLE 11 (continued)

COMPETENCIES "NEEDED" NOT RATED  
SIMILARLY (X) BY GROUPS

Competency	Groups					
	I&II	I&III	I&IV	II&III	II&IV	III&IV
14. Delegate responsibility and authority.						
15. Foster a team concept.						
16. Use the problem-solving technique with groups.						
17. Lead a group to goal attainment.						
18. Obtain participation by all members.		X		X		X
<u>INDIVIDUAL LEADERSHIP</u> <u>COMPETENCIES</u>						
19. Identify essential traits of leadership.						
20. Identify leadership skills.						
21. Identify opportunities for leadership.						
22. Identify leadership styles.						
23. Initiate change.						
<u>COMMUNICATION LEADERSHIP</u> <u>COMPETENCIES</u>						
24. Write a news article.						
25. Prepare a speech.						
26. Deliver a speech.						

TABLE 11 (continued)

COMPETENCIES "NEEDED" NOT RATED  
SIMILARLY (X) BY GROUPS

Competency	Groups					
	I&II	I&III	I&IV	II&III	II&IV	III&IV
27. Lead a group discussion.						
28. Use non-verbal communication correctly.						
29. Participate in radio and TV programs.	X		X	X		X
30. Speak effectively to others.		X	X	X	X	
31. Listen effectively to others.		X	X	X	X	
<u>PERSONAL LEADERSHIP CHARACTERISTICS</u>						
32. Accept others as they are.		X	X	X	X	
33. Influence others to accomplish group goals.						
34. Cooperate with others.		X	X	X	X	
35. Formulate a positive self concept.		X	X	X	X	
36. Develop enthusiasm.		X	X	X	X	
37. Assume responsibility.		X	X	X	X	
38. Learn to be fair in dealings with others.		X	X	X	X	

TABLE 11 (continued)

COMPETENCIES "NEEDED" NOT RATED  
SIMILARLY (X) BY GROUPS

Competency	Groups					
	I&II	I&III	I&IV	II&III	II&IV	III&IV
<u>CITIZENSHIP LEADERSHIP</u> <u>COMPETENCIES</u>						
39. Participate in community activities.		X	X	X	X	
40. Use proper social manners.			X		X	X
41. Identify key community leaders.			X		X	X
42. Influence community leaders.			X		X	X
43. Influence local and state politicians.						

Group I --Advisors

Group II --Members Who Responded

Group III--State Staff

Group IV --Teacher Educators

TABLE 12

COMPETENCIES THAT SHOULD BE TAUGHT  
NOT RATED SIMILARLY (X) BY GROUPS

Competency	Groups					
	I&II	I&III	I&IV	II&III	II&IV	III&IV
<u>LEADERSHIP COMPETENCIES NEEDED TO CONDUCT A MEETING</u>						
1. Open and close a meeting correctly.						
2. Establish and follow an agenda.			X		X	X
3. Conduct nomination of officers.						
4. Conduct an election of officers.						
5. Keep minutes of a meeting.			X		X	X
6. Make a motion.		X	X	X	X	
7. Dispose of a motion using parliamentary procedure.			X		X	X
8. Know the duties of all local young farmer officers.						
9. Introduce a speaker.						
10. Participate in a panel discussion.						
11. Conduct a panel discussion.						
12. Conduct a committee meeting.		X			X	X

TABLE 12 (continued)

COMPETENCIES THAT SHOULD BE TAUGHT  
NOT RATED SIMILARLY (X) BY GROUPS

Competency	Groups					
	I&II	I&III	I&IV	II&III	II&IV	III&IV
13. Participate in YFV committee activities.		X		X		X
14. Delegate responsibility and authority.			X		X	X
15. Foster a team concept.		X		X		X
16. Use the problem-solving technique with groups.						
17. Lead a group to goal attainment.						
18. Obtain participation by all members.		X		X		X
<u>INDIVIDUAL LEADERSHIP</u> <u>COMPETENCIES</u>						
19. Identify essential traits of leadership.						
20. Identify leadership skills.						
21. Identify opportunities for leadership.						
22. Identify leadership styles.			X		X	X
23. Initiate change.						
<u>COMMUNICATION LEADERSHIP</u> <u>COMPETENCIES</u>						
24. Write a news article.						

TABLE 12 (continued)

COMPETENCIES THAT SHOULD BE TAUGHT  
NOT RATED SIMILARLY (X) BY GROUPS

Competency	Groups					
	I&II	I&III	I&IV	II&III	II&IV	III&IV
25. Prepare a speech.						
26. Deliver a speech.						
27. Lead a group discussion.						
28. Use non-verbal communication correctly.						
29. Participate in radio and TV programs.	X		X	X		X
30. Speak effectively to others.		X		X		X
31. Listen effectively to others.		X	X	X	X	
<u>PERSONAL LEADERSHIP CHARACTERISTICS</u>						
32. Accept others as they are.		X		X		X
33. Influence others to accomplish group goals.						
34. Cooperate with others.		X	X	X	X	
35. Formulate a positive self concept.		X	X	X	X	
36. Develop enthusiasm.		X		X		X
37. Assume responsibility.		X	X	X	X	
38. Learn to be fair in dealings with others.		X		X		X



TABLE 12 (continued)

COMPETENCIES THAT SHOULD BE TAUGHT  
NOT RATED SIMILARLY (X) BY GROUPS

Competency	Groups					
	I&II	I&III	I&IV	II&III	II&IV	III&IV
<u>CITIZENSHIP LEADERSHIP COMPETENCIES</u>						
39. Participate in community activities.		X		X		X
40. Use proper social manners.						
41. Identify key community leaders.						
42. Influence community leaders.						
43. Influence local and state politicians.						

Group I --Advisors

Group II --Members Who Responded

Group III--State Staff

Group IV --Teacher Educators

In their response to Research Question 3, the participants were asked to rank the 10 most important leadership competencies that should be taught in young farmer programs. The final ranking was tabulated by assigning a point value for each ranking that a competency received. The rankings and point values are listed below:

Ranking	Point Value
1	10
2	9
3	8
4	7
5	6
6	5
7	4
8	3
9	2
10	1

The points for all competencies were tabulated and the top 10 competencies were those with the 10 highest point totals. The rankings of the competencies in the top 10 are given by groups in Table 11. Five of the competencies appeared in the top 10 of all groups. The five competencies were:

- 30 Speak effectively to others.
- 34 Cooperate with others.
- 36 Develop enthusiasm.
- 37 Assume responsibility.
- 39 Participate in community activities.

TABLE 13  
 TOP TEN  
 COMPETENCY RANKINGS BY GROUPS

Ranking	Competency Number				
	Advisors	Members	Staff	Teacher Educators	Total
1	34	37	35	31	37
2	37	34	31	37	34
3	18	38	37	34	38
4	39	32	34	23	36
5	1	1	1	30	30
6	36	36	30	38	31
7	30	18	39	32	39
8	6	30	36	39	18
9	35	31	38	36	1
10	7	39	5	15	32

The respondents ranked the 10 most important competencies that should be taught young farmers as follows:

<u>Rank</u>	<u>Competency</u>
1	37. Assume responsibility.
2	34. Cooperate with others.
3	36. Develop enthusiasm.
4	38. Learn to be fair in dealings with others.
5	30. Speak effectively to others.
6	31. Listen effectively to others.
7	39. Participate in community activities.
8	18. Obtain participation by all members.
9	1. Open and close a meeting correctly.
10	32. Accept others as they are.

The frequency of rankings for all competencies are given in Appendix L.

#### Reliability

The coefficient alpha test for reliability was used. The coefficient alpha for the competencies "needed" was .96, and for competencies "that should be taught" was .95.

#### SUMMARY

The responses of 133 participants were presented in Chapter 4. The 43 competencies received a total mean rating of 2 and above. This mean rating placed competencies at a level of importance to be included in

the instructional program for young farmers. The advisors and the members rated the most competencies similarly, while the members and state staff, and the teacher educators and state staff rated the fewest competencies similarly.

## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

##### Statement of Problem

This study sought to answer three research questions: (1) What are selected demographic characteristics of Group I (advisors), Group II (members), Group III (state staff), and Group IV (teacher educators)? (2) What leadership competencies are needed by young farmers and which leadership competencies should be taught in the young farmer instructional program? (3) Which competencies are rated similarly by the groups in the study?

##### Respondents

Respondents from these groups were as follows: Group I, 55 advisors; Group II, 64 young farmers; Group III, six state staff; Group IV, eight teacher educators.

##### Instrumentation

A review of the literature did not reveal an instrument with established leadership competencies. The review of the literature was used to develop a list of proposed leadership competencies. Forty-three proposed leadership competencies were developed. These leadership competencies were submitted to a panel of experts for their review of the competencies. The panel consisted of a young farmer advisor, a retired supervisor of agricultural education, a former president of the Young Farmers of Virginia, a teacher educator, and two leadership development specialists. The final instrument was

developed and distributed to the four groups.

The instrument and the cover letter were mailed to the groups in the spring of 1984. The instruments were mailed directly to Groups I, II, and III. Advisors of the members distributed the instrument to Group IV. All nonrespondents were sent letters and a telephone call was made to encourage completion of the instrument. The percentage of usable returns were as follows: Group I (78.6), Group II (19.1), Group III (100), and Group IV (88.8). Because of the low returns in Group IV, an additional follow-up was made. Ten responses of members in the follow-up were tabulated. The results were given in Table 10 of Chapter 4.

#### Data Analysis

The analysis of the data for the three research questions were as follows:

Research Question 1 dealt with the demographic characteristics of the four groups.

Research Question 2 dealt with the reaction of the four groups to the value of the leadership competencies. Mean scores were computed for each competency by assigning values to the ratings as follows: High Importance...4, Medium Importance...3, Low Importance...2, and No Importance...1. The competencies which received a mean score of 1.5 or above were considered to be needed by young farmers and should be taught in a young farmer program.

Research Question 3 was used to determine which competencies were rated similarly by the four groups. The mean response for each

competency was tabulated for each group. Competencies with mean responses of 3.5 to 4.0 were considered of "high importance"; 2.5 to 3.49 of "medium importance", and means of 1.5 to 2.49 were considered of "low importance". There were no mean responses below 1.5.

If the mean for a competency was in the same response category for all groups then the groups were said to respond similarly. If not, the groups were said to respond differently.

### Summary of Findings

A total of 133 respondents provided usable returns. The advisors had served an average of 10.44 years as a young farmer instructor. The average length of membership of the members was 6.12 years. Teacher educators had served less than 1 year (.75) as a young farmer advisor, while members of the state staff had an average of 11 years of service as a young farmer advisor.

The groups responded similarly to 26 competencies that were needed by young farmers; they responded similarly to 22 competencies that should be taught. The response by groups are given below:

#### Competencies needed by young farmers not rated similarly

Advisors and Members Who Responded--1  
 Advisors and Teacher Educators--17  
 Advisors and Staff--12  
 Members and Teacher Educators--11  
 Members and State Staff--15  
 Teacher Educators and State Staff--15

#### Competencies that should be taught not rated similarly

Advisors and Members--1  
 Advisors and Teacher Educators--11  
 Advisors and State Staff--14  
 Members and Teacher Educators--10  
 Members and State Staff--15  
 Teacher Educators and State Staff--15



## CONCLUSIONS

Based upon the findings in this study, the following conclusions have been made:

1. Young farmer members present difficulty in securing a high percentage of returns of a mailed questionnaire.
2. State staff and teacher educators show disagreement in their views on the value of leadership competencies.
3. Leadership competencies are needed by young farmers and competencies should be included in the young farmer instructional program.

## Discussion of Conclusions

The percentage of returns of the survey instrument from the young farmer members was low. The following may have contributed to the low rate of returns. The instrument was distributed by the advisors to the members at a regular monthly meeting. Attendance at the monthly meetings may be below 50% in many instances. Also, some young farmer associations may not meet each month. There may have been some reluctance on the part of young farmer members to complete a questionnaire. The 16 forms that were not usable from the members tend to support the preceding statement.

The state staff and teacher educators disagreed on the value of many of the leadership competencies. Perhaps both groups need to work together more closely in the planning of leadership programs for young farmers, FFA members, and in the preservice instruction for potential agricultural education teachers.

The respondents to the survey rated all the competencies at a level which indicates that young farmers need the competencies and that those competencies should be included in the young farmer instructional program. The Young Farmers of Virginia has stressed the value of leadership instruction. The results of this study indicate that the groups involved in the survey believe that leadership is important and that leadership competencies should be included in the young farmer instructional program.

#### RECOMMENDATIONS

Recommendations are presented in two sections: (1) Recommendations Resulting from the Study, and (2) Recommendations for Further Study.

##### Recommendations Resulting from the Study

1. The competencies that received a combined rating of 3.50 and above should be included in all young farmer programs.
2. The competencies that received a rating of 2.50 to 3.49 should be included in most young farmer programs.
3. Those competencies which received less than a 2.50 rating should be included only when the time schedule permits.
4. The leadership competencies should be included in a guide for young farmer instruction. This guide should be developed by the agricultural education service and distributed to advisors and teacher educators.
5. The competencies that were ranked in the top 10 should receive priority when planning a leadership development program.

Recommendations for Further Study

1. A study should be made to determine which competencies are used by young farmers in other organizations and meetings of which they are members and in attendance.
2. A study should be made to determine the leadership competencies which are taught in the young farmer program.
3. A study should be made by other states or on a national level to determine if the identified competencies are all inclusive for a leadership program for young farmers.

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APPENDIX A  
LETTER FROM JULIAN CAMPBELL



## COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. Box 60

RICHMOND 23216

March 23, 1982

Mr. Glenn A. Anderson

Dear Glenn:

I was pleased to learn that you are anticipating completing a study related to the development of leadership competencies through the Young Farmers of Virginia. We have been conducting young farmer programs in Virginia for a number of years and have emphasized leadership development as a part of the educational programs at the local level. We have not clearly identified the leadership competencies that young farmers need to develop. We have observed that young farmers who participate in the programs often become active leaders in community, civic and farm organizations at local and state levels.

There is a need to identify a list of competencies to be taught and developed in the leadership phase of the young farmer programs and these competencies should be validated. A validated list of competencies would also be valuable for use by teacher educators in teaching pre-service classes and for planning in-service workshops pertaining to young farmer programs.

If there are items which the agricultural education supervisory staff can assist you with in completing your study, we will be very happy to cooperate.

Sincerely,

Julian M. Campbell  
Associate Director  
Agricultural Education

sjg

APPENDIX B  
LETTER FROM BEN TURNER

July 30, 1983

Mr. Glenn A. Anderson

Dear Glenn:

All of the leadership competencies listed are needed by young farmers and advisors along with already experienced young farmers should teach a program each year to their local chapter. It is a vital service to young farmers as most probably would not learn these skills anywhere else. The leadership ability does come in handy.

Being able to conduct yourself in a professional manner helps in this world.

Sincerely,

Ben Turner

APPENDIX C  
POPULATION OF ADVISORS

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APPENDIX D  
POPULATION OF MEMBERS FROM  
AFFILIATED ASSOCIATIONS



## AFFILIATED YOUNG FARMER ASSOCIATIONS

April 1, 1984

1. Abingdon
2. Chilhowie
3. Clintwood
4. Dublin
5. Floyd
6. Galax
7. Gate City
8. Hillsville
9. Holston
10. Patrick Henry
11. Rich Valley
12. Riner
13. Rye Valley
14. Tazewell
15. Woodlawn
16. Albemarle
17. Bowling Green
18. C. T. Smith
19. Culpeper
20. East Hanover
21. Greene
22. Lancaster
23. Louisa
24. Madison
25. New Kent
26. Northumberland
27. Orange
28. Patrick Henry
29. Powhatan
30. Richmond County
31. Western Albemarle
32. Brunswick
33. Essex
34. John F. Kennedy
35. Prince George
36. Southampton
37. Stony Creek
38. Sussex
39. Waverly
40. Botetourt County
41. Broadway-Timberville
42. Buffalo Gap
43. Central
44. Clarke County
45. Elkton
46. Fort Defiance
47. Highland County
48. James River
49. James Wood
50. Loudoun County
51. Loudoun Valley
52. Luray
53. Page
54. Riverheads
55. Spotswood
56. Stonewall Jackson
57. Strasburg
58. Turner Ashby
59. East Augusta
60. Amelia
61. Appomattox
62. Bluestone
63. Buckingham
64. Buckingham Junior
65. Callands
66. Charlotte County
67. Chatham
68. Clover
69. Glade Hill
70. Rocky Mount
71. Snow Creek
72. Tunstall

## SELECTION OF ASSOCIATIONS

All affiliated associations were listed alphabetically by area. Each association was given a number 1-72. The numbers were placed in a box.

The secretary in the Agricultural Education Service, Department of Education, drew the numbers from the box. The following were selected.

<u>No.</u>	<u>Association</u>	<u>Members</u>
45	Elkton	16
2	Chilhowie	35
25	New Kent	11
65	Callands	14
49	James Wood	25
34	John F. Kennedy	15
22	Lancaster	17
26	Northumberland	26
48	James River	9
32	Brunswick	12
31	Western Albemarle	15
1	Abingdon	17
23	Louisa	10
62	Bluestone	13
4	Dublin	10
42	Buffalo Gap	24
68	Clover	12
30	Richmond County	24
50	Loudoun County	10
46	Fort Defiance	18

APPENDIX E  
POPULATION OF STATE STAFF

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APPENDIX F  
POPULATION OF TEACHER EDUCATORS

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APPENDIX G  
LETTER TO PANEL OF EXPERTS

July 5, 1983

Dear :

Thank you for agreeing to serve on the panel to review the instrument which I will use in my study on "Leadership Competencies for Young Farmers." I have enclosed the proposed instrument and a worksheet for your responses to the items on the instrument.

The instrument contains a listing of suggested leadership competencies. Please examine these for the following:

1. Is the competency a valid leadership competency?
2. Are the phrasing and terminology of the competencies clear and accurate?
3. Are additional competencies needed?

Please use the attached worksheet. Beside the number of each competency, please check the appropriate column which indicates whether or not you feel the item is a valid leadership competency. If you feel the item is valid but should be rewritten, please make your revision in the column indicated on the worksheet.

Finally, please list your suggestions for additional competencies indicating under which area the competency should be listed. I will compile the panel's suggestions and send the revised copy back to you for further refinement if needed.



July 5, 1983  
Page 2

Please return the instrument and your suggestions to me by July 15.

Thank you for your willingness to assist with this study.

Sincerely,

Glenn A. Anderson  
Supervisor  
Agricultural Education

GAA/dmc

Enclosures

APPENDIX H

PART I OF SURVEY INSTRUMENT  
FOR ADVISORS, MEMBERS, STAFF, AND  
TEACHER EDUCATORS

LEADERSHIP COMPETENCIES FOR YOUNG FARMERS

Young Farmer Members Response Form

INSTRUCTIONS FOR COMPLETION

The items in this instrument are designed to gather information about your experience in the Young Farmers of Virginia and to rate leadership competencies as to their importance of being:

1. needed by young farmers
2. taught in the young farmer program

PART I - Please answer the following questions.

1. What is your age? \_\_\_\_\_
2. How long have you been a member of a young farmer association?  
\_\_\_\_\_ years
3. Which office(s) have you held in the young farmers? Place an (x) in the appropriate blanks and indicate the year(s) served.

<u>Office</u>	<u>Level</u>			<u>Year(s) served</u>
	___ Local	___ Area	___ State	
___ a. President	___ Local	___ Area	___ State	19 _____
___ b. Vice-President	___ Local	___ Area	___ State	19 _____
___ c. Secretary	___ Local	___ Area	___ State	19 _____
___ d. Treasurer	___ Local	___ Area	___ State	19 _____
___ e. Reporter	___ Local	___ Area	___ State	19 _____
___ f. Sergeant-at-Arms	___ Local	___ Area	___ State	19 _____
___ g. Director	___ Local	___ Area	___ State	19 _____

4. What young farmer committees have you chaired? Place an (x) in appropriate blank(s) to indicate level(s).

<u>Committee</u>	<u>Level</u>		
	Local	Area	State
Executive. . . . .	___	___	___
Program of Work. . . . .	___	___	___
Membership and Attendance. . . . .	___	___	___
Public Relations . . . . .	___	___	___
Finance (Budget and Dues). . . . .	___	___	___
Recreation. . . . .	___	___	___
Community Service. . . . .	___	___	___
Contests and Awards. . . . .	___	___	___
Cooperative. . . . .	___	___	___
Leadership. . . . .	___	___	___
Program. . . . .	___	___	___
Other (please list) . . . . .	___	___	___
	___	___	___
	___	___	___

5. What offices have you held in community and/or civic organizations? Give the office, the organization, and the year you held office.

<u>Office</u>	<u>Organization</u>	<u>Year</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. What has been your participation in leadership development activities which were a part of your local young farmer instructional program?

- \_\_\_ a. Leadership instruction
- \_\_\_ b. Leadership training for officers
- \_\_\_ c. Conducted business session

LEADERSHIP COMPETENCIES FOR YOUNG FARMERS

Teacher Educators Response Form

INSTRUCTIONS FOR COMPLETION

The items in this instrument are designed to gather information about your experiences in the Young Farmers of Virginia and to rate leadership competencies as to their importance of being:

- 1. needed by young farmers
- 2. taught in the young farmer program

PART I - Please answer the following questions.

- 1. How many years did you teach agricultural education in public schools?  
\_\_\_\_\_ years
- 2. How many years did you serve as a young farmer advisor while teaching in public schools?  
\_\_\_\_\_ years
- 3. How many years have you been a teacher educator?  
\_\_\_\_\_ years
- 4. How many in-service or pre-service courses or workshops on young farmers have you conducted that contained leadership development instruction?  
\_\_\_\_\_ courses                                  \_\_\_\_\_ workshops

Please list the title of the courses and the number of times taught.

<u>Title</u>	<u>Times Taught</u>
_____	_____
_____	_____
_____	_____

## LEADERSHIP COMPETENCIES FOR YOUNG FARMERS

(Continued)

Please list the title of the workshops and the number of times taught.

<u>Title</u>	<u>Times Taught</u>
_____	_____
_____	_____
_____	_____

## LEADERSHIP COMPETENCIES FOR YOUNG FARMERS

## State Staff Response Form

INSTRUCTION FOR COMPLETION

The items in this instrument are designed to gather information about your experiences in the Young Farmers of Virginia and to rate leadership competencies as to their importance of being:

1. needed by young farmers
2. taught in the young farmer program

PART I - Please answer the following questions.

1. How many years did you teach agricultural education in public schools?  
\_\_\_\_\_ years
2. How many years did you serve as a young farmer advisor while teaching agricultural education in high school?  
\_\_\_\_\_ years
3. How long have you served as an area or state young farmer advisor?  
\_\_\_\_\_ years
4. How many FFA workshops devoted to leadership have you conducted?  
\_\_\_\_\_ workshops
5. How many young farmer workshops devoted to leadership development have you conducted?  
\_\_\_\_\_ workshops

## LEADERSHIP COMPETENCIES FOR YOUNG FARMERS

## Young Farmer Advisors Response Form

INSTRUCTION FOR COMPLETION

The items in this instrument are designed to gather information about experiences in the Young Farmers of Virginia and to rate leadership competencies as to their importance of being:

1. needed by young farmers
2. taught in the young farmer program

PART I - Please answer the following questions.

1. How long have you been a young farmer advisor? \_\_\_\_\_ years
2. While preparing for your bachelors degree did you complete a student teaching program?
  - \_\_\_\_\_ a. Yes
  - \_\_\_\_\_ b. No
3. If you completed a student teaching program, with which of the following young farmer activities did you assist?
  - \_\_\_\_\_ a. Developing a program of activities
  - \_\_\_\_\_ b. Conducting association meetings
  - \_\_\_\_\_ c. Training officers
  - \_\_\_\_\_ d. Preparing YFV reports and awards
  - \_\_\_\_\_ e. Raising funds
  - \_\_\_\_\_ f. Planning awards banquet
  - \_\_\_\_\_ g. Training judging teams
  - \_\_\_\_\_ h. Other (specify)
4. What leadership activities have you included in your young farmer program?
  - \_\_\_\_\_ a. Leadership development taught to young farmers
  - \_\_\_\_\_ b. Leadership training session conducted for officers
  - \_\_\_\_\_ c. Other (specify)



APPENDIX I  
PART II OF THE SURVEY INSTRUMENT

**PART II - Please classify the importance of the following leadership competencies being:**

1. needed by young farmers
2. taught in the young farmer program

Circle the number which corresponds to your rating of the competency. the following scale is being used.

- 4 - High Importance
- 3 - Medium Importance
- 2 - Low Importance
- 1 - No Importance

Example: Needed By --Should Be  
Young Farmers Taught  
1 2 3 4 1 2 3 4

The following definitions apply to the ratings:

	Needed by Young Farmers	Should be Taught in Young Farmer Program
High Importance -	This competency is needed by all young farmers.	This competency should be included in all leadership development programs for young farmers.
Medium Importance -	This competency is needed by most young farmers.	This competency should be included in a majority of the leadership development programs for young farmers.
Low Importance -	This competency is needed by only a few young farmers.	This competency should be included only when the time schedule of the instructional program allows advisor to include all competencies.
No Importance -	This competency is not needed by young farmers.	This competency should not be included in a leadership development program for young farmers.

LEADERSHIP COMPETENCIES NEEDED TO CONDUCT A MEETING

	Needed By Young Farmers	Should Be Taught
1. Open and close a meeting correctly.	1 2 3 4	1 2 3 4
2. Establish and follow an agenda.	1 2 3 4	1 2 3 4
3. Conduct nomination of officers.	1 2 3 4	1 2 3 4
4. Conduct an election of officers.	1 2 3 4	1 2 3 4
5. Keep minutes of a meeting.	1 2 3 4	1 2 3 4

## PART II - Continued

LEADERSHIP COMPETENCIES NEEDED TO CONDUCT A MEETING CONT.

	Needed By Young Farmers				Should Be Taught			
6. Make a motion.	1	2	3	4	1	2	3	4
7. Dispose of a motion using parliamentary procedura.	1	2	3	4	1	2	3	4
8. Know the duties of all local young farmer officers.	1	2	3	4	1	2	3	4
9. Introduce a speaker.	1	2	3	4	1	2	3	4
10. Participate in a panel discussion.	1	2	3	4	1	2	3	4
11. Conduct a panel discussion.	1	2	3	4	1	2	3	4
12. Conduct a committee meeting.	1	2	3	4	1	2	3	4
13. Participate in YFV committee activities.	1	2	3	4	1	2	3	4
14. Delegate responsibility and authority.	1	2	3	4	1	2	3	4
15. Foster a team concept.	1	2	3	4	1	2	3	4
16. Use the problem-solving technique with groups.	1	2	3	4	1	2	3	4
17. Lead a group to goal attainment.	1	2	3	4	1	2	3	4
18. Obtain participation by all members.	1	2	3	4	1	2	3	4

INDIVIDUAL LEADERSHIP COMPETENCIES

19. Identify essential traits of leadership.	1	2	3	4	1	2	3	4
20. Identify leadership skills.	1	2	3	4	1	2	3	4
21. Identify opportunities for leadership.	1	2	3	4	1	2	3	4
22. Identify leadership styles.	1	2	3	4	1	2	3	4
23. Initiate change.	1	2	3	4	1	2	3	4

COMMUNICATION LEADERSHIP COMPETENCIES

24. Write a news article.	1	2	3	4	1	2	3	4
25. Prepare a speech.	1	2	3	4	1	2	3	4
26. Deliver a speech.	1	2	3	4	1	2	3	4
27. Lead a group discussion.	1	2	3	4	1	2	3	4
28. Use non-verbal communication correctly.	1	2	3	4	1	2	3	4

## PART II - Continued

COMMUNICATION LEADERSHIP COMPETENCIES CONT.

	<u>Needed By</u> <u>Young Farmers</u>				<u>Should Be</u> <u>Taught</u>			
29. Participate in radio and TV programs.	1	2	3	4	1	2	3	4
30. Speak effectively to others.	1	2	3	4	1	2	3	4
31. Listen effectively to others.	1	2	3	4	1	2	3	4

PERSONAL LEADERSHIP CHARACTERISTICS

32. Accept others as they are.	1	2	3	4	1	2	3	4
33. Influence others to accomplish group goals.	1	2	3	4	1	2	3	4
34. Cooperate with others.	1	2	3	4	1	2	3	4
35. Formulate a positive self-concept.	1	2	3	4	1	2	3	4
36. Develop enthusiasm.	1	2	3	4	1	2	3	4
37. Assume responsibility.	1	2	3	4	1	2	3	4
38. Learn to be fair in dealings with others.	1	2	3	4	1	2	3	4

CITIZENSHIP LEADERSHIP COMPETENCIES

39. Participate in community activities.	1	2	3	4	1	2	3	4
40. Use proper social manners.	1	2	3	4	1	2	3	4
41. Identify key community leaders.	1	2	3	4	1	2	3	4
42. Influence community leaders.	1	2	3	4	1	2	3	4
43. Influence local and state politicians.	1	2	3	4	1	2	3	4

**PART III**

From the preceding list of leadership competencies, please select the 10 most important competencies which you believe should be taught in the young farmer program. Select the competency which you believe is the most important and place the number of that competency by ranking "1." The second most important ranking "2." Continue this process until you have listed the 10 most important competencies.

<b>RANKING</b>	<b>COMPETENCY NUMBER</b>
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____

APPENDIX J  
LETTERS TO PARTICIPANTS

MEMO TO: Selected Agricultural Education State Staff Members,  
Teacher Educators, Young Farmers and Young Farmer Advisors

FROM: W. Tommy Johnson, Associate Director  
Agricultural Education

SUBJECT: COMPLETION OF QUESTIONNAIRE ON LEADERSHIP

Glenn A. Anderson, Supervisor of Agricultural Education, is conducting a study titled, Leadership Competencies to be Taught in the Young Farmer Instructional Program. You will find enclosed a letter from Glenn, a questionnaire and a return addressed envelope. Please complete the questionnaire and return it to Mr. Anderson.

The information collected from this study will be used to plan workshops and preservice classes for young farmer advisors. The results will also be used to plan programs for young farmer members.

Your cooperation and participation in the study is appreciated.

sgt

Enclosures

March 1, 1984

MEMO TO: Selected Agricultural Education State Staff Members,  
Teacher Educators, Young Farmers and Young Farmer  
Advisors

FROM: Glenn A. Anderson

SUBJECT: PARTICIPATION IN A STUDY ON LEADERSHIP COMPETENCIES

As a part of my doctoral study at Virginia Polytechnic Institute and State University, agricultural education supervisors, teacher educators, young farmer advisors and certain young farmers are being asked to respond to statements about leadership competencies. The leadership competencies are listed on the enclosed questionnaire. You are being asked to participate in the study by:

1. answering questions concerning your experiences in young farmer work
2. rating a list of leadership competencies according to their importance to young farmers and their importance in being taught in a young farmer program
3. listing in order the 10 most important competencies from the questionnaire.

Your assistance in this study of leadership competencies for young farmers will benefit our program by providing information which can be used in planning workshops and instruction for young farmers and young farmer advisors. The results of the study will be made available to you.

On the questionnaire you will find a number. This number will be used to maintain a list of respondents. Your individual responses will not be released. Please complete the questionnaire and mail to me in the enclosed return addressed envelope. Please return by March 15.

Thank you for your help and cooperation.

sgt

Enclosure



APPENDIX K  
FOLLOW-UP LETTERS SENT TO PARTICIPANTS

March 28, 1984

MEMO TO: Certain Young Farmers

FROM: Glenn A. Anderson

During the first week of March you were sent a questionnaire on "Leadership Competencies for Young Farmers". If you have not completed the questionnaire, please do so and return it to me. Your responses are needed for this study.

A copy of the questionnaire is enclosed.

Thank you for your assistance in this study.

GA/sw

Encl.

April 26, 1984

MEMO TO: Certain YFV Advisors  
FROM: Glenn A. Anderson  
SUBJECT: YOUNG FARMER QUESTIONNAIRE

Approximately a month ago you were sent several copies of a questionnaire on leadership competencies for young farmers. You were asked to have your members complete the questionnaire and return by April 15.

Your members' responses are needed to complete the study on leadership. Please return the questionnaires which your members have completed. Please return to me by May 10.

Thanks for your cooperation in this study.

sgt

APPENDIX L

FREQUENCY OF RANKINGS OF COMPETENCIES BY GROUPS

Frequency of Rankings  
of  
Competencies That Should be Taught  
in Young Farmer Programs by Advisors

Competency	Frequency of Ranking									
	1	2	3	4	5	6	7	8	9	10
1. Open and close a meeting correctly.	6	2	2	1	3		2		1	1
2. Establish and follow an agenda.	4	1	2	2			1	2	4	2
3. Conduct nomination of officers.		1		2	1				2	1
4. Conduct an election of officers.		1	1		1	1	1		1	1
5. Keep minutes of a meeting.		3	1	1		3	1	1	1	2
6. Make a motion.	4	2	2	1	1	2	1	3	2	
7. Dispose of a motion using parliamentary procedure.		2	3	3	1	3	3	1	2	3
8. Know the duties of all local young officers.			1		1	1			1	2
9. Introduce a speaker.				1	2	2	1	2	3	2
10. Participate in a panel discussion.				1						
11. Conduct a panel discussion.										
12. Conduct a committee meeting.	1				1		1	2	1	
13. Participate in YFV committee activities.		2	2	3		1	2	1	2	2
14. Delegate responsibility and authority.		2		3	1	3	2	2		
15. Foster a team concept.	1				3	1	1	2	2	
16. Use the problem-solving technique with groups.		1			2				1	
17. Lead a group to goal attainment.	1	1	1		1		1	2		3

Competency	Frequency of Ranking									
	1	2	3	4	5	6	7	8	9	10
18. Obtain participation by all members.	3	1	4	2	3	3	3	5	1	1
19. Identify essential traits of leadership.	2					3	2	1	1	
20. Identify leadership skills.	1				1	2		1	1	
21. Identify opportunities for leadership.	1		1		1	1	2	1		
22. Identify leadership styles.									1	
23. Initiate change.		3	1	2		1	1			1
24. Write a news article.		1			1		1			2
25. Prepare a speech.							1		1	
26. Deliver a speech.								1	1	
27. Lead a group discussion.		1	2	1	2	1		2	1	1
28. Use non-verbal communication correctly.				1	1	2				
29. Participate in radio and TV programs.	1							1		
30. Speak effectively to others.	2	1	4		4	3	3	1	4	2
31. Listen effectively to others.	2	3	1	2	1	4	4	1	2	3
32. Accept others as they are.	4			1		1	2	3	1	1
33. Influence others to accomplish group goals.			1	1	2		1	1	1	2
34. Cooperate with others.	3	4	3	7	3	2			2	1
35. Formulate a positive self concept.	2	3	3	1	3		1	2	2	2
36. Develop enthusiasm.	1	6	4	2	1		1	2	1	1
37. Assume responsibility.	5	2	3	4	3	5	1	3		

Competency	Frequency of Ranking									
	1	2	3	4	5	6	7	8	9	10
38. Learn to be fair in dealings with others.		1	2	2	1	2	1	1	1	2
39. Participate in community activities.	1	1	5	4		2	5	4	1	3
40. Use proper social manners.							1	1	3	
41. Identify key community leaders.	1		1	1		1	1	1		1
42. Influence community leaders.	2	4		1	2		1	1	2	
43. Influence local and state politicians.	2	1	2		1			1	1	3

Frequency of Rankings  
of  
Competencies That Should be Taught  
in Young Farmer Programs by Members

Competency	Frequency of Ranking									
	1	2	3	4	5	6	7	8	9	10
1. Open and close a meeting correctly.	6	3				2	1	3	1	3
2. Establish and follow an agenda.	2	1						2	2	4
3. Conduct nomination of officers.		1	1	1	1	1	2	3	1	2
4. Conduct an election of officers.		1		2	2		1	1	1	1
5. Keep minutes of a meeting.		2	2	1	3		3	1		
6. Make a motion.	1	2	1		1	2	3	1		
7. Dispose of a motion using parliamentary procedure.		1	1			3	1	2	2	
8. Know the duties of all local young officers.	1	3	1			2	1		2	2
9. Introduce a speaker.	1	1		2		1	1	1	2	2
10. Participate in a panel discussion.			3		1		1		1	1
11. Conduct a panel discussion.				2			1	1	1	
12. Conduct a committee meeting.	1		2	1	1				1	1
13. Participate in YFV committee activities.			1	1	1	1	1	3		
14. Delegate responsibility and authority.					4	1	1			2
15. Foster a team concept.	1									2
16. Use the problem-solving technique with groups.			1		1		1		1	2
17. Lead a group to goal attainment.	2					2		1	1	1



Competency	Frequency of Ranking									
	1	2	3	4	5	6	7	8	9	10
18. Obtain participation by all members.	4	1		2	3	1	3		3	
19. Identify essential traits of leadership.		1		2	3	1	1		1	1
20. Identify leadership skills.		3			1	4	1	3	2	1
21. Identify opportunities for leadership.		1	3		1	1	1	1	1	
22. Identify leadership styles.	1		3	2			2	2		
23. Initiate change.		1	1	1				2	2	
24. Write a news article.		1	1	1	1					1
25. Prepare a speech.			2	2	1		1		4	
26. Deliver a speech.				1	2	2	1	1	1	1
27. Lead a group discussion.	1				1	1	1	1	1	1
28. Use non-verbal communication correctly.					1		1		1	
29. Participate in radio and TV programs.	1		1	1		1	1	1		
30. Speak effectively to others.	2	2	1		3	3	4	1	1	1
31. Listen effectively to others.		5			2	4	2	3	4	2
32. Accept others as they are.	6	2	1	1	3	1	1			3
33. Influence others to accomplish group goals.	1		1	1	1			1		1
34. Cooperate with others.	2	6	8	2	1	1	1	1	2	
35. Formulate a positive self concept.	1		1	2	1		1		1	1
36. Develop enthusiasm.	1		4	5	1	1		1	2	
37. Assume responsibility.	7	5		5	2	2	2	3	3	2

Competency	Frequency of Ranking									
	1	2	3	4	5	6	7	8	9	10
38. Learn to be fair in dealings with others.	2	1	6	7	1	3	1		2	1
39. Participate in community activities.	1	3	1	2	2	1	1	1		5
40. Use proper social manners.	1	1	3		3	1	2	1	2	3
41. Identify key community leaders.		1	1	2		2	1			2
42. Influence community leaders.	1	2	2	1	2	1	2	1	1	
43. Influence local and state politicians.	3					1		2		

Frequency of Rankings  
of  
Competencies That Should be Taught  
in Young Farmer Programs by Staff

Competency	Frequency of Ranking									
	1	2	3	4	5	6	7	8	9	10
1. Open and close a meeting correctly.	1			1				1		
2. Establish and follow an agenda.		1								
3. Conduct nomination of officers.										
4. Conduct an election of officers										
5. Keep minutes of a meeting.			1		1					
6. Make a motion.				1					1	1
7. Dispose of a motion using parliamentary procedure.					1		1			1
8. Know the duties of all local young officers.										
9. Introduce a speaker.										
10. Participate in a panel discussion.									1	
11. Conduct a panel discussion.										
12. Conduct a committee meeting.						1		1		
13. Participate in YFV committee activities.							1	1		1
14. Delegate responsibility and authority.										
15. Foster a team concept.			1					1		
16. Use the problem-solving technique with groups.										
17. Lead a group to goal attainment.				1			1			









Competency	Frequency of Ranking									
	1	2	3	4	5	6	7	8	9	10
37. Assume responsibility.	1	2				1			1	
38. Learn to be fair in dealings with others.	2		1							
39. Participate in community activities.	1			1	1					
40. Use proper social manners.									1	
41. Identify key community leaders.					1			1		
42. Influence community leaders.					1			1		
43. Influence local and state politicians.					1			1		



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